IBREA 2014 UN Global Compact Commitment on Engagement

Brain Education As A Tool for Peace Education

IBREA
International Brain Education Association
사단법인 국제뇌교육협회

About This Report

This report was created to review how global projects have contributed to Millennium Development Goals, as well as to review the domestic programs designed to improve the quality of public education in Korea. In addition, this report aims to show Brain Education's potential to help build a more peaceful and sustainable world in 2015 and beyond.

Reporting Period: January 2008-June 2014
This is the first COE published by IBREA since it joined the UN Global Compact. The global projects in this report included all activities since 2008, the year the organization's New York office opened.

Reporting Cycle: Two years

This report can be downloaded from IBREA website. If you have any questions or require additional information on this report or the activities of IBREA, please contact below.

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* The illustration on the cover was created by Jeski Lee, an advertising professional, who donated the work to IBREA. The illustration symbolizes the goal of Brain Education to develop peaceful brains.

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“Statement of Continued Support for the UN Global Compact”

IBREA is an international, non-governmental organization and a participant in the UN Global Compact whose mission is to realize the potential of the human brain. The brain is our infinite asset and the key attribute of humankind in the twenty-first century. IBREA proclaims that it has and will continue to actively support the ten principles of the Global Compact on human rights, labor standards, the environment, and prevention of corruption. Moreover, IBREA is committed to fulfill its duty and responsibilities as an associated NGO to the United Nations Department of Public Information.

Brain Education is a “peace technology” designed to awaken and restore humanity through our brains’ potential.

The fate of humankind and the planet earth depends on how well we understand and use our brains. Just as the infinite creative potential in our brain gave rise to the civilization of humankind, the key to solve the predicament that humankind faces today also resides inside the human brain.

In *Samilshingo: Chapter Shinhun,* an ancient text of Korea, there is an expression *janseongguja gangjaeyinoe* (自性求子降在爾腦). It means “Look inside yourself. All is already inside your brain.”

The twenty-first century is called the “Century of the Brain.” Most developed countries are investing heavily in brain research, the final frontier in science. Accordingly, interdisciplinary

brain research is currently underway combining physics, chemistry, biological science, cognitive science, and psychology. In-depth research on the human brain will not only contribute to scientific achievement, but it will also help to expand overall understanding of the brain in relation to various fields, such as education, health, and culture.

However, the scientific progress in brain research should ultimately lead us to use our brain well. Completely different outcomes can be created. Our future depends on how we use our brains to process information and to develop our abilities, and on how aware we are of our cognitive power and how much we trust this power.

Brain Education was developed as an information processing method to create a creative and peaceful brain.

When we perceive our brain not as a mere object of study, but as a changeable tool to be developed and utilized, we will be able to understand that the key to the healthy, happy, and peaceful life that all people seek has always been in our brain.

The key philosophical principles that formed Korean culture are as follows: the philosophy of *chunjiin* (天地人), that stresses respect for life and a nature-friendly attitude; the concept of *shimshinssangsu* (心身雙手), a holistic lifestyle practice to manage body and mind as an integrated entity; the principles and methods of *hyochungdo* (孝忠道) and *jeongchunggijangshinmyeong* (精充氣壯神明), training to develop human consciousness; and finally *hongikingan* (弘益人間), the foundational ideology of the ancient Korea and the philosophy of peace.

Brain Education is rooted in 5,000 years of Korean cultural heritage. It has been reorganized as an academic and scientific discipline. Through thirty years of extensive academic study and application in the fields of health, education, and self-development, there is finally the establishment of a four-year university and a graduate school offering the world's first masters and doctorate programs in the study of Brain Education.

IBREA, with the confidence and conviction that Brain Education can bring about revolutionary changes in human consciousness and civilization, will do its best to spread Brain Education as a form of peace technology. In particular, Brain Education is important for all the youth of the world, who are at a fertile age in body, mind, and consciousness.

Brain Education is a form of educational peace technology designed to restore the peace-seeking nature of the brain.

Ilchi Lee, President of IBREA
www.ilchi.net

The UN Global Compact's Ten Principles

Human Rights

Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights; and
Principle 2: make sure that they are not complicit in human rights abuses.

Labor

Principle 3: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;
Principle 4: the elimination of all forms of forced and compulsory labor;
Principle 5: the effective abolition of child labor; and
Principle 6: the elimination of discrimination in respect to employment and occupation.

Environment

Principle 7: Businesses should support a precautionary approach to environmental challenges;
Principle 8: undertake initiatives to promote greater environmental responsibility; and
Principle 9: encourage the development and diffusion of environmentally friendly technologies.

Anti-Corruption

Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.

IBREA

(International Brain Education Association)

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01 About IBREA

Organization name: International Brain Education Association

President: Ilchi Lee

Year established: 2004

Headquarter: Caroline Tower 11, Apgujeong-ro 32-gil, Gangnam-gu, Seoul, Korea

Major Projects

- Research and develop brain-based pedagogy and teacher education programs
- Promote educational policies related to brain-based education and programs to enhance the educational environment
- Host research presentations, academic symposiums, and lecture conferences
- Publish periodicals and other publications
- Establish exchange programs with related organizations in Korea and other countries
- Promote and support activities reflecting the values of brain-based education

IBREA
International Brain Education Association
사단법인 국제뇌교육협회

- Participant to the UN Global Compact
- Associated NGO to the UN-DPI
- Global leader for the development and dissemination of Brain Education training methods, an international non-governmental organization

IBREA is an international, non-governmental organization established in 2004 for the purpose of development, distribution, certification, and consulting of Brain Education that promotes understanding and utilization of the brain, a key for the future of humankind in the twenty-first century.

It was registered as a corporation under the Ministry of Education and Human Resources in September 2006. It held its first International Brain Education Conference at the United Nations headquarters in New York in June 2008. It joined the UN Global Compact in February 2009. It was accepted as an associated NGO to the UN-DPI in June 2010.

With the establishment of IBREA Foundation, a non-governmental organization, in the United States in November 2007, IBREA has been running a successful international operation specializing in brain-based educational consulting. It has disseminated Brain Education training programs to international communities via brain training internships, conferences, seminars, the International Brain HSP Olympiad, and publication of *BrainWorld,* a quarterly English-language periodical.

Source | Doosan Encyclopedia

02 IBREA Governance

IBREA is a non-profit civil society organization operated by membership fees and donations. Operations and budget management are reviewed and decided by annual meetings and non-regular board of directors meetings. IBREA has been authorized as a designated donation organization by the Korean Ministry of Strategy and Finance since 2014. It discloses its financial status on its website and does its best to keep transparent management.

Organizational Chart

Overseas Office

IBREA-USA

International Brain Education Association
866 United Nations Plaza, Suite 479, New York, NY 10017
www.ibreaus.org

IBREA-Japan

NPO法人日本教育協會
愛知懸名古屋市北区山田町三丁目62番地 朋栄ビル9F
http://jp.ibrea.org

03 Partnerships

IBREA has established a collaborative advisory relationship with various professional organizations in various disciplines in Korea, such as science, education, academics, self-development, and cultural history, which enhances the level of its expertise. It runs a certification organization, IBREC (International Brain Education Association Certification) to promote activities in various areas of society.

Advisory Organizations

Korea Institute of Brain Science

Korea Institute of Brain Science was registered as a research foundation under the Korean Ministry of Science and Technology in 1999. It focuses on research related to the development and use of the human brain and Brain Education study. The main research focus of the institute is the development of brain enhancement programs based on brain science, clinical research, and effect studies of applied Brain Education. The institute also conducts research on the development of HSP, the higher sensory and cognitive functions of the human brain.

The institute co-publishes the bi-monthly magazine Brain, a professional Brain Education magazine. In 2005, it created IHSPO, the International Brain HSP Olympiad. In July 2007, it received general consultative status from UN-ECOSOC (United National Economic and Social Council). It then opened an office in New York (KIBS-USA) and now operates International NGO programs.

Website: www.kibs.re.kr

University of Brain Education

The University of Brain Education is the world's only graduate school that offers masters and doctorate programs in Brain Education. Also, it offers programs in Korean Studies and Peace Studies that enhance the understanding of the founding philosophy of Brain Education. The university runs the Brain Education Research Center and publishes Journal of Brain Education (JBE), which facilitates the systemization of Brain Education.

Website: www.ube.ac.kr

Global Cyber University

Global Cyber University opened the Department of Brain Education and Convergence in 2011. The department aims to cultivate creative experts in Brain Education, encouraging cross-disciplinary study of the philosophy, academic research, and case studies in the field to understand and optimize the human brain.

Website: www.global.ac.kr

Kookhakwon

Kookhakwon is a public center for the education and promotion of traditional Korean culture, history, and Korean founding philosophy. It operates sixteen branches across the country. The institute also has branch offices in the United States, Canada, Japan, Germany, United Kingdom, Russia, and Brazil. To date, 1.5 million people have completed the center's programs.

Website: www.kookhakwon.org

Youth Mental Health and Character Education Association

YMCEA
청소년멘탈헬스인성교육협회
Youth Mental Health Character Education Association

The slogan of the Youth Mental Health and Character Association is "The key to youth character development is inside the brain." It provides youth with character education based on the philosophy of *hongik*, which is translated as "service to humankind" in English and is the founding principle of Korea. It seeks to provide education that integrates the body, emotions, and cognition. Its programs are based on twenty-first century brain science, and it provides students with experience-based character education using Brain Education.

Website: www.youthinsung.org

Certified Organizations

IBREA works with many for-profit and non-profit member organizations that support the philosophy and principles of Brain Education in the field of education, health, and culture.

Regional Brain Education Associations: Certified Brain Education instructors' networks that disseminate Brain Education training programs through lectures, workshops, classes in public schools, and campaigns at the local level.
www.youthinsung.org

Earth Citizen Movement Association: A non-governmental organization that promotes the Earth Citizen philosophy and the Global Citizen movement.
www.earthact.org

HSP Consulting U-Dap, Inc: Corporate training, an HRD Brain Education certified organization.
www.u-dap.com

Kids Brain Education, Inc: Certified organization providing Brain Education programs to kindergartens.
www.brainddori.com

BR Education, Inc: Certified organization providing children with Brain Education programs based on Brain Education System Training's five steps.
www.brainedu.co.kr

Korean Institute for Brain Education: Conducts the Happy School Campaign in public schools, providing youth character education and Brain Education teacher's training.
www.hanedu.org

Brain Training Center: Provides customized, brain-based health management and training programs for adults.
www.brain-training.co.kr

BR Attention Clinic: Offers brain training programs to improve concentration, emotional regulation, and overall brain function for children.
www.attentionclinic.co.kr

Brain World Korea, Inc.: Offers web-based learning content and tools on Brain Education.
www.brainworld.com

Han Munhwa Multimedia, Inc.: A book publisher specializing in brain-related media.
www.hanmunhwa.com

Korea Ki Martial Arts Association: A national network of traditional Korean ki martial arts practitioners. They provide everyday exercise programs for all citizens to improve their physical and mental health.
dahn.sportal.or.kr

04 International Collaboration

Joined as a participant in the UN Global Compact in 2009

IBREA has participated in the UN Global Compact since February 2009. It supports UN goals to achieve the common objectives of building a sustainable and inclusive global community.

Ilchi Lee, the president of IBREA, said, "New York City established the Day of Brain Education on January 8, 2008. Brain Education is getting attention in American society as an experience-based educational method that enhances the health of citizens and helps restore the fundamental value of the human brain. IBREA will more proactively make contributions to the international community through its involvement with the Global Compact."

IBREA joined the Global Compact Korea Network in the same year.

Approved as an associated NGO with the UN-DPI in 2010

IBREA was approved as associated NGO with the Department of Public Information of United Nations on June 30, 2010.

Founded in 1947, the UN-DPI has been working with many NGOs around the world in partnerships. The representatives of NGOs associated with the UN-DPI receive entry permit to the UN Headquarters and the right to access and discuss various UN activities and global issues via weekly NGO briefings and communication workshops, in addition to the annual NGO conferences and orientation programs.

Since its approval, IBREA has been committed to disseminating information and to raising public awareness about the purpose and activities of the United Nations and about issues of global concern through various publications, conferences, and networks.

Live Happily

Brain Education As Peace Education

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"Eight years ago in 2000, I visited this place as an attendee of the Millennium World Peace Summit hosted at the main conference room of the United Nations headquarters. When it was my turn to speak, I read 'A Prayer for Peace,' which included the following phrase:
'God created the earth, but it is up to us to make it prosper'."

"When I was reciting 'A Prayer for Peace,' I decided that it should not end as a mere prayer. I decided that I would make tools and methods to realize peace and come back here again. The decision was based on the vision I have had since I experienced a powerful phenomenon in my brain when I was at the crossroad of life and death twenty-seven years prior
– tool to achieve peace that is Brain Education."

Ilchi Lee, the president of IBREA, from the greeting message at the International Brain Education Conference held at United Nations headquarters in New York in 2008

Ilchi Lee at the International Brain Education Conference

01 What is Brain Education?

Brain Education is a training program that develops and utilizes the potential of human brain to create health, happiness, and peace.

The twenty-first century is the age of brain Convergence.

Brain Education was born during the emergence of the age of unity and integration that was brought about by the growth in brain science in the twenty-first century. Brain Education is an interdisciplinary research discipline that studies the philosophy, principles, and methodology of brain science and uses that knowledge to understand the fundamental value of human beings. It represents a change in paradigm that views the human brain not as biological object, but an object of education that we should strive to develop and use.

The grafting of Western neuroscience to Asian moral culture

At an individual level, Brain Education treats the brain as an object of education that requires development to reach its highest potential and its full creativity capacity. It provides people with training methods that allow them to more effectively use their brains for their own health and happiness and for the realization of their highest character. Achievements in brain science made since the 1900s revealed that what had been once considered the workings of human mind, such as thought, concentration, and emotional interactions, were all rooted in the functions of the brain. Brain Education, integrating such achievements in brain science with core principles and systems of traditional Korean culture, provides practical educational methodology that can develop brains and bring about needed changes in people's lives.

Peace technology – experience-based methodology

From the perspective of society and humanity, Brain Education is an experience-based peace education method that guides us to realize that the brain ultimately seeks peace and desires to practice peace. Brain Education places the core value of the human brain on "peace" and on the "earth." It expands individual consciousness and guides us to realize the true value of the human brain as an entity that seeks peace. Unlike other educational methods that seek attainment of knowledge, anyone with a brain can understand its principles and practice experience-based knowledge through Brain Education training methods.

The art of completing humanity – Hongikingan and peace philosophy

The ultimate goal of Brain Education is raising the spirit of *Hongikingan*. Hongikingan is a traditional spiritual value of the Korean people and the educational philosophy of Korea. It provides a model of humanity that seeks peace and coexistence as the ultimate virtues that humankind must pursue. The educational philosophy of Hongikingan is parallel to the educational philosophy of the Universal Declaration of Human Rights, which was declared by the United Nations in 1948.

Brain Education, which was developed in Korea, is based on three elements: study of humanity and philosophy based on the concept of *Chunjiin* (天地人) and *Hongikingan* (弘益人間), which encapsulates the unique Korean perspective on the humanity and the nature and education of the Korean people; lifestyle of *shinshinssangsu* (心身雙修), in which Korean people trained their mind and body as a holistic entity; the principle of *shininhapil* (神人合一), which focuses on the development of each individual's spiritual aspects through training.

Brain Education is the art of fulfilling the potential of humanity through the use of the traditional cultural assets of the Korean people, which are integrated with the advances of twenty-first century brain science.

02 BEST 5 Steps and Brain Operating System (BOS)

BEST, or Brain Education System Training, is a systematic approach to brain training based on extensive systemizing data obtained in the educational field and through scientific research.

BEST consists of a total of 360 programs that are applicable to different age groups, various situations, and diverse purposes, such as brain health, self-development, school education, and senior health. All programs are organized into 5 steps according to the developmental phases of the brain.

The core principle of Brain Education is the utilization of the Brain Operating System, or BOS. This concept was developed by Ilchi Lee, who has extensively studied the true value of the human brain for years. BOS allows new awareness of the human brain in order to utilize the greatest potential of the human brain.

The main goal of BOS is to activate and restore the functions of the human brain, focusing on each of the three layers, step by step. Activating means awakening latent functions, and restoring means removing obstacles that are preventing the brain functions from performing to their full potential.

Computer operating systems brought convenience to people's lives in the twentieth century. And the Brain Operating System, BOS, will become a core technology in the twenty-first century, providing solutions to restore the core values of the human brain that have been lost.

Brain Operating System (BOS)

BOS cultivates integrated and balanced growth of the human brain. The first step in BOS is Brain Sensitizing; the second step, Brain Versatilizing; the third step, Brain Refreshing; the fourth step, Brain Integrating; and the fifth step, Brain Mastering.

03 The role of Brain Education for sustainable peace

The value of human beings is determined by the quantity and quality of information stored in their brains. When "peace" and "earth" is established as the core values in the human brain, humankind will finally see fundamental changes that make sustainable peace possible.

We all have a brain, but few know how to use it. A man can be transformed through education, but education that stresses attainment of knowledge brings about only limited transformation of consciousness and behavior.

Brain Education guides everyone on the earth to understand and practice principles and methods for making their brains peaceful. Thus, it contributes greatly to the achievement of sustainable peace and to the transformation of human consciousness.

1. Creating substantial changes in the brain using experience-based methodology

There is a saying that "a healthy body makes a healthy mind." A healthy body is the foundation for an active and positive attitude of learning. Various brain exercise programs developed by Brain Education helps people to enhance their energy and to develop concentration and patience.

Self-reflection programs in Brain Education, such as Brain Wave Vibration and energy meditation, allows people to look at themselves objectively. Such trainings allow people to actively participate in the educational process while enhancing their self-esteem and emotional regulation.

Teachers must understand characteristics of children's brains at different ages, and they must use different educational methods to respond to different developmental stages of children's brains. An experience-based educational methodology, not knowledge-oriented learning, must be actively employed.

2. Education centered on children's human rights that respects the unique value of each child

The ultimate goal of education that places importance on children's human rights is to help children to fulfill their potential as human beings. Education centered on dissemination of knowledge and undifferentiated evaluation of academic performance alienates most children from the benefits of education and ultimately intensifies economic inequality and social conflict.

Brain Education guides students to find their unique value and their life goals by helping them reflect on themselves. It does not view competition and comparison as criteria of education. Students learn how to use their brains in order to achieve values and goals they have set according to 5 steps of Brain Education.

The reality of Korean education is that students are exposed to extreme stress due to education centered on college entrance. *Happy School Campaign* has increased the number of students using diverse career/character development programs to discover their own dreams, which has made schools a brighter place with a better atmosphere.

3. Education that enhances the value of the earth and peaceful brains

The need for global cooperation to enable a sustainable future for humankind is greater than ever. Such global cooperation will be possible only when we understand and better respect diversity and maintain a sense of shared responsibility for the earth as the foundation of life. The goal of Brain Education is to develop Hongikingan, the ideal human who lives for the benefit of all humankind. Brain Education allows us to understand

that children have natural capacity for Hongikingan, which can ultimately help them to create their own value in the real world.

Happy School Campaign has been in action since 2008 on recommendation of IBREA. It is a part of an efforts to promote the principles and culture of peacemaking in public education in Korea. Currently, there are more than 600 schools participating in the program and the program is garnering much support from many people in the education field.

Brain Declaration

In June 2001, more than 700 people from all over the world met at the First Humanity Conference in Seoul to pledge their dedication to the new values of "Human, Earth, and Brain." At this Conference, President Ilchi Lee and other prominent attendees, such as Al Gore, Henna Strong, and other internationally renowned scholars, agreed on a "Declaration for Man on Earth" as a solution to all problems faced by humankind. The declaration marked a change in the basic paradigms of thinking, and the philosophical foundation of Brain Education was officially introduced. This declaration later became the Brain Declaration.

I declare that I am the master of my brain.

I declare that my brain has infinite possibilities and creative potential.

I declare that my brain has the right to accept or refuse
any information and knowledge that it is offered.

I declare that my brain loves humanity and the earth.

I declare that my brain desires peace.

Take back your brain!

What is Brain Education?
How can it help?
ILCHI LEE

UNITED NATIONS HEADQUARTERS
Thursday, January 12, 2012

18(수)
6:14
유엔본부에서 뇌교육 확대방안 논의

Global Projects to Support the Millennium Development Goals

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- 2011 Brain Education Seminar to Commemorate the 2nd Anniversary of Brain Education Day in New York City

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01 Developing Global Partnerships for Education Aid

IBREA established IBREA-USA in New York, where the UN head office is located, and has been participating in global partnerships through active promotion of Brain Education since the 2008 International Brain Education Conference.

Since then, IBREA has hosted conferences and seminars at the UN office every year to discuss how to utilize Brain Education and its potential to meet the need for education, human rights and peace, and other major themes of the United Nations.

These projects have led to meaningful opportunities to exchange ideas with the UN representatives from countries such as El Salvador, Liberia, and Paraguay, all of whom need international support to achieve growth and stability.

Six years later, Brain Education spread across all public schools in the country in El Salvador, which has transformed the education system there. Also, Liberia, after succeeding with Brain Education pilot projects, is trying to raise funds to expand Brain Education training nationwide.

IBREA will continue to participate in global partnerships with developing countries and least developed countries to expand educational support needed to eradicate poverty and to create a sustainable future.

02 Hosting International Brain Education Conferences

2008 International Brain Education Conference

[Overview]
Theme: The Future of Education and Hope for the Earth
Host: Korea Institute of Brain Science, IBREA-USA
Date: June 20, 2008
Venue: United Nations eadquarters in New York, Conference Room #2
Attendees: UN representatives from 10 countries and 500 educators and scientists

[Major Programs]
Education, Human Rights and Dignity
– H.E. Mr. Raymond Wolfe, Ambassador, Permanent Mission of Jamaica to the UN
Education for a Culture of Peace
– Helene-Marie Gosselin, Director, UNESCO New York Office
Update on training and education for Millennium Development Goals
– Hanifa Mezoui, PhD, Chief, NGO Section, Dept. Of Economic and Social Affairs (DESA).
Application of Brain Education 1: Brain Education for Successful Aging
– Jessie Jones, Ph.D., Co-Director, Center for Successful Aging, Cal State University, Fullerton
Application of Bain Education 2: Brain Education in US Schools
– Warrington Parker, Ph.D., Vice-President, IBREA-USA
Neuroscience, Education, and Culture
– Antonio Damasio, MD., Ph.D
How to Use the Brain Well
– Jill Bolte Taylor, PhD, neuroanatomist and author, My Stroke of Insight
Brain Education: Our Hope for the Earth
– Ilchi Lee, President, IBREA

The theme of the conference was "The Future of Education and Hope for the Earth" in commemoration of the sixtieth anniversary of the Universal Declaration of Human Rights. The goal of the conference was to reflect upon the various problems humankind faces today and to share the current status of Brain Education in Korea, which is receiving attention in the United States as an alternative educational model, and its prospects for the future.

The conference focused attention on world peace for humankind, the ultimate goal of the United Nations, which can be achieved through education. It was a large scale international event held at United Nations headquarters with "brain" as the theme.

The conference was attended by Hanifa Mezoui, Chief of NGO Section in the Department Of Economic and Social Affairs; Liberato Bautista, President of Conference of NGOs in Consultative Status with the UN

(From left) Ilchi Lee; Antonio Damasio; Jill Bolte Taylor

(From left) Helene-Marie Gosselin; H.E. Mr. Raymond Wolfe; Liberato Bautista

(CoNGO); Helene-Marie Gosselin, Director of UNESCO New York Office; Park In-gook, UN ambassador of Korea; and other 50 prominent UN officials. Also, Oscar Arias Sanchez, President of Costa Rica; Hilary Clinton, United States senator; and Michael Bloomberg, Mayor of New York City, sent congratulatory messages, showing their interest.

The conference was divided into "Brain Education and Human Rights" and "Application of Brain Education" sessions and diverse presentations were made. In the special sessions in the afternoon, Antonio Damasio, the world-renown neuroscientist; Dr. Jill Bolte Taylor, the author of *My Stroke of Insight;* and Ilchi Lee, president of IBREA, presented lectures and panel discussions.

ECOSOC 2009 Annual Ministerial Review (AMR)

High-Level Segment Side Event

[Overview]

Theme: Promoting Mental Health in the Context of Global Public Health

Host: IBREA, Korea Institute of Brain Science (KIBS), Conference of NGOs (CoNGO), UN-NGO-IRENE Association

Date: July 6, 2009

Venue: UN headquarters, Geneva, Switzerland

Attendees: UN officials, 100 experts and groups in mental health industry in international community

The 2009 AMR was held during the annual session of ECOSOC in Geneva and many UN officials were able to attend the side event. More than 100 UN officials and mental health professionals attended the seminar.

AMR was proposed in the 2005 UN Summit, and since then, has been held annually in New York and Geneva alternately. AMR focuses on facilitating the accomplishment of the Millennium Development Goals (MDGs) by 2015.

In addition to co-hosts Ilchi Lee (President of IBREA) and Liberato Bautista (President of CoNGO), many distinguished guests have presented their lectures: Hanifa Mezoui (President of UN-NGO_IRENE), Jenice Wetzel (Main representative of International Association of Schools of Social Work), Saida Agrebi (President of the Tunisian Mothers Association), Maryana Winston (Research associate of IBREA), Kendal Hoh (Faculty of Medicine, University of British Columbia) and Torkel Klingberg (Professor in Cognitive Neuroscience, Karolinska, Sweden).

Ilchi Lee, president of IBREA, said, “The human brain is not an object of medical research. It’s an asset for humankind, and we must recognize its value and maximize its use. All our activities – political, social and economic – all stem from brain activity. Now is the time we must change the way we look at our brain,” emphasizing the need to change how we understand and use our brain.

He also added that Brain Education, which started in Korea, has acquired support from the international community as a solution to our problems in education, while also supporting the mental health of humankind. He also stressed that this seminar is a place where IBREA declares its commitment to fulfilling the roles and responsibilities of Brain Education to enhance mental health of humankind.

2011 Brain Education Seminar to Commemorate the 2nd Anniversary of the Brain Education Day in New York City

[Overview]

Theme: Brain Education for All: How to Promote the Six "Educations For All" Goals (EFA)

Host: IBREA, Korea Institute of Brain Science

Date: January 7, 2011

Venue: UN Headquarters, New York

Attendees: Twenty-one Representatives from member states and approximately forty representatives from NGOs

This seminar celebrated the second anniversary of the Brain Education Day in New York City, which was proclaimed by Michael Bloomberg, mayor of New York City on January 8, 2009. It is also an official UN-ECOSOC NGO activity of Korea Institute of Brain Science related to education, the focus of the 2011 ECOSOC Annual Ministerial Review.

The seminar was moderated by Hanifa Mezoui, former president of UN-NGO_IRENE. In the opening statement, the Liberian deputy ambassador to the UN recognized the importance of the Brain Education Day and stressed the need for more educational opportunities and Brain Education for children in underdeveloped and developing countries. It was followed by a keynote speech from UNESCO, which presented a briefing on "The Six Education for All Goals (EFA)" and asked that Brain Education play a significant role in achieving the goals of EFA.

During the free discussion, the need for Brain Education for children suffering from the aftermath of war was discussed. Representatives from Liberia, Tanzania, and Comoros all voiced an opinion that Brain Education must be disseminated in African countries. It was followed by a recommendation for a roundtable meeting in February 2011.

The discussion was followed by an anti-war public service announcement consisting of voiceless language produced by Jeski Lee, an iconic figure of the Korean advertising industry. It presented anti-war and anti-poverty messages and a plea for earth environmental protection in beautiful imagery, to which the guests responded with enthusiastic applause.

03 Disseminating Brain Education to public schools in El Salvador

2011 El Salvador Pilot Project

[Project Overview]

Term: June-August 2011 (3 months)
Subject: Thirty-nine students and twenty-four educators at Centro Escuela Distrito Italia in Tonacatepeque near San Salvador
Operation: Implement Brain Education classes for one hour every day of the week, Monday-Thursday, and measure its effect
Participating organizations: IBREA, IBREA Foundation, Korea Institute of Brain Science
Sponsors: Ambassador of El Salvador the UN, the El Salvadorian Ministry of Education, IMU (Instituto de Investigación, Capacitación y Desarrollo de la Mujer, Woman's Institute)

[Results]

- Reduced absenteeism, fewer negative gender experiences, enhanced self-esteem, reduced stress levels, and enhanced emotional regulation
- Experience-based educational programs increased student participation, and sustained teacher trainings garnered good response.
- El Salvador Vice President Salvador Sánchez Cerén, inspired by the success of the pilot project, requested IBREA to expand the project to eight public schools in El Salvador through the Salvadoran Ministry of Foreign Affairs. The Korean government decided to provide education aid for four schools via the Korean Ministry of Education.

In January 2011, Carlos Garcia, ambassador of El Salvador to the UN, attended an international seminar held in the UN. He had a chance to learn about successful cases in schools in the United States that showed that brain-based education and Brain Education, integrated educational methodologies combining neuroscience and education, helped youths to improve self-esteem and to regulate emotion. Mr. Carlos asked the El Salvador government to introduce Brain Education and, in the following month of February, the El Salvador government made an official request for education aid

to the Ministry of Foreign Affairs and the Ministry of Education.

El Salvador had been suffering from social violence as a result of a long civil war. Many countries around the world provided aid, but the society remained unstable and the economy was difficult. Youth in El Salvador were pessimistic about transcending their poor environment and did not have hopes and dreams for the future. As a result, many were often attracted to the world of crime from an early age. The government and schools of El Salvador have been looking for a solution through education to encourage the youth to believe in their own value and potential.

Brain Education Program Evaluation Report

October 14, 2011

Dr. Karmen Rouland, Ph.D.
Owner and Principal
Sage Advise, LLC

Report submitted to the International Brain Education Association, the El Salvadoran Ministry of Education, the El Salvadoran Ministry of Foreign Affairs, and the United Nations

The three month pilot project was implemented in 2011 in Centro Escolar Distrito Italia, a school located just outside El Salvador's capital, San Salvador, the area known for being the most violent among the ten regions of El Salvador. After implementing Brain Education class to enhance emotion regulation and self-esteem for teachers and students at a school in Distrito Italia in El Salvador, there was a clear reduction in student absenteeism, negative gender experiences, and stress, in addition to enhanced self-esteem and emotional regulation.

(Source: *Brain Education Program Evaluation Report,* El Salvadorian Ministry of Education, 2011)

2012-2013 Korean Ministry of Education Official Development Assistance (ODA)

Education Aid for Public Schools to Enhance Student's Emotional Regulation and Self-esteem

Inspired by the success of the pilot project in 2011, the El Salvador Vice President Salvador Sánchez Cerén requested to expand Brain Education to eight public schools. After assessment, IBREA and Global Cyber University launched the expanded project in four schools in July 2012, which was funded by the official development assistance program of the Korean Ministry of Education. "Public Education Support Program to Enhance Emotional and Regulation Self-esteem of El Salvador Students," implemented in 2012 through 2013, advanced from the pilot project, and focused on enabling educators for the program's sustainability.

Project Implementation Process

Term: July 2012-May 2013

- **July-August 2012**: Analysis of environment, requirements, task, an assessment plan, and criteria for composing a program
- **September-November 2012**: Execution of the program for teachers and implementation of the education for the students
- **February-March 2013**: Analysis of the effects of the program for the teachers and students
- **April-May 2013**: Reinforcement education and Brain Education consulting

Brain Education for Teachers Program

Term: Sept. 10-Nov. 22, 2012

- **Attendee**: Seventy-nine teachers at four schools
- **Number of classes**: Total of twenty sessions (90 min. per class)
- **Assessment**: The indicators to measure the outcome of the program were the completion rate and the satisfaction level of the education. The first indicator, the completion rate of the education, was 93.7% (74 out of 79 teachers completed the education). The second indicator, the satisfaction level, was 4.9 out of 5.0. The teachers noted that the education they received was

highly recommended to improve emotional regulation and self-esteem for students in El Salvador. Furthermore, teachers showed high satisfaction because they themselves could learn how to regulate their emotions so that they were able to help their students practically.

Brain Education for Students Program

The education for students was implemented by having Brain Education instructors observe the class and helping teachers and students to practice. It was designed to improve teachers' confidence to teach their students Brain Education on their own after the project was complete.

- **Term**: Sept. 17-Nov. 22, 2012
- **Attendee**: Forty-five primary school students and fifty-nine secondary school students
- **Number of classes**: Total of sixteen sessions (90 min. per class) and each session was conducted following Brain Education System Training, steps 1-3.
- **Assessment**: Meaningful effects were shown in both regulation of emotion and in development of self-esteem for primary school students. In particular, a test conducted two months after the project was complete showed that the effect of the program lasts and is sustainable. There was meaningful improvement in emotional regulation, self-esteem, and psychological well-being for the secondary school students. The result of the test after two months showed a meaningful effect on regulation of emotion, but not on self-esteem. It is possible that students were exposed to a very difficult environment for them to maintain their social and family-oriented self, a sub-factor of self-esteem.

The outcome of the project

The project was successful in proposing a new model of Korean education aid (ODA) applying UN-MDGs (UN Millennium Development Goals). Korea as a nation provides the most successful model of escaping poverty in the twentieth century, and education is considered a key factor in Korea's rapid economic growth. Transformation in the educational system and infrastructure is important for the quality of education. However, real changes in students are the ultimate key to bring about consequential social development. The project aimed to train students in El Salvador to achieve psychological strength to handle the difficult social environment through the educational program. It will become a foundation for El Salvador to make sustainable changes based on their own strengths. Most of all, advanced from the 2011 pilot project, the 2013 project focused on enabling teachers. As a result, the project produced more success, and we expect the success to be sustained into the future.

After completion of the project, the government of El

Salvador requested to introduce Brain Education on a national level in 1,800 schools. To achieve this goal, the Salvadoran Ministry of Education signed MOU with Instituto Salvadoreño de Bienestar Magisterial (ISBM, Salvadorian Institute for Educators' Wellbeing) and IBREA. By the time this third Brain Education project is completed, we expect to see a project model that can be applied to all Latin American countries adjacent to El Salvador.

(Source: *Educational support to public schools for emotional regulation and self-esteem improvement of students in El Salvador – Brain Education Consulting and Empowering Teachers,* Korea Education Development Institute)

The Peace Swimming Pool was constructed in Distrito Italia of Tonacatepeque in El Salvador in October 17, 2012. The swimming pool provided children with a playground that was safe and free. El Salvador Vice President Salvador Sánchez Cerén attended the opening ceremony and gave an appreciation plaque to Ilchi Lee, President of IBREA, who suggested building a swimming pool and implemented the plan.

Nación : @LPGSocial

KIOSKO LPG IMÁGENES DE LA INAUGURACIÓN DE PISCINA

Escuela hace realidad el proyecto de tener piscina

Fue construida en mes y medio gracias al esfuerzo conjunto de IBREA, alcaldía, MINED y comunidad escolar.

Diversión. La piscina beneficia a 1,561 alumnos y 43 docentes, así como a toda la comunidad. Tiene capacidad para 254 metros cúbicos de agua y costó $50,000. Parte de los fondos fueron recolectados en Corea y EUA por el presidente de IBREA, Ilchi Lee.

GERMAN RIVAS
social@laprensagrafica.com

Una piscina en el corazón de las instalaciones del Centro Escolar Distrito Italia, Tonacatepeque (San Salvador), se ha convertido en el nuevo atractivo de estudiantes, docentes y comunidad en general.

Autoridades municipales, de la escuela y del Ministerio de Educación (MINED), así como representantes de la ONG IBREA, contemplaron ayer orgullosos el fruto de sus esfuerzos.

La construcción de la piscina, que tiene 12.5 metros de ancho por 12.5 metros de largo, con capacidad para 254 metros cúbicos de agua, fue un proyecto enmarcado en la experiencia piloto llamada Educación del Cerebro, que IBREA desarrolla ya en cuatro escuelas del país. Las últimas tres se agregaron el 17 de septiembre pasado.

"Este día es grandioso porque se escribe una página histórica en nuestra escuela, con la construcción de un espacio pedagógico como el que apreciamos y que IBREA llamó 'Piscina por la paz'. El objetivo primordial de este proyecto es, precisamente, encontrar la paz, ya no de palabras, sino que de hechos", manifestó Edwin Mauricio Pérez Juárez, el director de la escuela en Distrito Italia.

Al evento de inauguración fue invitado el vicepresidente de la República, Salvador Sánchez Cerén, quien al fungir como ministro ad honórem de Educación visitó el centro escolar por ser parte del plan piloto de Escuela Inclusiva de Tiempo Pleno, en momentos en que el Distrito Italia era calificado como una de las zonas más peligrosas en San Salvador.

"El objetivo primordial de este proyecto es encontrar la paz, ya no de palabras, sino que de hechos."
Edwin Mauricio Pérez, director

"Esta piscina forma parte de un gran proyecto, que tiene un fundamento claro: la creencia firme en el enorme potencial del cerebro humano."
Isabel Pastor, representante de IBREA

"Este es un centro de cultura, de conocimiento. La aspiración del país es (tener) una nueva escuela como esta, donde la comunidad y los padres de familia están integrados. Aquí inició el programa de IBREA, que es una filosofía innovadora, coreana", dijo Cerén.

Como parte de la inauguración, un grupo de estudiantes, docentes y miembros de IBREA en El Salvador hicieron uso de la piscina por primera vez, dando paso a la alegría y diversión de todos los alumnos que ahora tienen otro lugar de esparcimiento en el interior del centro de estudios.

"Hoy nos podemos divertir más, antes solo usando nekta", expresó Billy Vicente Mejía, de sexto grado. Su compañero, Irving Aranzones, también afirmó sentirse feliz por tener una piscina, oportunidad de la que muy pocas escuelas públicas del país gozan.

Tanto IBREA, el director y el MINED agradecieron a la Alcaldía de Tonacatepeque el aporte de $12,000 en concepto de arena, piedra y maquinaria para realizar el proyecto, que tardó mes y medio.

LPG OR IMÁGENES DE INAUGURACIÓN DE PISCINA EN DISTRITO ITALIA

2013 Salvadorian Ministry of Education - Nationwide expansion of Brain Education teachers' training

After the education aid from the Korean Ministry of Education was over, the Ministry of Education in El Salvador injected investment valued at $100,000 beginning in July 2013 and expanded the teachers' training programs throughout the nation. The cost of the third Brain Education project is being shared by Instituto Salvadoreño de Bienestar Magisterial (ISBM, Salvadorian Institute for Educators' Wellbeing).

The Brain Education program will be given to principals, divided among four regions across the country. The principals will in turn train teachers in their schools after they complete the program. As of February 2014, the first group of 177 school principals, 100 health professionals, and 14 officers of local educational offices completed the program. Beginning in July 2014, the second group began undergoing education.

Status on national Brain Education teachers' training programs

- **July 2, 2013**: Launch of the project
- **February 27, 2014**: 177 school principals, 100 health professionals and fourteen officers from local educational offices were certified as Brain Education instructors.
- **June 2014**: 200 people will take the second group Brain Education teachers' training programs

04 2011 Brain Education workshop for teachers in Tagaytay, Philippines

[Project Overview]
Period: October 28-30, 2011
Location: St. Scholastica's Center for Spirituality, Tagaytay, Philippines,
Attendee: Twenty educators

IBREA, upon request from the Philippines UN representatives reviewing the implementation Brain Education in public education in the Philippines, conducted a three day workshop for twenty educators, including the Ministry of Education personnel. In addition, IBREA met with the director of the Philippines UNICEF Committee and the Philippine Ministry of Education to discuss the possibility.

05 2012-2013 Liberia Brain Education Program

Implementing a pilot project and KOICA-funded Project Assessment

Upon receiving reports on the effect of Brain Education through the Brain Education Conference held in the UN Headquarters on July 2011, Liberia conveyed a wish to introduce Brain Education in Liberia, too. After a year-long discussion with the Ministry of Foreign Affairs of Liberia, a twelve-week Brain Education pilot project began for three classes in two schools in March 2012.

Ellen Johnson Sirleaf, the president of Liberia who assumed the presidency in 2006 after ending the civil war that had lasted fourteen years, expressed her anticipation that Brain Education will help children who had undergone so much suffering because of the war. Children could regain new hope in life so that they could have strength to actively seek success in their life.

Implementation Progress

- **January 2012**: Two officers from the Ministry of Education in Liberia took the World Youth Leadership program, an international Brain Education leadership program, and a Brain Management Consultant course.
- **March 2012**: Implemented a twelve-week Brain Education training pilot program with three classes in two schools
- **May 2012**: Held a Brain Education workshop for faculty at Liberia College of Education.
- **October 2013**: Conducted KOICA-funded Project Assessment to research disseminating Brain Education in ten schools in Liberia.

Outcome of the project

According to Assessment Report on Brain Education in Monrovia, Liberia, students who received Brain Education training showed improvement in self-esteem, positive gender relationship, unique self-values, peer relationship, and self-control.

On the other hand, the results showed decline in negative experiences, such as post-traumatic symptoms, trauma experience, and negative gender identity.

Dr. Karmen Rouland, who submitted this report, concluded that Brain Education had a great positive effect on motivation, self-esteem, peer relationship, self-control, and stress management.

He further concluded that the Brain Education program be expanded to other regions in Liberia. He also supported the idea of including Brain Education in the school curriculum in Liberia. (Source: *Assessment Report on Brain Education in Monrovia, Liberia,* Karmen Rouland)

06 2013 Signing of MOU with Sierra Leon, Africa, for the Brain Education Project and Earth Citizen Campaign

Sierra Leon government, upon discovering the success of Brain Education pilot project in Liberia in 2012, requested assistance for introducing Brain Education in their country through UN representatives.

The Ministry of Social Welfare and the Ministry of Foreign Affairs of Sierra Leon signed an MOU on "Brain Education Project and Earth Citizen Campaign" in December 9, 2013 in Freetown, Sierra Leon, with cooperation from IBREA and Earth Citizen Movement Alliance. The goal is to help children and young people of Sierra Leon to realize their true values and gain confidence to create new future through the Brain Education project and Earth Citizen Campaign.

Project Progress

- **December 2**: Meeting with the Minister of Foreign Affairs of Sierra Leon and interested parties from the Ministry of Education. The Minister of Foreign Affairs of Sierra Leon said, "Many young people are still suffering mentally due to the effects of war. One of the biggest social problems in Sierra Leon is youth who dropped out of school, who are lost and commit crimes on the street."

- **December 4**: Visited a vocational training center for women and youth located in Bo, the second largest city in Sierra Leon, held a meeting with those interested, and checked facilities where training could be provided.

- **December 5**: Visited a juvenile hall in Freetown and provided a Brain Education program in the facility for inmates (aged 14-17) and the staff. The inmates in the facility were desperate to receive support to go back to school and start a new life. They felt happy to find through the workshop that all human brains intrinsically pursue peace.

- Held a roundtable talk with the Minister and the staff from the Ministry of Social Welfare in Sierra Leon, and proposed, based on field assessment, to receive educational materials support from the Earth Citizen before introducing Brain Education to inmates. Accordingly, a presentation was made for the executives of the Ministry of Social Welfare in Sierra Leon and meetings were held to discuss how the Earth Citizen Campaign can be applied to enhance youth mental health in Sierra Leon.

- **December 7**: Signing of MOU with the Ministry of Social Welfare and Foreign and Affairs of Sierra Leon and the Earth Citizen Alliance.

Future Plan

Through a program hosted by the Earth Citizen Alliance, training by the Earth Citizen Campaign and Brain Education will be provided at a vocational training center in Bo. Once Brain Education pilot project succeeds at one center, the program will expand throughout the country. At the same time, basic educational supplies, such as notebooks and pencils, will be provided to the juvenile hall.

07 2014 International Brain Education Workshop for visiting educators from Paraguay

[Overview of Workshop]

Theme: Understanding and experiencing Brain Education

Summary: Understanding of the principles of Brain Education, practice of the methods, and an introduction of the successful application of Brain Education overseas

Lecturer: Kim Nah-ok, Vice President of International Brain Education Association

Attendee: Twenty Paraguayan teachers

Location: Danje Training Center in Chungcheongbuk-do, Korea

Date: May 29, 2014

IBREA provided an international Brain Education workshop for twenty teachers visiting from Paraguay's Ministry of Education and Culture with the theme of understanding and experiencing Brain Education.

The Education Office in Chungcheongbuk-do province in Korea has been implementing programs for developing educational information system in the Department of Exchange and Cooperation. In 2014, it has invited twenty teachers from the Ministry of Education and Culture in Paraguay and provided diverse educational programs, such as ICT-based curriculum design, smart education, visiting educational institutions, and experience of Korean culture.

This training workshop consisted of a three-hour program that included brain exercises based on the principle of Brain Education, basic practical experiences such as meditation, and a summary of successful implementation of Brain Education in El Salvador.

Kim Nah-ok, vice president of IBREA who hosted the workshop, said, "The strength of this Brain Education system is based on the philosophy of Hongikingan, the traditional philosophical ideal of education in Korea. It enhances brain abilities, regardless of language, culture, and knowledge. This is why the performance of the educational support Brain Education provides is so high."

Edgar Osvaldo Brisuela, a professor at Evangelica Educational University in Paraguay and the head of workshop program, said, "Korea's Brain Education will help greatly in solving school violence. It will reduce the stresses of students and help them achieve emotional stability. Depending on how collaboration with Korea goes, I expect Brain Education to be available in schools in Paraguay. I hope that Korea will take interest in it."

Domestic Projects to Support Public Education in Korea

(1) The Role of Brain Education in Balancing Public Education — 40

(2) Mental Health Symposium for Youth — 42

- Overview
- Presenting successful cases
  - l Keynote Speech
    "The Twenty-first Century, the Age of Brain-centered Unity: a Hope Report on Brain Education"
  - l The Brain Education Project that Blossomed in El Salvador
  - l A progress report on the 2012-13 education aid for public schools in El Salvador funded by the Korean Ministry of Education
  - l Stopping school violence – Hyungseok High School, Chungcheongbuk-do, Korea
  - l Creating school culture based on caring and communication – Gangnam Middle School, Ulsan City, Korea
  - l Creating a brain-friendly environment and a happy school – Youpyung Elementary School, Daejeon City, Korea
  - l A healing camp for teachers to regain their passion and sense of mission as an educator

[Special] What is *Happy School Campaign*? — 57

01 The Role of Brain Education in Balancing Public Education

As a result of excessive competitiveness in education's college-entrance-oriented school curriculum, Korean youth scored the lowest in happiness index among OECD countries for five years consecutively.

In particular, the suicide rate of youth, which is associated with school violence and disappointment in academic achievement, became a major issue in 2012. It caused increased discussion about finding alternatives methods of education, a reassessment of the Korean educational system, and renewed commitment to character education.

Accordingly, IBREA hosted a Symposium for Mental Health for Youth in 2013 and 2014 and presented successful cases of applied Brain Education as an alternative character-oriented education.

The Happy School Campaign started in 2007, and more than 600 schools have participated in the campaign. Many successful stories were presented at the symposium. At participating schools, Brain Education had enhanced children's emotional control and self-reflection, and the school culture was reinvented based on caring and mutual respect. Moreover, these stories confirmed the potential of Brain Education as a practical educational program to reinforce character education.

In the symposium held in Seoul in 2013, the principal of Joaquin Rodezno School visited Korea and presented miraculous changes that were taking place in El Salvadorian youth as a result of Brain Education. Joaquin Rodezno School was one of the beneficiaries of 2012-13 Brain Education project in El Salvador.

The case of this school created a great sensation among education professionals, as well as in the media. In addition, it was an opportunity to shed new light on the Happy School Campaign (Refer to page 59 of this report), and it served as a benchmarking program for the design and planning of the project in El Salvador.

Children's Rights and Business Principles, developed by UNICEF and the UN Global Compact, proclaims that children are not the object of protection but stakeholders of human rights, and it recommends increasing efforts to protect and fulfill human rights of children in schools, families, and society in general, as well as in business practices.

IBREA will try to put these principles into practice by continuously supporting the introduction of Brain Education programs and by sharing success cases with stakeholders in education so that young people can be guaranteed sufficient opportunity for self-development and the pursuit of happiness through education.

Statistics of Brain Education Practice in Public Education in Korea

1.Schools who signed the Happy School Campaign Agreement (Cumulative)

2.Teachers who received Brain Education teachers training workshops

Total 4,087

※The teacher's training is a workshop provided by the Korean Institute for Brain Education, a certified training institute of IBREA approved by municipal and provincial governments as an official teacher's training program provider. The program is being operated as a thirty-hour long Brain Education training workshop during winter vacation.

3. Students who received Brain Education training (As of September, 2014)

Total 108,110

4.Kindergarten and nursery school where Brain Education programs are taught (As of September, 2014)

Total 212

02 Mental Health Symposium for Youth

[Overview]

2013 Mental Health Symposium for Youth

Theme: Discourse on the brain and education for happiness

Date: August - November, 2013

Host: IBREA

Sponsor: Korean Ministry of Education, Brain Trainer Association

Hosting cities: Daegu, Inchon, Cheongju, Busan, Seoul

Attendees: Educational professionals, parents, students

2014 Mental Health Symposium for Youth

Theme: The effect of Brain Education as character education based on brain science

Date: May-June, 2014

Host: IBREA

Sponsor: Ministry of Education, Youth Mental Health and Character Education Association, Brain Trainer Association

Hosting Cities: Ulsan, Daejeon, Sooncheon

Attendees: Educational professionals, parents, students

List of field cases presented at the Symposium

- The twenty-first century, the age of brain-centered unity, a Hope Report on Brain Education – Kim Nah-ok, Vice President of IBREA
- The Brain Education project that blossomed in El Salvador – Gloria Muller, principal of Joaquin Rodezno School in El Salvador
- Progress report on 2012-13 education aid for public schools in El Salvador funded by the Korean Ministry of Education – Ha Tae-min, professor in the Department of Brain Education and Convergence, Global Cyber University
- Stopping school violence – Lee Yoon-seong, teacher at Hyungseok High School, Chungbuk, Korea
- Creating a school culture based on caring and communication – Song Young-soon, principal of Gangnam Middle School, Ulsan City, Korea
- Creating a brain-friendly environment and a happy school – Yoon Seo-young, teacher at Youpyung Elementary School, Daejeon City, Korea
- A healing camp for teachers to regain their passion and sense of mission as an educator – Ko Byung-jin, representative of Hongik Teacher's Association

The Twenty-first Century, the age of brain-centered unity: a Hope Report on Brain Education

Presenter: Kim Nah-ok, Vice President of IBREA

The key to solving mental health problems and the education of youth in Korea is in the brain. All mental activities, such as learning, self-motivation and emotional regulation, occur inside the brain.

The human brain is the last remaining asset of humankind and the source of all creativity. It's the instrument that will solve global issues, such as mental problems, poverty, conflict, and global warming. This is why we need education that can nurture peace and creativity, the true value that our brain possesses.

The twenty-first century is progressing toward a new path of spiritual civilization, growing from the developments in brain science, brain health and Brain Education into a brain-centered culture.

Advances in brain science have enhance understanding of the human brain and our learning capacities. The Brain Education system developed in Korea is a unique experience-based educational approach that utilizes all five senses of our body and develops introspective senses by training concentration. Brain Education adopts the principle of neuroplasticity that shows the human brain's lifelong development through learning and experience.

Brain Education programs are designed to evenly enhance creativity, character, and the learning abilities of youth. It is a systematic and holistic approach designed to involve multi-dimensional activities – physical activities to activate the body, mind and brain; activities to cultivate self-esteem and positive self-identity; activities to facilitate emotional regulation; activities to enhance the will to act; and activities to develop the purpose and the direction of life.

Brain Education is a fundamental solution to enhance mental health of youth tarnished by school violence, suicide, and intense academic stress. In addition, it is a training program teaching global leadership based on the philosophy of Hongikingan, which seeks not just happiness of a person and his or her family, but the happiness of all of humankind and peace in the world as a whole.

IBREA is making persistent efforts to disseminate Brain Education globally under strong partnership with academic, research, and education institutions through Brain Education. As a result, global education aid for Brain Education is being provided in El Salvador, Liberia, and other developing countries. Also, Brain Education was introduced to 300 schools in the United States, which resulted in an increase in the attendance rate, students being more polite, and an improvement in learning attitude. Encouraged by great results, Brain Education Day was proclaimed in twenty-six cities in the United States, including Washington, DC, New York. Furthermore, thirteen public schools in Germany introduced Brain Education.

(From keynote speech at the 2013 Mental Health Symposium for Youth)

The Brain Education project that blossomed in El Salvador

Presenter: Gloria Muller, Principal of Joaquin Rodeszo School

Joaquin Rodsezno School is one of four schools in El Salvador that received the education aid from IBREA in 2012. Gloria Muller, the principal of the school, showed the changes in the school after introducing Brain Education using various photos and videos. The changes in Joaquin Rodsezno, which had been beset by serious school violence and drug problems, moved the minds of the audience.

Ms. Muller said, "Almost everything changed. School violence and drug use declined. The school used to be ranked the lowest in the national academic assessment. It has now reached the top in the national mathematical assessment evaluation. Senior students are helping junior students. Students who used to fight the police are now working together with them in traffic safety campaigns." Ms. Muller continued, "Brain Education did not just transform students. Brain Education is changing teachers and even the entire school system in El Salvador. Brain Education has helped El Salvadorian youth to realize their values and recover hopes and dreams for their future, even though they have had to cope with drugs, violence, and murder in the aftermath of a long civil war. Korea is where Brain Education was born. Korea is the country that they want to visit the most."

Presentation Screen

Gloria Muller, after the symposium, visited the National Assembly, the Ministry of Education, and the Office of Education of Seoul City to convey her thanks. On August 20, Ms. Muller met with Moon Yong-lin, the head of education of Seoul City, who said, "I am also deeply impressed by Brain Education, which solved school violence and drug problems in your school. I want to introduce Ms. Muller to schools in Korea so that she can learn more about Korean education."

Photo = Office of Education of Seoul City

Progress report on 2012-13 education aid for public schools in El Salvador funded by the Korean Ministry of Education

Presenter: Ha Tae-min, Professor of the Department of Brain Education and Convergence, Global Cyber University

Project Title: 2012-2013 Korean Ministry of Education Official Development Assistance (ODA) –Educational Support for public schools to enhance student's emotional regulation and self-esteem
Term: July 23, 2012-May 10, 2013
Funded by: The Korean Ministry of Education
Research Institution: Korean Education Develop ment Institute
Implementation: Global Cyber University

Summary of Presentation

Background

Encouraged by the outcome of the Brain Education pilot project in El Salvador in 2011, the Minister of Education of El Salvador made an official request of education aid to the Korean Ministry of Education in order to expand the pilot project.

The issues raised by the Ministry of Education in El Salvador regarding students

1. Students have a pessimistic attitude about overcoming obstacles in surrounding environment.
2. Students have no dreams and hopes for their future.
3. Students easily drop out of the school, which expose them to violence and crimes.

Project Outline

- Provide twenty sessions of Brain Education training class for 79 teachers in four schools
- Provide sixteen sessions of Brain Education training class for 104 students in four schools
- Focus on training Brain Education instructors and consulting so that Brain Education can take roots in the system after the end of aid period

Outcome of the project

Professor Ha Tae-min developed the programs, the consulting process, and the post-project assessment of the project. He pointed out that the project was successful because it focused on the practical problem-solving needs of developing and underdeveloped countries, enabling teachers to sustain the positive effects after the project had ended. Also, the project was customized for the beneficiary country based on requests from El Salvadorian government and on discussions with government officials.

The main indicators set up to measure the outcome of the program for teachers were the completion rate and the satisfaction level of the participants. The first indicator, the completion rate of the education was 93.7% (74 out of 79 people completed the education). Considering that the participation in the education was

The teachers' manual and students' workbook developed for the project

not compulsory, 93.7% completion rate is considered to be the result of the teachers' self-motivation. The second indicator of the education for teachers, satisfaction level, was 4.9 out of 5. The teachers indicated that the education they had received significantly improved emotional regulation and self-esteem for students in El Salvador.

The education for students presented as a part of the education for teachers also had a good outcome. Meaningful effects were shown for both regulation of emotion and development of self-esteem for the primary school students. In particular, the result of the third test, conducted two months after the education program ended, showed that the effect of the program lasts and is sustainable.

There were meaningful changes in emotion regulation, self-esteem, and psychological well-being for the secondary school students. The result of the third test, conducted two months after the education showed a meaningful effect on regulating emotion, but not on self-esteem. It is possible that students were exposed to a very difficult environment for them to maintain their social and family oriented self, a sub factor of self-esteem.

The Ministry of Education in El Salvador expanded the teachers' training programs throughout the nation. As of February 2014, 177 school principals, 100 health professionals and fourteen officers from local educational offices completed the program.

Presentation Screen

[Screen 1] Completion and Satisfaction Rate of the teachers' training program

[Screen 2] Result of the Brain Education class for the students (Before, after, two Months after the end of project)

Stopping school violence – Hyungseok High School, Chungcheongbuk-do, Korea

Presenter: Lee Youn-seong, Teacher

Hyungseok High School has been participating in the Happy School Campaign to stop school violence since 2011. As a result, injuries caused by school violence have dramatically declined and a school culture based on caring and communication was formed. The case of Hyeogseok High School was selected as an outstanding example in the First Competition for Outstanding Example or Policy Initiative to Stop School Violence, which was hosted by the Ministry of Education in 2012.

Campaign Title: Let's Prime a Pump of Happiness with "Loving Hands"
Reporting Period: March 2011-June 2012

● Background

School environments are beset with violence, so students find it hard to control their emotions in the negative atmosphere. To stop school violence, educational curriculum that enhances self-esteem and develops a school culture based on care and communication was desperately needed.

● Outline of the project

Love Hands is part of the Happy School Campaign to foster school culture based on mutual respect and understanding. The goal of the campaign is to massage a friend's shoulder to practice and express friendship.

Hyeongseok High School tried to use Love Hands to instill in students the attitude of respecting oneself, empathy that enables them to care for their friends, and the heart to care for and help one another.

● Major Campaign Activities

1. Time for brain-stimulating exercise/breathing/meditation

- **Goal**: Creating an environment in which students can relax their body and mind to be ready for mutual communication
- **Operation**: A student leader plays a breathing meditation CD and conducts a 10-15 minute class

2. Running Love Hands Day

- **Date**: Every Friday
- **Participants**: All students
- **How**: Expressing love to three or more friends by practicing Love Hands

3. Challenge the Limit Contest

- **Goal**: The contest provides students with an opportunity to gain confidence and enhance their values by controlling their emotions and reaching achievements themselves by overcoming their own limit, rather than by achieving high academic performance.
- **Who**: All 1st and 2nd graders
- **Where**: Gym
- **How**: Sustain *yongssgui* and *hakdari* posture for a given period of time

4. Bowing Culture Campaign

- **How**: Greeting friends by half-bowing with care and respect
- **Who**: All students
- **Effect**: Develop respect for oneself and others

● Result

1. Dramatic decline in frequency of school violence

- **Green Mileage school services**: 29 in 2010→ 14 in 2011
- **Green Mileage community services**: 4 in 2010→2 in 2011
- **Decline in frequency of school violence**: 3 in 2010→1 in 2011

* **green mileage**: penalty point given to students who commit juvenile delinquency

2. Enhanced reputation of the school among local community

Until 2009, Hyeongseok High School used to be a school where so-called "problem kids" in the community attended. However, the number of freshman applicants with high academic performance increased from 10 to 35 over the course of three years since the campaign started.

▲ Distribution of academic scores of freshman applicants to Hyeongseok High School

Also, the overall freshman application rate was increased from 50~60% to 88.5% in 2011 (124 students), a dramatic increase in application rate.

● Students' feedback on Love Hands campaign

1. 1st grader

"When I first started this, I said to myself, 'Why am I doing this?' However, the school continued to explain the good effect of exercise and meditation, which eventually got me interested. I asked myself, 'Will I see the same effect on myself?' Then I practiced exercise and meditation for three months and saw some effect on me. I became more optimistic and felt like I could do anything I wanted. I was surprised. It was just a simple exercise, but it changed my mind and personality. However, the time duration for exercise and meditation at school is not long enough. I wish I could have a longer time for exercise and meditation. If there were more time, I think my friends could also see the effect on them, however small. I hope that it can brighten the class atmosphere. I would be happier if more of my friends saw their own changes from the campaign."

2. 2nd grader

"The truth is that I fool around a lot and often get distracted during class. So I get scolded by my teachers a lot. Then I just followed the exercise and meditation in class absent mindedly. I didn't try too hard, but I found myself to start reflecting on my thoughts and behaviors. It occurred to me that the things that I said and did to my friends without thinking could have hurt them. There is a meditation theme that I remember. It was called 'A Meal in Heaven.' I have to give love to the other person first for him to return the love to me. If each and every one of us has the same thought, the world will become a happier place."

3. 3rd grader

"At first, it felt awkward to do meditation. When I actually did it, however, I felt it was like riding a bicycle. It just takes practice. In my case, the best thing was to become closer to my teachers. It's a different kind of feeling when you talk to a teacher and talk to a friend. Then, when I found myself understanding my friend, I thought I could understand the teacher too. I felt that, if I am suffering, so are others."

Creating school culture based on caring and communication – Gangnam Middle School, Ulsan City, Korea

Presenter: Song Young-soon, Principal

When the Happy School Campaign started, students of Ulsan Gangnam Middle School, located in an urban re-development district, ranked fifty-ninth in academic performance among sixty middle schools in Ulsan City. Many students had low confidence and poor self-esteem. In February 2010, the school signed up for the Happy School Campaign. The first thing that the school did was to change the greeting from "How are you?" to "I love you." For four years since then, the school ran various Brain Education programs, such as morning meditation, Happiness Bulletin Board, Brain Education Leadership Career Camp, and Healing Family Camp. As a result, students were able to enhance self-managing ability, confidence, and emotional control. Also, the bond of trust between students and teachers grew stronger.

Gangnam Middle School was selected for Outstanding School in Character Development in 2012 and 2013. Now the school is regarded by the local community as one of the most academically successful schools in Ulsan City and as a school without violence.

● Project Goal

- Reinforce character education that develops body, emotions, and intellect in integrated ways, rather than just imparting knowledge.
- Create communal culture based on communication and empathy among students and teachers.
- Create an opportunity for parents, schools, and local communities to come together to create an educational environment that is brain-friendly.

● Step-by-step plan

Apply character education based on communication and empathy to classes

→ Launch an academic performance UP program

→ Support Brain Education teaching workshops and Brain Education parents seminars

→ Run Brain Education family development camps

→ Create a happy school culture filled with dreams and love

List of programs

Targets	Programs
Students	Meditation class (happy morning meditation, meditation with oneself, meditation for becoming one with another) Happiness bulletin board Peer counselor workshop Happy Brain character education class Showcase class for Brain Education 5 Steps Leadership program Coaching program to improve attention and concentration Leadership enhancement project Peer counseling capacity enhancement camp Brain Education leadership camp Smoking cessation program
Parents	Mentor coaching to enhance academic performance Coaching for my children's emotional well-being Brain Education career coaching
Teachers	Support for Ulsan City Brain Education teaching workshops Support for Ulsan City Brain Education curriculum research and development club
Family	Healing camp for families

● Summary of major programs

1. Happiness bulletin board, space for communication and empathy

• Operation

- Publish the Newsletter Delivering Happiness to cultivate positive minds
- Run a forum to listen to the voice of students

- Run Happy Days with the themes of love, healing, and appreciation

• **Outcome**
- Prevent school violence by forming a school culture based on consideration and respect for others
- Creating education that cultivates good character piness bulletin boardracter

Running Happiness bulletin board

2. Meditation class

• **Operation**
- Allocate 10-15 minutes at morning study hall
- Present meditation videos with the themes of "Happy Morning," "Meditation to Become One," and "Meditation to Meet Oneself"
- Distribute questionnaires to survey the effect of each class on students

• **Outcome**
- Develop positive self-identity and emotional control to help create a brain-friendly class atmosphere and good relationships with classmates
- Enhance focus to help academic performance
- Develop of self-management habits that start each day with a purpose and a plan

The result of questionnaire survey on the effect of meditation

3. Happy Brain character education class

• **Operation**
- **Hours**: Creative experience activities
- **Target**: Four classes in the 2nd grade
- **Activities**: Hourly class consisting of brain-stimulating exercises and meditation, reciting the Brain Declaration, learning about the brain's creative ability to create happiness, playing communication games that opens minds, completing activities with themes of nourishing a bright and strong self, developing a patriotic mindset, etc.

• **Outcome**
- Establish a positive value system
- Recognize the importance of self
- Expand one's own happiness to include the happiness of others and the happiness of the entire school

4. Brain Education leadership camp

• **Operation**: A five-hour camp during vacation

• **Activities**
- Understand the principles of the Brain Operating System (BOS)
- Experience the principles of energy and the Law of Attraction
- Watch my habits from a third person's point of view
- Understand myself via the brain
- Understand the relationship between vocation and jobs
- Design my life story with the spirit of Earth Citizenship

• **Outcome**
- Find the meaning of genuine happiness and life success based on self-identity
- Design a future based on the spirit of Earth Citizenship needed for the twenty-first century

5. Healing Camp for Families

• **Operation**
- **1st camp**: 3rd grade students and parents
- **2nd camp**: 1st and 2nd grade students and parents
- **3rd camp**: Students maladapted to the school

environment

• **Activities**
- Introducing my family to others
- Playing games with my family
- Watching myself through meditation
- Communicating through eyes
- Embracing with heart
- Healing my family

• **Outcome**
- Narrow the psychological gap between parents and children and resolve misunderstanding and conflicts
- Practice communication between parents and children to help students' emotional stability

6. Peer counselor worship

• **Regular session**
- **Target**: Third grade student peer counselors
- **Activities**: Experiencing energy sensation using a magnetic energy stones and experiencing interconnection with others through energy sensation
- **Effect**: Understand value as peer counselors and enhance ability for empathy with others

• **Peer counseling ability enhancement camp**
- **Target**: Peer counselors for 1st, 2nd, and 3rd grade students
- **Activities**: Executing joint missions, playing "Being-one" games, giving love, approaching first activities
- **Effect**: Intimacy among peer counselors increased and the sense of mission and visions was enhanced

Creating a brain-friendly environment and a happy school - Youpyung Elementary School, Daejeon City, Korea

Presenter: Yoon Seo-young, Teacher

Since 2008, Ms. Yoon Seo-young, a teacher at Youpyung Elementary School, has created and been applying Brain Education methods to cultivate enabling a culture called "brain-friendly." A brain-friendly environment is one that helps children exercise their own ability 100%. Teacher Yoon Seo-young runs brain exercise/meditation time and "Mistake OK Culture" programs to help children to have emotional stability and to develop confidence in themselves.

1. Declaration on self

- **Activities**
  - **First day**: Introducing oneself in front of classmates from the top of a chair
  - **Second day**: Finding three things and saying them in front of classmates to compliment oneself
  - **Third day**: Write three-line eulogy about oneself
- **Student feedback**

  "I was nervous at first but felt confident and proud after I've done it." (4th grader)

  "I couldn't express my opinions in front of my classmates before, but now I am very comfortable expressing my opinions." (4th grader)

2. Ten minute morning brain exercise session

- **Activities**

  Practice brain exercises that activate the brain and body for ten minutes before the morning study session
- **Student feedback**

  "I felt my mind clearing and focusing better. Brain exercise is good at relieving stress."

  "I was able to understand everything I learned during class."

  "My posture was corrected to make me taller, and

my back is stronger. I can focus better now."

3. Five minutes brain wave regulating meditation every morning

- **Activities**
  Practice energy meditation or loving-self meditation for five minutes after brain exercise
- **Effect**
  Meditation stabilizes brainwaves and thus emotion stability is improved. It also improves concentration. It develops positive self-identity and love by focusing concentration inside.
- **Student feedback**
  "When I was doing "loving myself" meditation, I thought of failure as a way to encourage myself to go further without despairing. I encouraged and motivated myself to develop confidence." (5th grader)
  "I felt my heart and brain calming down as I meditated upon my anger." (5th grader)

4. Giving Love

- **Activities**
  Massaging a classmate's shoulders with loving heart
- **Effect**
  Students develop respect and care for one another through physical contact
- **Student feedback**
  "I was very angry with one of my friends and developed a bad relationship. However, I feel better now, and we are close friends again. I tried to communicate my loving heart to him, and therefore our hands got warmer. I like him more now." (4th grader)
  "I felt that my friend was precious to me." (4th grader)
  "I felt like crying. I will never hurt my friend's feeling again." (1st grader)

5. Mistake OK class culture

- **Activities**
  Say to one "Making a mistake is OK. I can do anything I want if I put my mind to it."
- **Effect**
  Relaxation of the brain that has become nervous and tense from constant comparison and evaluation. Renewal of infinite confidence.

6. Living a life of Hongik spirit

- **Activities**
  Practice three acts of Hongik spirit every day at school or at home
- **Effect**
  Students begin to understand that they could be of help to other people and experience that helping others makes them happy.
- **Student feedback**
  "I feel proud of myself whenever I practice Hongik spirit. Helping others, no matter how little, is the greatest treasure of the heart in the world."
  "Doing good deeds is not difficult but easy, and I can practice it anytime anywhere."
  Giving happiness to other people makes both them and me happy. I feel like I have done something great."

A healing camp for teachers to regain their passion and sense of mission as an educator

Presenter: Ko Byung-jin, Representative of Hongik Teacher's Association

"Happy teachers make happy children"

The Teacher's Healing Camp is a teaching workshop designed to recover mental health of teachers who are discouraged because of decline in respect for teachers. It is a program that applies the Brain Education System Training 5 Steps. Hosted by Gyeongsangbuk-do Provincial government and the Office of Education of Gyeongsangbuk-do, it was implemented three times in September and December of 2012 and January of 2013. The Teacher's Healing Camp received a gold prize as the best policy initiative at The First Competition for Outstanding Example or Policy Initiative to Stop School Violence" hosted by the Ministry of Education.

- **Hosted by**: Gyeongsangbuk-do Provincial government, Office of Education of Gyeongsangbuk-do
- **Sponsored by**: Gyeongsangbuk-do Youth Support Center, Korean Institute for Brain Education
- **Hours**: A total of ten hours for two nights and three days for each term
- **Attendees**: Eighty-eight teachers in Gyeongsangbuk-do province

Participating teachers in the camp said they were able to heal and recover their burned-out mind and body from overloaded administrative work and form the stress of guiding students. The result of the survey showed that more than 96% of participants said it helped them, and they were willing to recommend it to their colleagues.

Participants' feedback after the camp

"I've been thinking about retiring early these days. However, this workshop made me realize that I wanted to spend more time with my students."

"Public opinion has been criticizing teachers, making them responsible for school violence, which creates contempt for teachers and decreases respect for teachers. However, the healing camp was a chance for us to look back on ourselves."

"It was a great opportunity for me as a teacher to think about who I was and what students wanted from me. The program helps us to work on body, intellect, and character evenly and was something that was not offered in other programs before. This is a kind of program that the country needs in the education field and must be expanded to all teachers and students."

Screenshot of presentation

What is *Happy School Campaign*?

Happy School Campaign is a campaign to create a happy The Happy School Campaign is a campaign to create happy schools by applying the principles of Brain Education. A Happy School is a school where students use their brains well; a school where students communicate with one another well; a school that has no smokers; a school that has no violence. The campaign was started in 2007, initiated by IBREA and the University of Brain Education. Now the campaign is being administered by local Brain Education Associations. As of 2014, there are more than 600 schools participating in the campaign.

The Happy School Campaign holds the limelight as a solution for school violence because of the basic programs it offers, such as brain exercise and meditation. The program increases students' ability for emotional regulation and self-reflection, which helps students improve academic performance and steers them away from school violence.

The schools who signed up for the campaign were provided with DVDs for brain exercise and meditation, and teachers and students were given introductory education. In addition, special programs customized for schools were adopted and implemented. (www.happyschool21.net)

Basic Brain Education Programs consisting of the Happy School Campaign

1. Brain exercise that wakes up body and mind

Brain activities are optimized when the body is in an active state. Five minutes of simple brain exercises help activate the mind and the brain to prepare the brain for studying. Brain exercise helps to relieve fatigue and stress from study and the body and mind are back to rejuvenated and highly motivated state.

2. Brain Wave Vibration meditation that activates the right brain

Brain Wave Vibration meditation that activates the right brain. Focus and imagination activate creativity in brain. Shaking the head left and right gently to spread vibration to the whole body helps to stabilize brainwaves and activates the right brain. When the brainwaves are stabilized, the functions of the right brain are stimulated to enhance concentration, intuition, and imagination.

3. *Jangsaengbobeop,* walking training for a right posture

Young people tend to have spine-related illness due to incorrect posture. The brain is activated well when you have right posture. Right mind and spirit dwell in the right posture. The walking method helps to clear mind and become more active. The body and mind become more relaxed and the habit of keeping a good posture is formed.

4. Energy meditation that stabilizes brainwaves

The optimal state of the brain for studying is in the alpha-brainwave state. Children who are easily distracted need to reflect on their thoughts and emotions by focusing on their internal state of mind. Energy meditation stabilizes the brainwaves into alpha-brainwaves and helps maintain peace of mind.

It also enhances concentration and develops the ability of self-reflection.

5. Creating brain-friendly class atmosphere: giving love, laughing exercise

Brain responds sensitively to the energy field (mood). A bright and warm class atmosphere creates an encouraging, brain-friendly environment. The brain becomes more receptive to new learning and positive in this brain-friendly environment. Laughing and love-sharing helps create close friendships among classmates, makes the class atmosphere brighter, and prevents school violence and bullying.

6. HSP Gym to enhance brain power

The brain loves challenge and learns through experience. The brain can develop strength by having experience of overcoming its own limits. HSP Gym enhances concentration, endurance and self-control. Also, it enhances power of emotional control and improves self-efficacy.

7. A three-second greeting to refocus the goal of studying

It is important to have a reason for using the brain, so one can fully utilize the untapped potential of the brain toward a big and valuable dream. A three-second greeting entails having two hands together on the lower belly, half-bowing, and saying, "I love you." Such a greeting culture enhances respect for others and reminds one of the most valuable dream of Hongikingan whenever practicing the greeting.

In Brain Education class, students are taught of the purpose of education through the following declaration: "I study for myself, for my people, and for humanity." When students clearly realize the purpose of studying, they are more motivated and can concentrate better, which in turn improves their learning attitude.

Optional Programs tailored to specific groups

- **Students**: Brain utilizing education for youth, preventing smoking/violence education, character education based on Brain Education methods for youth, training for patriotism, after-school activities
- **Teachers**: Brain Education seminars, teaching workshops on managing happy classes, etc.
- **Parents**: Crash course on Brain Education for parents, Brain Education workshops for parents

1. Brain exercise that wakes up the body and the brain 2. Brain Wave Vibration that activate the right brain
3. Energy meditation that stabilizes brainwaves 4. Creating a brain-friendly class atmosphere: love-giving, laughing exercise
5. HSP Gym that increases brain power 6. The three-second greeting, the purpose of studying

Publishing *Brain,* a bi-monthly magazine focused on Brain Education

Raise public awareness of brain utilization to realize peace

The brain is the new frontier of humankind in the twenty-first century and can be used to realize peace for all humankind. The brain can be used as a new path to understand humankind, and it enables humankind to dream of a new future. Brain is a specialized magazine that disseminates information about new discoveries about the human brain to a wider audience. The magazine was first published under the title of Noi. Beginning in 2006, it has been co-published by the Korea Institute of Brain Science and IBREA under the new title Brain.

www.brainmedia.co.kr

The Earth Citizen Movement

The philosophy of Hongikingan forms the basis for Brain Education. It transcends race, religion, and nation, and puts the earth as the common root of humankind's life. It has expanded into the Earth Citizen Movement to cultivate individuals' responsibility as a global citizens. First proposed by IBREA, more than 130,000 people have participated in this campaign until 2010 with the goal of solving global environmental issues, the restoration of humanity, reducing hunger, and eliminating illiteracy.

유엔환경계획(UNEP) 감사장과 인증서

현재, 지구시민운동의 글로벌 추진기관인 국제뇌교육협회는
'UNEP- Billion Tree Campaign'의 NGO 공식 파트너로 참여하고 있습니다.

유엔환경계획의 지구살리기의 일환인 'Billion Tree Campaign Program'에
국제뇌교육협회의 지속적인 후원에 깊은 감사를 드립니다.

또한, 이번 후원이 국제뇌교육협회의 '지구시민 1달러 프로젝트'의
참가자들의 노력과 그들이 후원한 기금으로 이루어진 것임을 알고 있습니다.

이 후원기금은 캠페인과 연관된 활동에 쓰여질 것이며,
유엔환경계획은 앞으로도 좋은 파트너 관계를 기대합니다.

유엔환경계획 케냐본부 사무국

Participating in the Billion Tree Campaign, launched by UNEP

Since 2008, IBREA used funds collected from One Dollar Campaign to participate in UNEP's "the Billion Tree Campaign." Begun with participation of IBREA-Japan in 2008, it received "Billion Tree Campaign Partners" status from the UNEP in June 2009. As a result, about 4,000 trees were planted in 2009. In November 2009, it received a gratitude plaque from the National Committee for the Republic of Kenya for the funds it provided.

The Billion Tree Campaign is a global environmental protection campaign that started in 2006 as a way to respond to the threat of global warming and climate change, launched by the United Nations Environment Programme (UNEP). The initial goal was to plant one billion trees. However, when the initial goal was achieved, the goal was raised to planting seven billion trees, which was again achieved in 2009.

Participating in the Seal the Deal! Campaign led by the UN

In December 2009, IBREA, under the slogan "one minute action for global citizens and the earth," participated in the Seal the Deal! Campaign, the climate petition campaign, along with the Earth Citizen Alliance. IBREA and the Earth Citizen Alliance guided their members

to sign the Climate Petition online and encouraged others to join through SNS and other online media.

With active participation of members in the Earth Citizen Alliance, the share of Korean participation in the campaign, which was only 0.07% (291 people) as of November 24, reached 7,000 people within only two weeks. In response to such active participation, UNEP offices thanked Korean participants and designated Earth Citizen Alliance as an official partner of the Seal the Deal! Campaign.

Seal the Deal! was launched by the UN in April 2009 to galvanize political will and public support toward signing a new UN agreement on climate change to help millions of people to adapt to climate change. Accommodating the petition of the public, governments were encouraged to "seal the deal" for a fair, balanced, and effective agreement on climate change when they met at the Climate Change Conference in Copenhagen in December 2009.

The world's 1,000 Brain Education training centers Participating in the climate change campaign called "the Earth Hour"

On the Saturday of the last week of March 2009, IBREA joined the Earth Hour, a campaign to stop adverse global climate changes, with 1,000 Brain Education training centers worldwide. Ilchi Lee, president of IBREA, urged 1,000 Brain Education training centers all around the world to join the Earth Hour and said, "Eliminating the danger humankind is facing now depends on how we use our brains. If each and every one of us use our brains and participate in solving global issues such climate change, it will be a great way to overcome the dangers ourselves."

Brain Education As A Tool for Peace Education

IBREA
International Brain Education Association
사단법인 국제뇌교육협회

IBREA, International Brain Education Association

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