

BRAIN EDUCATION

IBREA Sustainability Report 2016

IBREA Sustainability Report 2016

Reporting Period	January 2015 – February 2017
Report Coverage	Overall activities stated in the articles of IBREA and issues regarding sustainability
Reporting Guidelines	This report is in accordance with the NPO Sustainability Report Guidelines, which was restructured based on the GRI (Global Reporting Initiative) Sustainability Reporting Guidelines considering the characteristics of Civil Society Sector. It also serves as the UN Global Compact Communication on Engagement.
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From the Secretariat

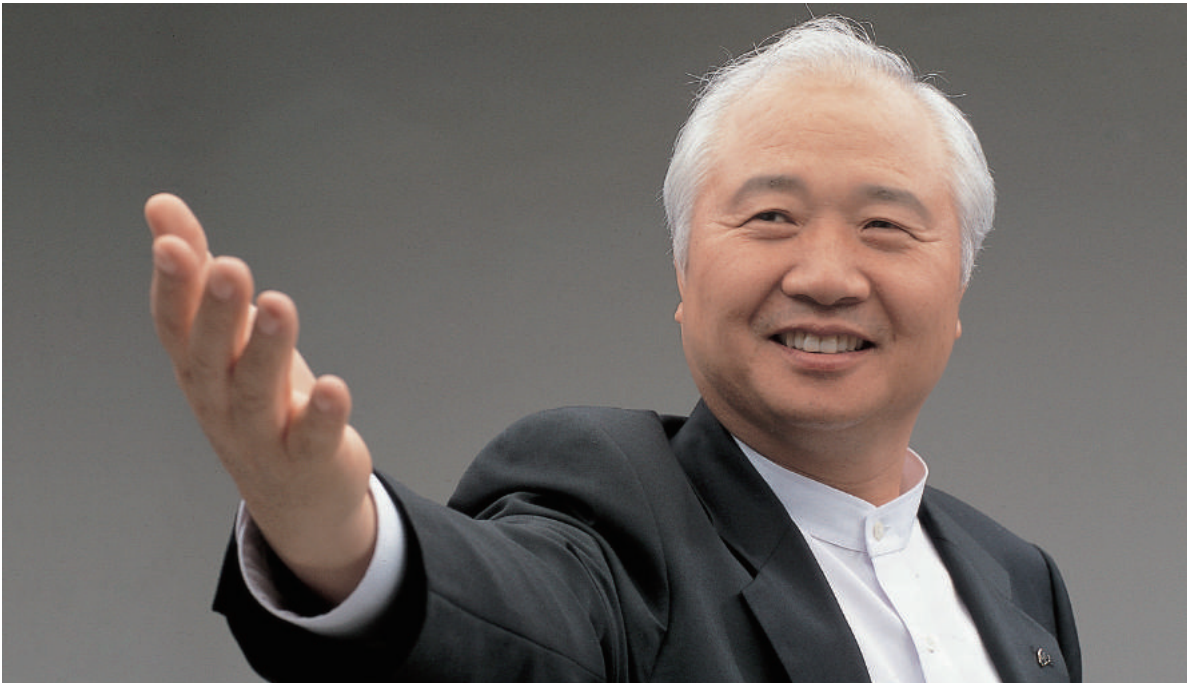
During the Seventieth United Nations General Assembly of September 2015, all members of the UN agreed to implement the Sustainable Development Goals (SDGs) by 2030. The purpose of these goals was twofold: to overcome the dangers that humans of the twenty-first century now face and to build a path toward a sustainable future. This report intends to evaluate and summarize the various activities of Brain Education in relation to these goals. We are pleased that the IBREA Sustainability Report 2016 has given us an opportunity for self-reflection, a chance to examine our accomplishments in relation to these goals, and to evaluate and improve the organization's transparency and accountability.

Due to the comprehensive nature of the UN Sustainable Development Goals, full cooperation and connection has become critically important for achieving the SDGs successfully. Among the 17 goals of the SDG, the sixteenth and the seventeenth goals provide specific targets for encouraging horizontal and inclusive partnerships between diverse stakeholders. As is reflected in this report, our efforts to fulfill these goals has helped our organization transform into a more inclusive and participative decision-making structure.

Most importantly, we believe that this report shows our progress in supporting the education of people around the world. The ultimate goal of education is to raise the value of being human and to let people realize their own possibilities, a value that IBREA shares with UNESCO. The Report to UNESCO of the International Commission on Education for the Twenty-first Century presented "four pillars of education" that parallel IBREA's primary mission. Through the Brain Education programs presented in this report, we have spread the philosophy of peace, brain development principles, and educational methodology for the right use and development of the human brain. Beyond scientific and medical investigation of the human brain, IBREA intends to fulfill the fundamental goal of education through the enhancement and fulfillment of the brain's potential to make the world a better place for everyone.

The Seoul Office of IBREA Secretariat

A Message from the President of IBREA



“IBREA, as an international nonprofit established to properly understand and use the infinite assets of the brain that created today’s human culture and as a member of the UN Global Compact, declares that it will actively support the UN Global Compact’s Ten Principles on human rights, labor, the environment, and anti-corruption. Additionally, IBREA will fulfill the duties and responsibilities assigned to it by international society as an NGO in official status with the UN Department of Public Information (UN DPI).”

Humankind is entering a new information society never before experienced. In an interconnected world, “information” will be the keyword of a new civilization, and development of artificial intelligence technology is causing us to reconsider identity regarding what it means to be human and the value of humanity.

Anxieties and fears for the future of a sustainable human society and Earth continue to increase in an age characterized by a loss of humanity and threats to the global ecosystem that result from the rapid development of material civilization, but any solution to these problems depends on how humans understand and use the brain.

For just as what produced today's human civilization is the infinite creativity of the human brain, so, too, the key to resolving the present crisis facing humanity is found in the human brain.

Brain Education is a "peace technology" for awakening and developing the character innate in the human brain. As a form of brain-integration education based on a peace philosophy, brain-development principles, and experiential education methodology, this system makes possible the recovery of the value of humanness and the development of the creativity possessed by everyone. It is also a "human technology" for awakening natural intelligence by realizing that humans are a part of nature and restoring inner vitality through body and mind based training for using the brain.

Major developed countries are focusing investment on studying the brain, which is an asset for the future of humanity and the final frontier of science. Consequently, vigorous convergence research is taking place in all fields, including physics, chemistry, bioengineering, cognitive science, and psychology. The results of in-depth research into the human brain will contribute to the development of learning as well as to spreading awareness of the brain to all of society, including the areas of health, education, and culture.

However, the importance of knowledge of the human brain brought by the development of science is ultimately found in the proper application of the brain. The brain is basically an information-processing organ. The same information can produce completely different results depending on how it is processed, how the brain is developed, and on what direction is pursued.

Information has a massive impact on the brain especially in the information age, a time when everything is connected. Brain Education was developed as an information processing technology for the human brain, to make creative, peaceful brains. For we will come to realize that the key to the healthy, happy, peaceful life humanity pursues is found in our brains when we recognize that the human brain is something to be applied and not merely a subject of research.

Brain Education passed through a process of academic exploration and application in a broad range of fields over 30 years, including health, education, and self-development, based on brain science research. It was developed into an academic discipline, which has included the establishment of a four-year college and a graduate school offering masters and doctoral degrees in the field of Brain Education for the first time in the world.

Brain Education is a meeting between 21st-century brain science and a spiritual/cultural asset of Korea 5000 years old. Since ancient times, the ancestors of the Korean people have adopted as a living culture Chun Ji In (天地人), an ideology stressing the unity of humanity with nature, Shim Shin Ssang Su (心身雙修), practices for governing mind and body together, and Suseung Hwagang (水昇火降), Shim Ki Hyeol Jung (心氣血精), and Jungchoong Kijang Shinmyeong (精充氣壯神明), which are principles and methodologies for the growth of human consciousness.

In the ancient Korean document Sam Il Shin Go Shinhun Pyeon is found a verse that reads, "Jasengguja gangjaeinoe (自性求子 降在爾腦)." Interpreted, this means, "Search in your true nature. It has already come down and dwells in your brain." This system of thought and training provided a philosophical and methodological foundation for today's Brain Education. In particular, the peace philosophy of Brain Education is rooted in Hongik Human (弘益人間) Thought, which encompasses the universal spirit of humanity and the founding ideology of the ancient Korean kingdom of Dahngun Joseon, which was to "widely benefit humanity."

If we read the Budoji, which contains creation fables of ancient Korea, we find a story that tells of the existence of the ideal community of Mago Castle, and of how the people there turned their backs on natural, absolute values to pursue artificial values, until they became mired in their senses and desires, and of how the eldest son, Hwangggung, left the castle. Later, the Vow of Restoration (Bokbon, 復本) to again establish a community where the true nature of humanity was alive as in Mago Castle, was handed down from Hwangggung to Yuin, Hanin, Hwanung, and then to Dahngun Joseon, where it was used to establish a country in the form of Hongik Human ideology.

The Vow of Restoration of Mago Castle, by restoring balance between the two wheels of the cart of the human brain, "creativity" and "peacefulness," orients Brain Education on creating a sustainable future for humanity and the earth and serves as a compass for human civilization, which is now adrift. With the certainty and conviction that it can bring great change to human consciousness and civilization, I hope you will join me on the path of teaching Brain Education to international society as a peace technology. Thank you.



Ilchi Lee
President, International Brain Education Association



[The Ten Principles of the UN Global Compact]

Human Rights

Principle 01 Businesses should support and respect the protection of internationally proclaimed human rights

Principle 02 Make sure that they are not complicit in human rights abuses

Labor

Principle 03 Businesses should uphold freedom of association and the effective recognition of the right to collective bargaining

Principle 04 The elimination of all forms of forced and compulsory labor

Principle 05 The effective abolition of child labor

Principle 06 The elimination of discrimination respect to employment and occupation

Environment

Principle 07 Businesses should support a precautionary approach to environmental challenges

Principle 08 Undertake initiatives to promote greater environmental responsibility

Principle 09 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





Introduction of IBREA

10 About IBREA

11 Vision and Mission

12 Structure of the Organization

13 Decision Making

16 History

About IBREA

Name | IBREA, International Brain Education Association

Head of the Association | Ilchi Lee

Year Established | 2004

Location | Seoul, Korea

Activity Categories

- Activities for brain-based teaching and learning research and development
- Activities for developing education policy and improving education fields associated with brain-based education
- Hosting of research presentations, symposiums, and lectures
- Publishing of association journals and other publications
- Exchange activities with relevant groups both at home and abroad
 - NGO participant in the UN Global Compact (UNGC)
 - Associated NGO with the UN DPI
 - Global leading NGO of Brain Education

IBREA is an international nonprofit organization established in 2004 for the purpose of developing Brain Education programs that promote the right understanding and application of the brain, the key asset of humankind in the twenty-first century. This organization obtained non-profit corporation approval from the Ministry of Education and Human Resources Development in 2006. It held the first International Brain Education Conference at the UN Headquarters in New York in June 2008 and was approved as an associated NGO with the Department of Public Information of the United Nations in June 2010. Since February 2009, IBREA has participated as a member of the UN Global Compact.

Since IBREA Foundation was established in the United States as a nonprofit organization, it has worked as an international brain consulting organization through the Brain Education programs it has conducted around the world. It has created international Brain Education internship programs and publishes the periodical *Brainworld*.



Vision and Mission

IBREA was established to make a better future for humankind through the values of Brain Education, which teaches the philosophy, principles, and methods needed to make a more peaceful human brain. It assumes that the solutions to our mental health problems and to the current threat to earth's ecosystem will be found in the human brain, just as civilization's science and technology have always been built through the creativity of the human brain.

VISION

IBREA wants to contribute to a sustainable human society and to civilization by enhancing and introducing the values of Brain Education and by helping people correctly understand and apply the creativity of the brain, the greatest future asset of humankind.

MISSION

Brain Education Global Solidarity

- Forming and connecting global networks of Brain Education
- Opening international UN-associated seminars, forums, and workshops
- Forming international Brain Education forums that facilitate global collaboration
- Constructing youth networks in Asia

Spread of Information on Brain Education

- Raising awareness of the importance and value of the proper use of the human brain
- Holding campaigns and seminars to raise awareness about the importance and value of the human brain as the key to the future of humankind
- Publishing Brain Education magazines and spreading information through social media
- Raising awareness of the true value of the human brain through Brain Education HSP Olympiad.

Inter-sector Implementation Consulting

- Working with Brain Education-based educational institutions (Benjamin School for Character Education) to build and refine new education models
- Developing and applying global citizenship education (earth citizenship education) programs based on Brain Education in public schools
- Developing and spreading self-healing techniques for improved mental health based on Brain Education (belly button healing)

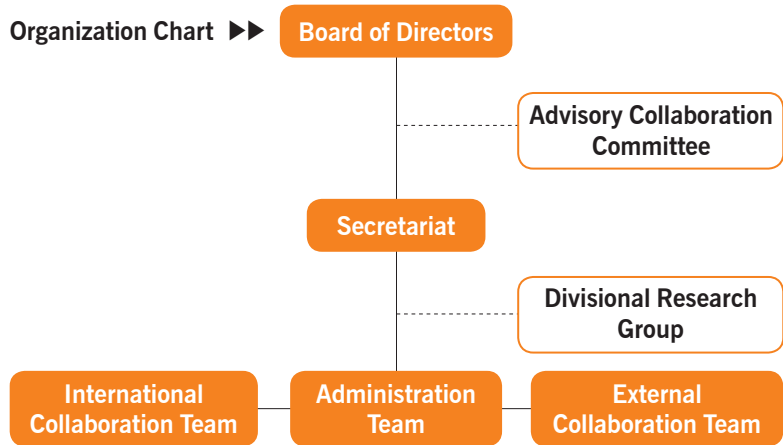
CORE VALUE

- Strengthening information connections through horizontal information networking
- Creating a community culture compatible with a sustainable earth ecosystem
- Encouraging collaborative and inclusive communication among experts in different social sectors to utilize their expertise to reach common goals

Structure of the Organization

IBREA, in accordance with its founding goals, has supported UN goals as a participating member of the UN Global Compact and as an associated NGO with the UN DPI. To support these goals, it maintains advisory organizations and collaboration partners in various sectors that enhance the social value of Brain Education.

In addition to a board of directors, there is an advisory collaboration committee through which advisory organizations and main collaboration partners express opinions and make decisions. With the secretariat at the center, there is also the international collaboration team, the external collaboration team, and the administration team. The organization is located at Sinsa-dong, Gangnam District, Seoul. In Korea, it is registered as a nonprofit corporation by the Education Office of Seoul.



Board of Directors		Chairman (11), Auditor (2) (Main structure: advisory organization, representatives of collaboration partners) Deliberation, decision, and consulting on management and business, periodical/non-periodical conferences
Advisory Collaboration Committee		Committee that consists of representatives from advisory institutions and collaboration partners - Purpose: Provides academic professionalism and consulting and creates synergy between partners - Collaboration Partners consist of institutions that develop and promote Brain Education
Subsidiary Research Group		IBREA operates subsidiary research groups for smooth cooperation ex) Holding global citizenship education based on Brain Education - Earth Citizenship Education Research Group
Secretariat	International Collaboration Team	Collaboration with UN organizations and external partner organizations, managing global projects
	External Collaboration Team	Managing advisory collaboration organizations and sponsor groups. Managing public relations, managing social media, creating and managing publications
	Administration Team	Managing organization administration, managing finances

Decision-making



The role of advisory institutions and collaboration partners is important in the process of project implementation and opinion gathering. The advisory collaboration committee and representatives of the collaboration partners always take part in all the

decision-making meetings. Each division begins with an offline conference first, and then holds a video conference eventually.

Video conferences among leading staff are held once a week on average, and the advisory collaboration group have conferences once a month. When important issues need to be discussed, a professional forum is held that is attended by cooperating advisory members, through the process of main discussion and by collecting opinions from each division.

Report of Advisory Collaboration Board Conferences

(regular conferences excluded, consists only of conferences on important issues)

Time	Agendas
2015.2	A national Brain Education forum celebrating International Brain Awareness Week 2015 The Tenth International Brain HSP Olympiad; national and international competition
2015.3	Integrating Sustainable Development Goals with Brain Education programs
2015.7	Integration of global citizenship education with Brain Education and the launch of Earth Citizenship Education Research Group
2015.10	Application of Brain Education-based global citizenship education to school settings
2016.1	Organizing a Korea–China–Japan Earth Management Workshop in Jeju, Korea
2016.2	Holding a national global citizenship education forum celebrating International Brain Awareness Week 2016 The Eleventh International Brain HSP Olympiad in Korea
2016.4	Participating in the Sixty-sixth UN DPI/NGO Conference in Gyeongju, Korea and discussion of how to stimulate Global Citizenship Education in Korea
2016.5	The Eleventh International Brain HSP Olympiad in New York Opening of a Korea–China–Japan Earth Citizens Workshop
2016.9	Publishing the “UN Global Compact Communication on Engagement” report
2016.11	Holding a roundtable on Brain Education-based global citizenship education Holding the First Annual Earth Citizen Peace Festival in New Zealand and an international symposium on Brain Education

Advisory Collaboration Committee

IBREA has an advisory collaboration committee in which international advisory institutions and collaboration partners participate, working together to increase the social impact of Brain Education.

I. Advisory Institutions

[Science and Technology]

KIBS, Korea Institute of Brain Science

- Representative research institute on the application of the human brain (founded in 1990)
- Authorized as an Associated Status Organization by the UN-ECOSOC (2007)
- Researches the principles behind and develops new methods of Brain Education



[Academic Development and HR Training]

IRABE, International Research Association for Brain Education

- International Academy of Brain Education
- Promotes the academic development of and collaborative studies on Brain Education



GCU, Global Cyber University

- The first to open a four-year degree program on Brain Education (2011)
- A university specializing in Brain Education and emotional labor-related programs



UBE, University of Brain Education

- Masters and doctorate degree programs on Brain Education
- The cradle for the systemization of Brain Education as a field of study



[Brain Philosophy / Culture]

Kookhakwon

- An institute for research of and education about Korea's history, philosophy, and culture (founded in 2002)
- Researches and advances the study of brain philosophy



II. Collaboration Partners

[Overseas Partners]

ECO, Earth Citizens Organization

- NGO for the Brain Education-based Earth Citizen Movement

Brain Power Wellness (USA)

- Company specializing in implementing Brain Education in schools and training Brain Education instructors

U-DAP Solution China

- Chinese provider of Brain Education

IBREA-JAPAN

- NGO based in Japan to promote the value of Brain Education

[Domestic Partners]

International Brain Education Association Certification

- A center for Brain Education certification, managing private certificates www.ibrec.net

Brain Trainer Association

- An official consultative body for state-registered brain educator/trainer qualification www.brain-tr.org

Brain Education Institute

- An institute for Brain Education training for school teachers www.hanedu.com

BR Brain Education

- A representative corporation specializing in Brain Education for children and youth www.brainedu.com

Kids Brain Education

- An education corporation providing training and contents for preschool www.brainddori.com

HSP Consulting U-Dap

- An education consulting corporation for organizations based on Brain Education

Brain Training Consulting Center

- Brain Education-based consulting and training center providing brain training and drug-free solutions www.brain-training.co.kr

Youth Mental Health Character Education Association

- A professional Brain Education-based youth character education center and mental health care for youth www.youthinsung.org

Dahnworld

- An education center providing Brain Education-based mental health care for adults www.dahnworld.com

Brainworld.com

- An information portal on Brain Education www.brainworld.com

Korea Sports Kigong Association

- Lifestyle Kigong for improving brain health www.sportskigong.org

History

2004. 11.15	Established International Brain Education Association (IBREA)	2009.12	Participated in the UN climate change Seal the Deal campaign
2005	Hosted the first through fourth Brain Education conferences	2010.1.8	Hosted a seminar celebrating the anniversary of New York-Seoul Brain Education Day
2006.9.15	Authorized as a non-profit corporation by Seoul Education Office	2010.1.19	Earth Citizen Movement; received a letter of appreciation for the participation in the UNEP UN Climate Change Campaign
2006.10.28	Hosted the First International Brain Education Symposium celebrating the establishment of the corporation (location: Korea University)	2010.5	Hosted seminars in 14 cities nationwide to celebrate the International Brain HSP Olympiad (IHSP0) 2010
2007.12.15	Co-published the Brain Education magazine <i>Brain</i> with Korea Institute of Brain Science	2010.5.12	Participated in the UN Global Compact anti-corruption symposium
<hr/>		2010.6.30	Approved as an NGO associated with UN DPI
2008	IBREA-JAPAN registered as a nonprofit corporation NPO in Japan	2011.6	Participated in a joint research study funded by the Korean Ministry of Education: Research on the Improvement of Students' Creativity, Character and Learning Ability through Brain Science-based education
2008.3	Hosted Brain Education seminars in 15 cities nationwide in celebration of International Brain Awareness Week	2011.11.27	Won KOICA support project for private agencies to develop new Brain Education programs
2008.6.20	Hosted international Brain Education conference at UN headquarters (location: New York UN Headquarters)	2011.12.17	Selected as a business discovery support group by KOICA
2008.8.12	Hosted the Fourth International Brain Education Olympiad IHSP0 (location: New York UN Headquarters)	<hr/>	
2009.1	Hosted the Mental Health Brain Education Seminar (location: Geneva UN Headquarters)	2012.4.21	Hosted the First BrainEXPO in Korea (location: COEX)
2009.2.15	Joined UN Global Compact	2012.6	Approved for KOICA support project for private agencies to conduct a field survey to develop new programs
2009.2	Participated in the UN CONGO Board Conference (location: Thailand)	2012.7	Participated as a partner of a global education support project under the direction of the Ministry of Education, and supported a public education project on emotion control and enhanced self-esteem in students in El Salvador (consultation and training of professional educators in Brain Education)
2009.3	Joined UN Global Compact Network Korea	2012.8	Hosted the BrainExpo Brain Education seminars
2009.6	Designated as UNEP Billion Tree Campaign Partner	2012.10	Conducted a field survey as a part of the KOICA support project for private agencies (Liberia)
2009.7.6	Hosted the annual cabinet conference on mental health through Brain Education (location: Geneva UN Headquarters)	2012.11	Hosted an international seminar on global
2009.8.15	Hosted the Brain Art Festival (location: Radio City Music Hall, New York)		
2009.10.28	Received a letter of appreciation for the UNEP's 700 Million Tree Project		
2009.11.13	Participated in a Korea–China–Japan roundtable conference hosted by the UN Global Compact		

	warming and UN activities, officially supported by Greencross		
2013.1	Hosted mental health lectures in nine cities of Korea (Ilchi Lee, President of IBREA)	2016.4	16 nations participating (Seoul) Participated in Forum for Understanding and Participation of SDGs (host: UNGC Network Korea)
2013.8	Appointed Brain Education ambassador of Central-South America (School President Gloria Muller Hawkins Rodesno, El Salvador)	2016.4	Participated in the 2016 COE workshop (host: UNGC Network Korea)
2013.8	Hosted the Youth Mental Health Symposium –The Brain, Speaking of Happiness Education	2016.5	Participated in the Sixty-sixth UN DPI/NGO Conference: Global Citizenship Education (location: Gyeongju, Korea)
2013.10	IBREA Japan donated to UNICEF Japan for relief activities for Syrian children	2016.5	Selected as a participating organization in 2016 Sustainability Report Publication Support Program by NPO Support Center, Seoul
2013.12	Authorized as a designated donation organization approved by the Ministry of Strategy and Finance	2016.6	Implemented the support program for the Youth Global Citizenship Project
2014.4	Hosted a Brain Education international training program with visiting educators from Paraguay (Chungcheongbuk-do Education Office's 2014 Invitation and Information and Technology Training for Paraguay Educators)	2016.6.12	Hosted the Brain Education-based Global Citizenship Education Forum (location: Korean National Commission for UNESCO)
2014.5	Hosted the 2014 Youth Mental Health Symposium sponsored by the Ministry of Education: The Effects of Brain Education as Brain Science-based Character Education	2016.6.27	Hosted a Korea–China–Japan earth citizenship youth workshop (location: Tongyeong Sejahtra Forest)
2014.10.19	Hosted final competition of the Ninth International Brain HSP Olympiad	2016.8.2	Hosted the Eleventh International Brain HSP Olympiad (location: New York)
2015.3	Participated in KOICA's Korea–China–Japan Development Collaboration and Global CSR Forum	2016.8.3	Participated in the UN Youth Mental Wellbeing Conference (location: New York UN Headquarters)
2015.3	Hosted a 2015 Brain Education expert forum on ESD and Brain Education	2016.8.4	Hosted Korea–China–Japan Global Citizenship Youth Leadership Camp in New York
2015.5	Participated in the UN Global Compact Korea Leaders Summit 2015	2016.9	Created an international exchange program, inviting Emeran Mayer, a pioneer and world leader in the research of brain-gut interaction
2015.7	Launched the Earth Citizenship Education Group, an IBREA-affiliated organization	2016.10.24	Participated in the International Conference for Global Citizenship Education Practice and Pedagogy
2015.11	Hosted a Brain Education-based global citizenship education seminar (location: University of Brain Education)	2016.10.29	Hosted UN SDGs in the Eyes of the Youth, a Global Citizen Youth Academy
2015.12	Hosted the Korea-Japan global character elite camp and a Korea-Japan youth future education forum (Jeju)	2016.12.4	Hosted a Brain Education-based Global Citizenship Education Roundtable in Kookhakwon, Cheonan
2016.2	Hosted a Korea–China–Japan global management workshop and a Korea–China–Japan global citizenship youth forum (Jeju)	2017.1.28	Hosted the First Earth Citizen Peace Festival and an international Brain Education symposium (New Zealand)
2016.3	Hosted a Brain Education seminar in 18 cities in Korea in celebration of International Brain Awareness Week	2017.3	Co-hosted Brain Education seminars in nine places in Korea to celebrate International Brain Awareness Week
2016.3.17	Co-hosted International Earth Citizens Movement Alliance Convention with	2017.4	Submitted a sustainability report for UN Global Compact





Communication with the Stakeholders

20 Key Stakeholders and Communication Channels

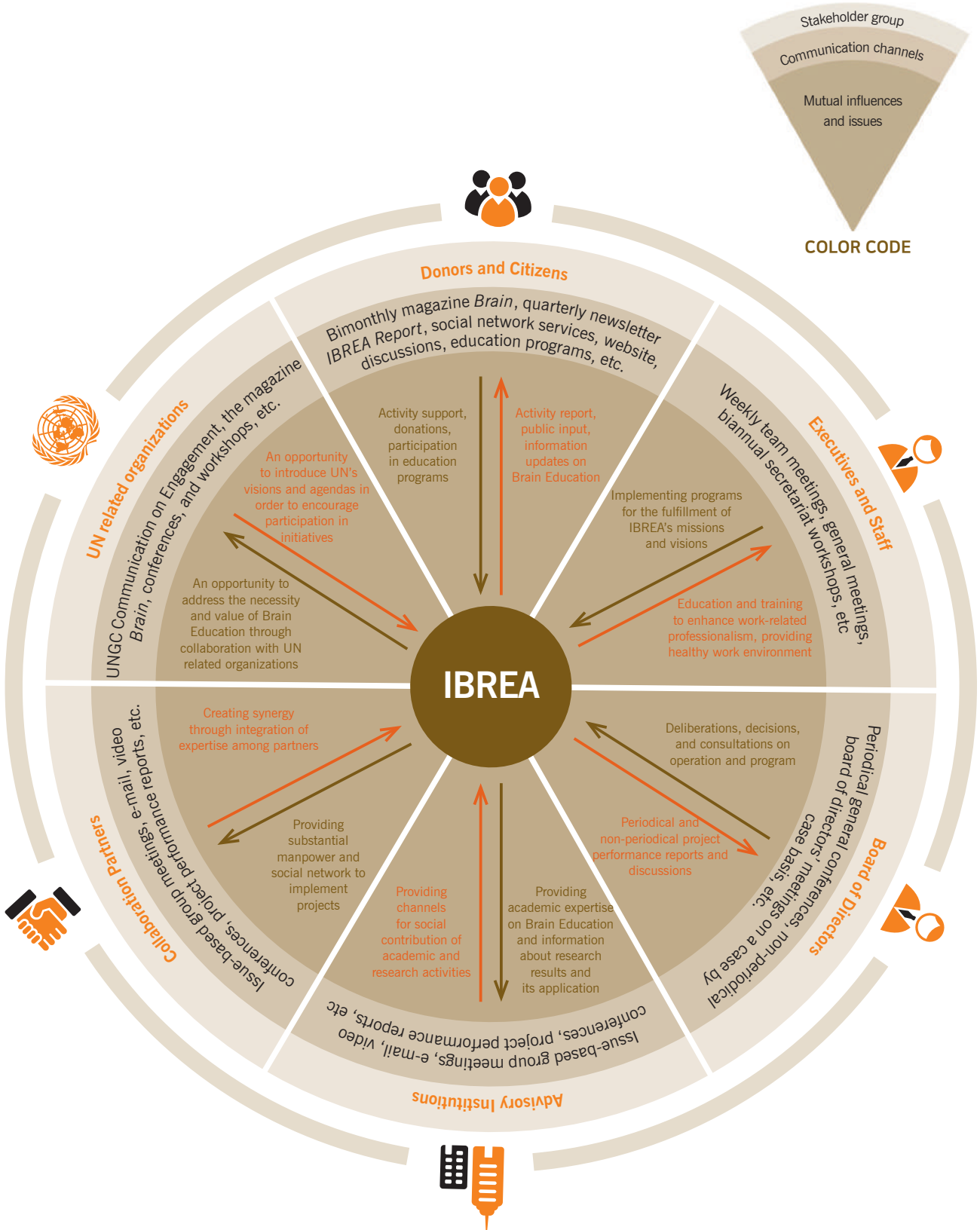
22 Key Reporting Issues through the Materiality Assessment

Key Stakeholders and Communication Channels

IBREA has actively collaborated with stakeholders related to Brain Education, focusing on international nonprofit activities in accordance with its founding purpose of raising the social value of Brain Education. And it is exchanging information with supporters who agree on the value of Brain Education, through *Brain*, a bi-monthly magazine specializing in Brain Education; *IBREA Report*, a quarterly newsletter; and social network services.

Stakeholders Groups

List of the Stakeholders		
Donors and citizens	Individual donors	About 2000 people
	Organizational donors	Advisory institutions and collaboration partners
	Citizens	Participants of education programs, such as youth, educators, and parents
Advisory institutions	Research and academic institutions	Korea Institute of Brain Science, University of Brain Education, Global Cyber University, Kookhakwon, International Research Association for Brain Education, Earth Management Society, etc.
Collaboration partners	Civil society organizations	Youth Mental Health Character Education Association, Regional Brain Education Associations, Brain Trainer Association, Earth Citizen Movement Alliance, Brain Education Institute, Korea Sports Kigong Association, IBREA-Japan, Earth Citizens Organization (ECO) USA, etc.
	For-profit businesses	HSP Consulting U-DAP, BR Brain Education, Kids Brain Education, Brainworld, iBrain, Inc., Hanmunhwa Multimedia, IBREA Certification Center, Brain Power Wellness USA, U-DAP Solution China, etc.
UN-related organizations		UN Department of Public Information (UN-DPI), UNESCO, UN Global Compact (UNGC), etc.

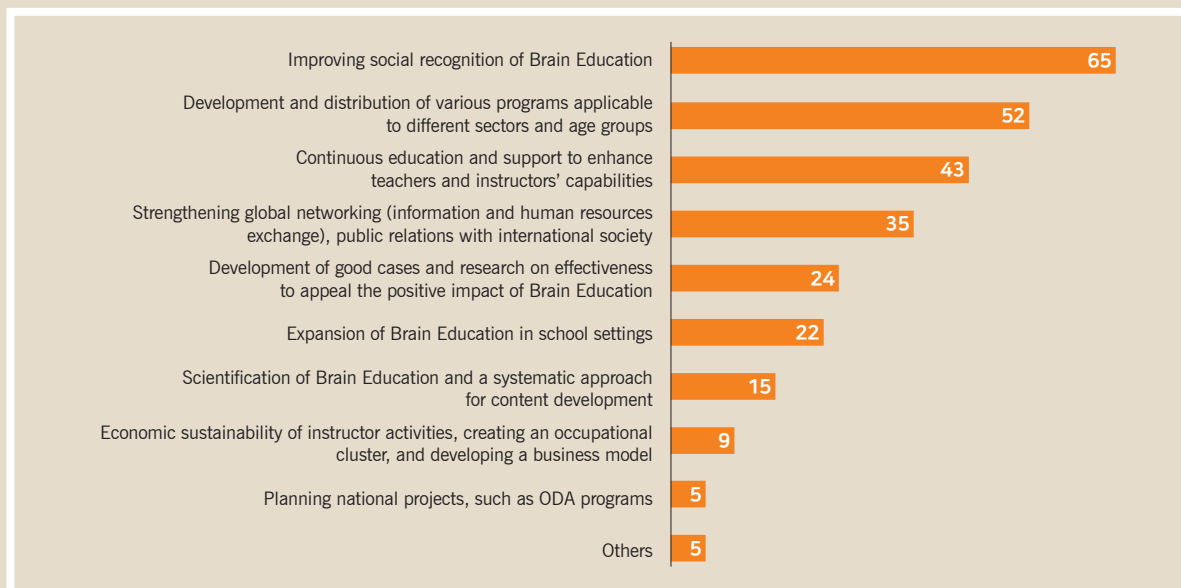


Key Reporting Issues through the Materiality Assessment

IBREA conducted a survey to identify the views, interests, and expectations of stakeholders in IBREA. Based on the result, we produced a list of key reporting issues following the steps below.

Mission and Vision

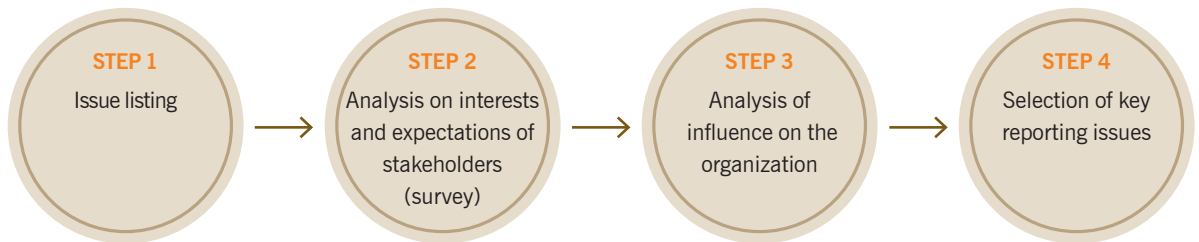
Question: Fields that IBREA should strengthen to raise social values of Brain Education



Review and Future Task

Descriptive answers of stakeholders were compared with the missions of IBREA after categorization and frequency analysis. Answers of respondents were not limited to missions of IBREA. They were necessary actions in general to spread Brain Education. This shows that the mission and vision of IBREA need to be communicated with stakeholders more actively. At the same time, it suggests that IBREA should clarify the unique roles of organizations that share the overarching goals of spreading Brain Education. As a networking hub, IBREA included relevant information in this report.

The analysis process of key reporting issues:



Survey outline

❶ Survey channels: email and mobile message ❷ Survey period: 4 Oct - 31 Oct 2016

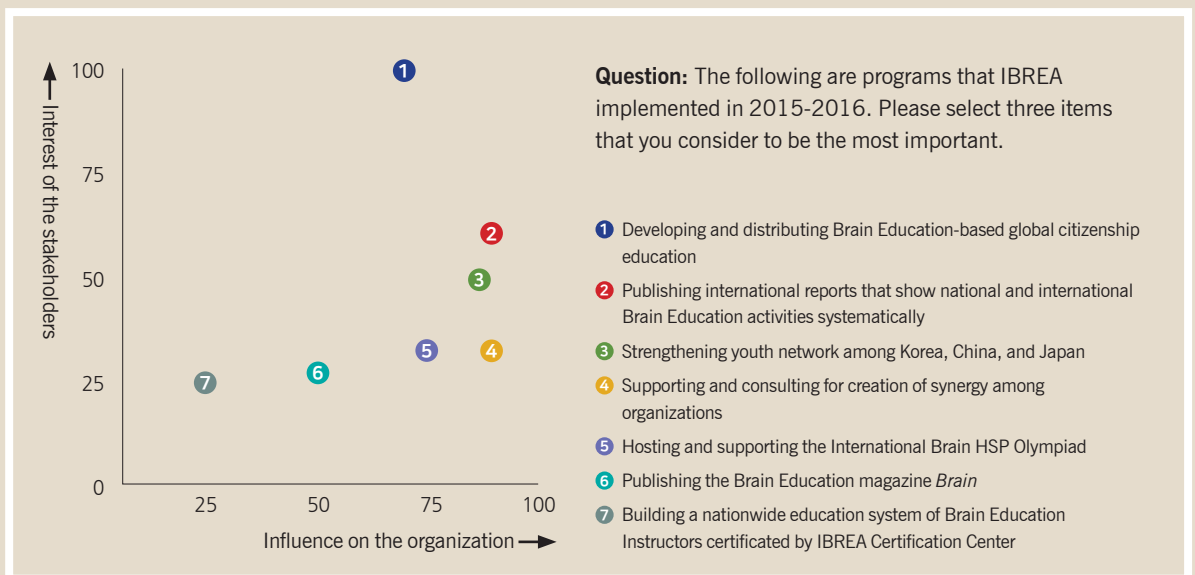
❸ Survey target: 383 key stakeholders

Respondent profile

❶ 18 internal stakeholders: 13 board of directors/five executives and staff members

❷ 365 external stakeholders

Materiality of the current programs

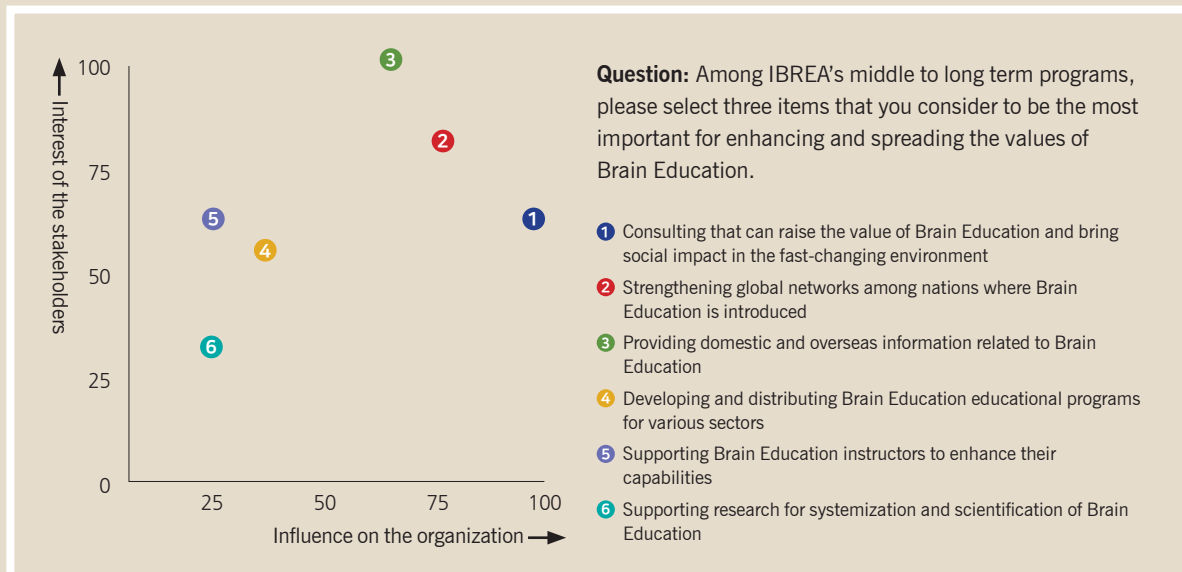


Review and Future Tasks

Programs that IBREA newly started within the last two years drew the most interest, including developing and distributing Brain Education-based global citizenship education, publishing international reports on Brain Education activities, and strengthening networks among Korean, Chinese, and Japanese youth. The reason that interest in the development and distribution of Brain Education-based global citizenship education is so high compared with other programs is that it involved the most comprehensive range of stakeholders in the process of implantation.

The IHSP and publishing the magazine *Brain* was ranked lower by stakeholders than their influence on IBREA. IBREA must re-evaluate the impact of these programs on stakeholders in various sectors. Considering that there has been no periodical performance reports on these programs, comprehensive reporting on the goals and achievements of the programs needs to be included in this report.

Materiality of the Middle to Long Term Programs



Review and Future Tasks

Three areas were considered the most influential by internal and external stakeholders: consulting on integration between different social fields and Brain Education, strengthening global networks among nations, and providing domestic and overseas information related to Brain Education. However, the external stakeholders showed the most interest in providing domestic and overseas information related to Brain Education, whereas IBREA considered consulting as the most important. On the point of information flow, it is necessary to address the substantial benefit and impact that concentrating on providing domestic and overseas information would have on strengthening national organizations.

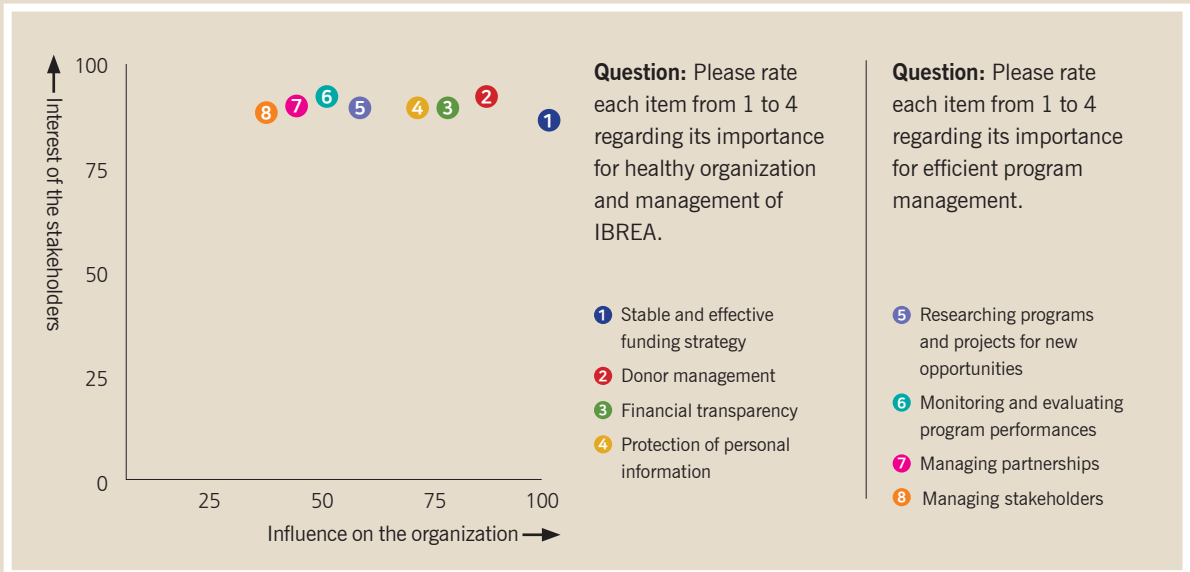
This report categorizes the programs implemented in the reporting period into three sectors, based on the materiality assessment result as follows.

- 1. Brain Education Global Solidarity
 - Asian Youth International Exchange Project
 - The First Earth Citizen Peace Festival
 - International Brain HSP Olympiad (IHSP0)

- 2. Inter-sector Implementation Consulting
 - Interdisciplinary Research and Development for Brain Education-based Global Citizenship Education
 - Earth Citizenship Education Seminar
 - Benjamin Gap Year Global Citizenship Youth Instructors Workshop

- 3. Spread of Information on Brain Education
 - Nationwide Brain Education Seminar Commemorating International Brain Awareness Week
 - Publication of *Brain* Magazine

Sustainability Issues on Management



Review and Future Task

The topic of sustainability issues of management was brought up for the first time to stakeholders of IBREA, and they showed high interest in all the issues alike. Among these issues, IBREA selected three issues below after considering the influence on the organization and reported achievements on each issue. In the future, the sustainability report will be published every two years, and the reported issues will be gradually broadened.

1. Financial transparency
2. Stable and effective fundraising
3. Donor management





What is Brain Education?

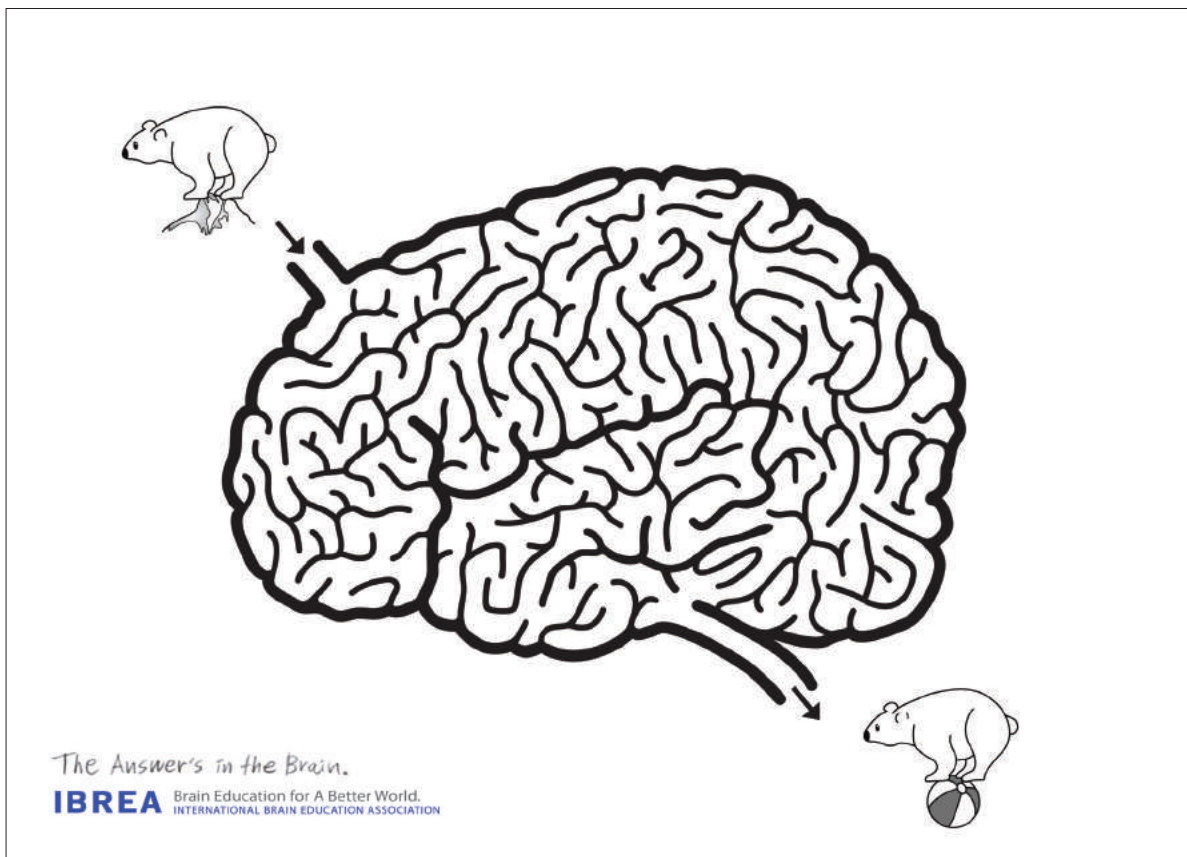
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Why the Brain is Key for the Future of Humanity, 'Brain'



**"I declare that I am the master of my brain."
(Brain Education Charter, Item 1)**

**"I declare that my brain has infinite possibilities and creative potential."
(Brain Education Charter, Item 2)**

The future of humanity and the earth depends on how humans perceive and use their brains. Our abilities to hold a video conversation in real time with someone far away, to travel to the other side of the planet in half a day, and to explore the universe outside the earth all come from the brain's infinite creativity.

Of the creatures existing on the planet, none have the complex structure and functionality of the human brain, and definitely none undergo so many brain changes after being born. Our understanding of "neuroplasticity" is considered one of the most representative research achievements of brain science—which is called the pinnacle of human science—over the past 100 years. Both amazing and obvious, this statement applies more persistently and powerfully to the human brain than to that of any other species.

The brain is basically developed by external stimuli. Subject to constant external stimulation from the time of fetal development, the brain begins to create complex neural circuits. External stimuli only grow larger after we emerge into the world. The fetal brain, which is no more than 300 to 400 grams at the moment of birth, increases 3 to 4 times by adulthood, which is a characteristic unique to humans among all the creatures on the earth.

Animals are profoundly affected by genes, but a combination of heredity and environment create changes for the human brain. Crawling on the floor or taking faltering steps develops the motor centers of a baby's brain, and its language centers are developed while a child reads a book out loud and learns to speak. The motions of fiddling with whatever it lays its hands on develops various senses in the hands, which occupy large areas in the brain.

Development of the human brain is not limited to this. Occurring across the whole of life, learning is the most powerful characteristic of the human brain, and imagination, which flits back and forth between past and future, and inner exploration, which is represented by the question, "Who am I," are also high-level human mental abilities.

Other vertebrates, which have brains, do not bring great change to their environments even with time, but humans are beings for whom the flow of time itself has a huge impact on their surroundings due to their creative ability to turn the things they imagine in their heads into reality. The

very scope and essence of their neuroplasticity are different.

What's important is the fact that, just as it was the creativity of the brain that guided the development of today's human civilization, so, too, the key to resolving the crises the human race faces is also found in the brain.

Naming the 21st century the "Century of the Brain," major developed countries are making concentrated investments in brain research, which is said to be the final frontier of science. And research into the brain, which is the control tower of human activity, involves a convergence of all fields of science, including physics, chemistry, bioengineering, cognitive science, and psychology.

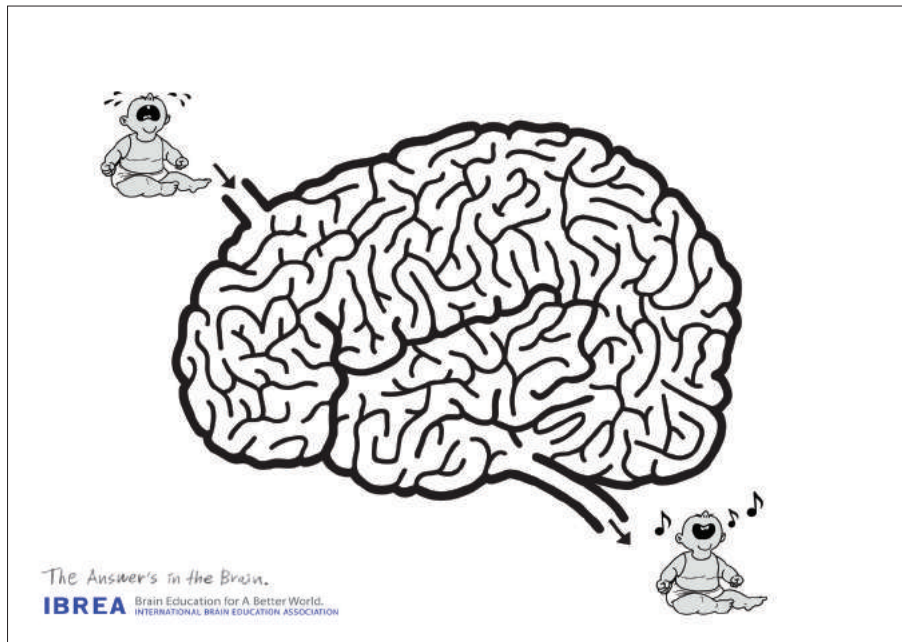
Awareness of the brain will spread throughout society, including in the areas of health, education, and culture, through in-depth research into the human brain. However, more important than the knowledge revealed by scientific and medical exploration into the human brain is its proper application and development.

In the 21st century, our species is exploring the mysteries of the human brain, but human consciousness is huge, broad, and deep. When the brain is perceived as more than a biological object, when it is seen as an ever-changing entity, then a true approach to the fundamental value of the human brain will take place, and an internal, rather than external, exploration will begin. For this, we will come to realize that the key to the healthy, happy, peaceful life the whole human species wants is found in our brains.

Brain Education is a "brain user manual": a technology and science for understanding, knowing, and properly applying the brains we all have. As we welcome the 21st-century Age of Brain Integration, Brain Education is taking its place as an integrated discipline that studies philosophies, principles, and methods for using all brain-related knowledge to awaken to the essential value of humanity and to realize this in life.

Brain-based education, neuro-education, and neuro-architecture are all brain-integration disciplines. Korea built for the first time worldwide four-year bachelor, masters, and doctoral degree programs in the field of Brain Education, in 2009 it established national certification for licensing trainers in the field of brain training, and it has established a leading position in the field of brain-integration education.

21st-Century Information Society, Effect on the Human Brain



**“I declare that my brain has the right to accept or refuse any information and knowledge that it is offered.”
(Brain Education Charter, Item 3)**

The reason we have to pay more attention to the brain for a sustainable future for the human species and the earth is found in the fact that, beginning with the 20th-century computer revolution, human civilization has fully entered the era of the “information society,” where everything is connected, from 21st-century smart phones, to the Internet of things (IoT), artificial intelligence (AI), and virtual reality (VR).

The brain is an information processing organ that receives input of, processes, and outputs information. At the level of the human brain, entry into the 21st-century information society signifies that we have crossed the threshold of a time when “information” itself has a massive impact on the brain. The actual quantity of information accepted by the brain has increased several hundred times over what it was in the past, and we are encountering an age when the speed and spread of information is such that communication happens almost simultaneously worldwide.

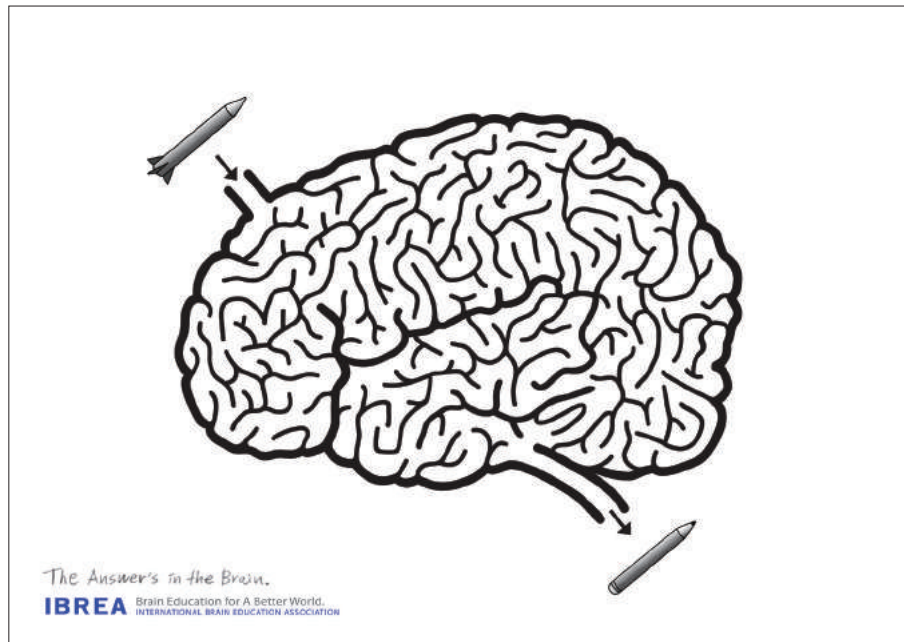
In an interconnected world, “information” will be the keyword of a new civilization, and the brain will be at its center. In a society where information creates matter,

how information is accepted and used has a great impact on human life. Ultimately, the quality and quantity of information contained in a person’s brain will be the key determining his or her behavior and thinking.

What’s ultimately important is a realization concerning the fundamental value of the human brain, and its correct use and development. If the human brain is trained according to the principles of brain plasticity, it will have a very special, constantly growing structure. What effect, then, does a brain that has lost its purpose in developing itself, in other words, its direction, have on society?

From the perspective of the expansion and evolution of human consciousness, the ultimate purpose of brain application is enabling us to have a global human spirit, in other words, enabling us to realize the value of humanness. So Brain Education has an experiential methodology for allowing anyone with a brain to learn a peace philosophy and brain development principles, regardless of their language, race, or level of knowledge. Brain Education seeks to achieve the original purpose of education, which is a process or method for increasing the value of human beings, and is oriented toward human completion, which involves cultivating Hongik Humans (Hongik Ingan, 弘益人間), who embody the peace philosophy of the Korean people.

Human Technology, Brain Education



“I declare that my brain loves humanity and the earth.”

(Brain Education Charter, Item 4)

“I declare that my brain desires peace.”

(Brain Education Charter, Item 5)

As human society enters an age of artificial intelligence, some feel awe, others fear. However, artificial intelligence is ultimately a creative product of the human brain. The time has now come when we should focus our attention on natural intelligence, not artificial intelligence. Humans are beings with natural intelligence, and this stems from feeling and recovering life force.

Brain Education has a peace philosophy, brain development principles, and the methodology of experiential education, and it provides principles and methods for awakening natural intelligence. It is also called a “peace technology” because it is a system of education for recovering the character innate in the human brain.

What’s important is the proper application of the brain. Although everyone has a brain, not everyone has a good understanding of principles and methods for operating it.

Once they know how to use their brain, anyone can develop it, can develop themselves by realizing their value, and can complete their character. When you experience Brain Education, infinite creativity manifests as you naturally develop self-confidence, greater pride, and elevated problem-solving ability.

Your future will change when you start believing in your brain’s potential and recognize it as familiar and precious rather than considering it difficult or unapproachable. For, when you recognize the brain as something to be applied rather than only as an object of scientific study, you will realize that within your brain is the key to the healthy, happy, and peaceful life all humans want.

Brain Education is a Human Technology (HT) for recovering humanity and increasing quality of life.

Brain Education Source Technology: Brain Operating System, BOS

The Answer Is Found in the Brain

BOS is an abbreviation for “Brain Operating System.” It is known as the key source technology of Brain Education as we welcome the 21st-century era of brain integration, and it comprises five steps developed according to a scientific system and brain development principles based on a deep exploration of the fundamental value of the human brain.

The value that the Brain Operating System, BOS, has for these times can be found in the limited nature of the computer, which is said to be the symbol of the human civilization that achieved dramatic development in the 20th century. A computer operating system (OS) can run all digital devices using a combination of zeros and ones, but spiritual values have not accompanied convenience in human life; instead, they are growing distant from each other.

Just as what created today’s human civilization stemmed from the creativity of the human brain, so, too, the key to solving the problems facing the human species is ultimately found in the brain. Reality is a projection of the life envisioned by the brain, and today is merely a product of time spent emphasizing only one of the two wheels of the human brain, “creation” and “peace.” We have misperceived and failed to properly use the brain that everyone has.

If 20th-century computer operating systems brought convenience to human life, then the 21st-century Brain Operating System, BOS, is offering a solution for recovering the lost fundamental value of the human brain. That’s why BOS is attracting attention as the source technology of “Human Technology (HT),” which increases the value of human life.

Three Dimensions for Viewing the Brain

The preparatory step for operating the brain presented by BOS (Brain Operating System) is a change in perspective for viewing the brain. It seeks to have a new perspective on the brain, which is the command center that moves the body, by breaking the current mold of thinking that has been used to date to view the brain and by defining the human body in a larger dimension. This is because, to operate the brain, you must be able to perceive things on an unseen level, not only on the level visible to the eyes.

The human body exists in three dimensions. These are the physical body of the material dimension visible to the eyes, the energy body of the energy dimension, and the information body (spiritual body) of the dimension of consciousness. The brain is not a complicated system inside the skull, but a network of countless neurons formed through synapses, through which they give and receive information.

The human brain is the only place in the body that is matter but contains spirit. In it, visible hardware and invisible software are operated together, and it causes change moment by moment. We can divide a computer into hardware and software, but there is no such dividing line in the brain. This is because, when information is input into the brain, brain circuitry, that is, the synapses themselves, change, and

the hardware also changes at the same time. The process of information input, processing, and output causes ceaseless change in brain circuitry, and that accumulated information causes the current “self” to move. Thus it is important to recognize yourself as the one who chooses and applies the information comprising your brain. This realization of enlightenment and process of learning are integrated into the five-step course of the Brain Operating System (BOS).

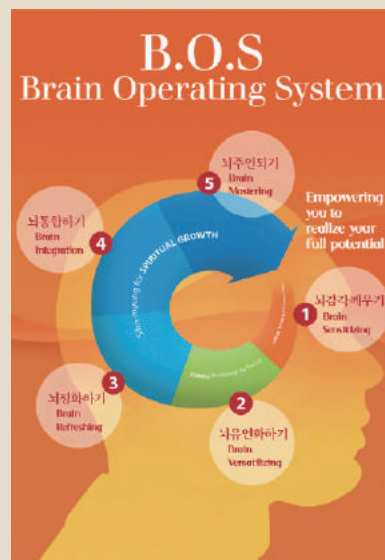
Five Steps of the Brain Operating System

Considered at the level of brain structure and function, development of the BOS involves activating and restoring one step at a time the functions of the brain, which generally have a three-level structure. “Activating” means making it possible to properly use the brain’s original functions, and “restore” signifies breaking down the barriers that keep those original functions from manifesting. In that process, many phenomena occur as the functions of each area of the brain are integrated.

The brain operating program is comprised generally of five steps in accordance with a process of integration with brain functions. Step 1 is Brain Sensitizing, Step 2 Brain Versatilizing, Step 3 Brain Refreshing, Step 4 Brain Integrating, and Step 5 Brain Mastery.

Step 1 Brain Sensitizing is a process for awakening the Brain Operating System (BOS) existing in everyone’s brain. Ordinary people live without really perceiving the existence of the brain. The thought of “operating” the brain may be even less familiar. It’s exactly like not being aware of how a computer operates because computer use is so widespread.

If you were properly aware of the existence of your computer’s operating system and information, and if you knew how to correctly use that operating system, what would change? In Step 1, Brain Sensitizing, we teach you principles and methods for subsidizing the brain by recovering the link between body and brain. To put it more concretely, you come to sensitize your brain at the three levels comprising it: the physical, energetic, and spiritual. You’ll be able to properly observe the state of your brain once your sensitivity has been restored.



In Step 2, Brain Versatilizing, “consciousness” and “body” comprise processes that can closely communicate with each other. Its purpose is to develop the power to choose and change information as its master instead of being led about by it. Through this, consciousness expands and power grows, and you develop the confidence to actually operate your brain. In Step 3, the power formed in that way acts as a driving force, cleansing negative information that is deep seated in the brain.

Restoration of body and mind takes place to some extent, along with the realization of the brain's essential value, as you pass through Steps 1 and 2, but you cannot operate the brain on a fundamental level. This is because a lot of victim consciousness and other kinds of negative information have formed in your brain as you have lived your life. It's like how you cannot properly operate a computer contaminated by computer viruses.

Step 3, Brain Refreshing, is a process for clearing away, one by one, your many fixed ideas, prejudices, and forms of victim consciousness and for encountering your original self. It is also the key BOS step for refreshing negative information and recovering the original state of the brain. It is a step for becoming the master of your emotions, a process for experiencing the certainty, “My mind is not me, but mine,” and a step for creating a foundation for bringing a manifestation of integrated brain function by recovering the brain's pure state. The realization concerning the brain's essential value, restoration of the brain's versatility, and refreshing of its negative information that take place in Steps 1 to 3 are stepping stones toward the full manifestation of brain function. That's when application of diverse brain functions starts to become possible.

Step 4, Brain Integrating, allows for harmonization of biased brain function use and free control of once-suppressed functions in the emotional center. It's also a step for clearing away negative information remaining due to countless fixed ideas and victim consciousness, and for restoring the atrophying functions of the life center in the brain stem. The latent functions of the brain also manifest in this process. The final stage, Step 5, is a process for becoming the true master of your brain. If the process up through Step 4 was for getting a driver license, then Step 5 is a process for learning from experience as you actually drive. It's about continuing to operate your brain in actuality, managing and checking your brain every day and forming habits.

In Step 5, you need good information for using the integrated brain's creativity 100 percent, in other words, you need a vision. A vision for moving the brain should be simple and uncomplicated, and should be so clear that it leaves no room for misunderstanding. For the brain is a typical, composite system that moves when it has a direction. Creativity occurs in that process, and the BOS takes its place deep in the brain.

Sustainable Development Goals (SDGs) and Brain Education



The system of international cooperation centered on Millennium Development Goals, which were pursued by international society for 15 years beginning in 2000 to eradicate poverty worldwide, achieved a great deal of success, for example, in economic growth and expansion of primary education. However, development excessively centered on economic growth has been reconsidered due to threats such as accelerated environmental destruction, polarization of wealth, and social instability. On this backdrop, new Sustainable Development Goals for pursuing a balanced development of the environment, society, and economy were established, and international society has agreed to cooperate on these centered on the United Nations for 15 years beginning in 2016.

Comprising 17 goals in the five areas of humanity, the earth, prosperity, peace, and cooperation, the Sustainable Development Goals are oriented on building a common future in which everyone can realize their value through society as they lead healthy, happy lives without being isolated economically or socially from development. Additionally, the program specifies that, in pursuing the development and prosperity of the present generation, this is to be realized with consideration for future generations

and respect for the earth, the foundation of all life. Due to the inclusiveness of the changes that Sustainable Development Goals are aiming for, the importance of change, engagement, and cooperation in all sectors of society has increased. More than anything else, the role of education is emphasized as the driving force of fundamental change.

“Education is a fundamental right and the basis for progress in every country. Parents need information about health and nutrition if they are to give their children the start in life they deserve. Prosperous countries depend on skilled and educated workers. The challenges of conquering poverty, combatting climate change and achieving truly sustainable development in the coming decades compel us to work together. With partnership, leadership and wise investments in education, we can transform individual lives, national economies and our world.”

—Ban Ki-moon, former UN Secretary-General

For education to be a catalyst of substantial changes in individuals and the world, being more than the acquisition of knowledge, a process for reflecting on internal information, on “who I am” and “what I can do” as the creator of change, is needed. Brain Education presents

a process for expansion of information regarding “who I am” through direct experience of the brain’s potential and creative power as a physical body, energy body, and information body (spiritual body). And, as I go through the Five Steps of the Brain Operating System, I discover and act on a longing and confidence to create positive changes for myself and my community.

The following is a detailed look at the connection with sustainable development goals in the fields of health and education where priority has been placed on incorporating the principles and methods of Brain Education.

Promotion of Health and Brain Education



Goal 3 Ensure healthy lives and promote well-being for all at all ages

Added to the third Sustainable Development Goal were detailed implementation targets for promoting mental health and preventing noncommunicable diseases, which have generally been a problem in developed countries, in addition to tasks that have been pursued as part of the previous Millennium Development Goals, including prevention of communicable diseases and promotion of mother and infant health.

Positive choices and behaviors for your health and happiness are more important than anything else for preventing noncommunicable diseases and promoting mental health. Brain Education seeks to promote physical and mental health by restoring natural senses the human brain originally had. Brain exercises, developed to alleviate stress by relaxing the body and to activate the brain, Brain Wave Vibration, which is actively involved in the formation of healthy brain waves through repetitive motion, and Belly Button Healing, which enables simultaneous management

of physical and mental health based on the latest scientific research into the gut-brain connection, are all health-related educational methods of Brain Education that help restore the brain’s original senses.

Brain Education and Quality Education



Goal 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

For promoting social integration and sustainable development through education, it’s important to increase the quality of education as well as to provide equal educational opportunities. In other words, instead of ending in being a means of acquiring knowledge and skills, education must enable all people to develop the potential within them and to realize that potential in the communities to which they belong.

Being held for the 12th time this year, the International Brain HSP Olympiad (IHSPPO) is an event that evaluates participants’ ability to use their brains in an integrated way, not their knowledge in one field. The event is becoming a stage for spreading awareness of the infinite potential of the human brain and for making it known that the key to the healthy, happy, peaceful future humanity wants is found in the proper use of the brain.

In particular, Brain Education can become a new, easily accessible educational alternative for spreading peaceful, nonviolent culture and awareness of global citizenship, which is specified as the seventh target. For it provides a peace philosophy, brain-development principles, and an experiential education methodology that bring actual change to the brain. Everyone has the potential to bring out their innate peace and develop their brain, regardless of race, language, or educational understanding.

[Brain Declaration]

On June 15, 2001, scholars from around the globe attended the First Humanity Conference held in Korea to confirm the new values of “Humanity, the Earth, and the Brain.” On this day, world-renowned intellectuals, including IBREA President Ilchi Lee, Al Gore, and Hanne Strong, adopted the “Declaration of Humanity” as a solution to the problems facing humankind. The philosophical basis of Brain Education was formulated through the Declaration of Humanity, which presupposes a shift in fundamental awareness, and this declaration was later developed into 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!



VI

Activities

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Program Achievements at a Glance in 2015-2016

4 sessions
342 educators



Advanced workshop on Brain Education-based global citizenship education



In 2015, IBREA launched the Global Citizen Education Research Group and developed an 8-session Brain Education-based global citizenship education

curriculum for the Free Semester Program in middle schools. It was formed to seek synergy between the current trend toward global citizenship education and Brain Education, a growing alternative education modality. In 2016, 342 teachers and instructors have received the advanced workshop to learn this new curriculum. Participants in the workshop highly appreciated the integration of the experiential methodology of Brain Education and the topics in global citizenship education.

62 schools
6,481 students



Brain Education-based global citizenship education for schools



Teachers and instructors who completed the advanced workshop on Brain Education-based global citizenship education met with a total of 6,481

students from 62 schools nationwide during 2016. Twenty-eight schools conducted a semester-long curriculum with six or more sessions, while 34 schools provided 2-3 hours of special lecture. Case studies have found that experience-based education methods, such as physical activity and self-reflection, are effective in enhancing the global citizenship.

112 people



Korea-China-Japan youth network



In the twenty-first century, Korea, China, and Japan need solidarity more than at any other time in history. Thus, IBREA initiated an international exchange

project for youths from Korea, China, and Japan and 112 passionate youths participated. The participants promised to work proactively in their communities for a peaceful and sustainable future of the earth with confidence and responsibility.

14 cities



Earth Citizenship Education Seminar



In celebration of the Sixty-sixth UN NGO Conference: Global Citizenship Education in Korea, and to announce the necessity of global citizenship education,

Earth Citizen Education Seminars were held in 14 cities nationwide for adults. More than 1,000 students, parents, and citizens participated and had the opportunity to understand global citizenship education and its importance in Korean society.

1,100 people

International Brain HSP Olympiad International Competition



Over 1,100 people participated in the International Competitions in 2015 and 2016 together, demonstrating their competency to use the brain well.

IHSP, founded in 2005 with the purpose of addressing the value and importance of the human brain, has been speaking to the international community about the limitless possibilities of the human brain, which lie in utilizing all functions of the brain in an integrative way instead of focusing on specific skills or accumulation of knowledge. In 2016, IBREA organized subordinate events to increase public awareness of the importance of the brain for creating a sustainable future for humankind in accordance with the UN Sustainable Development Goals.

10 million views
650 libraries



Publication of Brain magazine specializing on Brain Education



IBREA co-publishes Brain magazine with the Korea Institute of Brain Science. The magazine is distributed to IBREA's advisory/collaboration organizations, and accessible in 650 public and university libraries in a digital format. Ten million articles have been viewed online through

Brainmedia (www.brainmedia.co.kr) and portal news services such as Naver, Daum, Nate, and Google.

3 sessions
52 participants



Global Citizenship Youth Instructors Workshop



To help empower youth leadership, Benjamin School for Character Education and IBREA organized a Global Citizenship Youth Instructors Workshop. Over the course

of three sessions, IBREA trained 52 youth instructors nationwide. These youth instructors shared the values of the global community with 643 youths in Korea with passion and energy.

41 cities



Brain Education seminars in celebration of International Brain Awareness Week



International Brain Awareness Week has been celebrated every year in 60 nations worldwide to help people understand the human brain and the importance of brain

research. Every March, IBREA has held Brain Education seminars celebrating International Brain Awareness Week. Over 1,000 citizens participated in 41 cities in 2015 and 2017.

Brain Education Global Solidarity

Asian Youth International Exchange Project



Societies all over the world are paying more attention to the passion, purity, and creativity of youth. Youth are seen as the key for meeting global challenges like climate change, the intensifying gap between the rich and the poor, and radical terrorism and its threat to world peace. This is a time to change our collective human lifestyle—the ways we make social decisions and our basic values—to a more sustainable one. However, it is difficult to bring about change with the existing political-economic system and the leadership of the minority. Especially, the youth leadership of Korea, China, and Japan—nations that lead the international economy and culture—can be the catalyst for solving these problems. However, these three nations, although close in terms of history and culture, experience complicated political and economic conflicts. Peaceful solidarity of youth is needed more now than at any other time.

So, IBREA has been conducting international exchange projects for youth from these three countries to enhance their responsibility and solidarity on the issues that humankind faces today. The purpose of this project is to let the youth develop the confidence they need to become the main agents of change. Through Brain Education training, they are able to strengthen their belief in the earth and peace as a primary value. They also support consistent solidarity of the youth.



#1 Korea–China–
Japan
Earth Management
Workshop
in Jeju

“Youth, Brain, and the Earth”



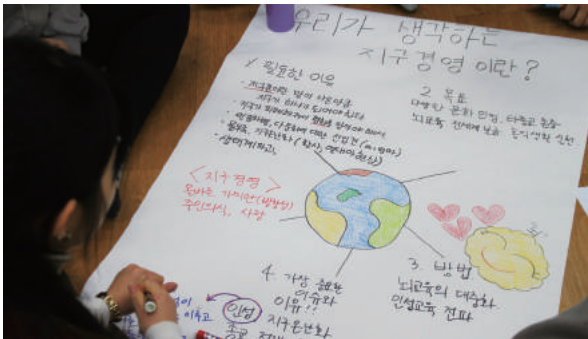
In December 2015, the Paris Agreement on Climate Change was dramatically adopted worldwide, 18 years after the first discussion on international collaboration on climate change and global warming. The Korea–China–Japan Earth Management Workshop,

hosted on the peaceful island of Jeju, provided a chance for creating understanding of the agreement, which is to take effect in 2020, and for seeking directions for global civil activities through Brain Education. Participants experienced becoming one through meditation, while also thinking about change of personal mindset and daily action. It was a chance for the participants to deliberate on the earth citizen project for changing the future. Through a group visioning activity, the participants also had a time to freely imagine and discuss the future that they would like to create through the actions of youths and through the solidarity of individuals.

- Time** 2016.2.17–21
- Location** Jeju Healing Meditation Center
- Participants** 26 youths from Korea, China, and Japan
- Host** IBREA, Earth Citizen Movement Alliance
- Organizer** Jeju Brain Education Association

Program

Date	Contents
2.17	Orientation Drawing an issue tree of twenty-first century global issues Breathing meditation, communication through energy
2.18	Earth meditation in Jeju’s nature [Lecture] The Creativity and Direction of the Human Brain, the Future of Humankind Lies in the Brain [Group Visioning] The most important change for a sustainable earth
2.19	Earth management starts with body management, learning Healing Martial Arts Visiting Jeju Olle Trail, “The I Whom I Met on Olle Trail, I am . . .”
2.20	Chair of Aggregate Corporation Jeju Olle, Myeong-Sook Seo “The Key to Success Is a Thrilling Vision”
2.21	Archery vision meditation, finish



Comments from participants

“It was nice that the youth of three nations—Korea, China, and Japan—gathered together and have had some time to think about the same issues and to exchange ideas under the name of earth citizen.”

Danaka Hagi, Japan

“It was a chance to better understand the basics of Brain Education and ways to recover the environment of the earth. The name ‘earth manager’ itself has become a great motivation.”

Zhu Hui, China

“As many branches grow from one tree, I felt that we are of the same root, though in different countries. Despite the differences and weaknesses of each country, the fact is that we are the same under the earth. While doing the Brain Education meditation throughout the workshop, I thought that many problems of the earth could be solved when we respect one another and if we accept that each country has its own history and that history

has no right or wrong thing.” Liu Fei Fei, China

“I originally had interest in earth citizenship and the environment but did not know how to apply it in real life. Through this workshop, I was able to enhance my awareness and to deeply think about the actions I could do.” Jihye Park, Korea

“Despite my interest in the environment, I had no friend to discuss it with during high school, and I was busy with the entrance exam for university. This workshop was very meaningful because I could passionately and earnestly discuss the environment of the earth.” Jihyang Roh, Korea

“Through this workshop, I found out that everything starts with me. When I walked on the Olle Trail on the third day, while I focused on that moment, I could physically experience how much self-awareness and change was happening within me.” Wang Yan, China

#2 Korea–China–
Japan
Earth Citizen
Youth Forum



As a part of Korea–China–Japan Earth Management Workshop held for five days in Jeju under the slogan “Youth, Brain and the Earth,” the Korea–China–Japan Earth Citizen Youth Forum was held in the international exchange conference room in Jeju University. The forum started with Steve Kim’s video lecture on the earth citizen project ICARE 2020. Steve Kim is the chair of ECO USA, a nonprofit international organization that was selected as one of the top five organizations participating in the ‘Upgrade Your World Campaign’ hosted by Microsoft. Following the lecture, members from Korea, China, and Japan shared about the Earth Citizen Project. An expert lecturer gave a special lecture “Earth Management through the Bond of Korea, China, and Japan” to all the participants. Finally, in the third session, youths from the three countries conducted presentations and discussions on earth citizen projects to open up an “earth management era,” an era beyond company management or government management.

- Time** 2016.2.20
- Location** Jeju University international interchange conference room
- Host** IBREA, Earth Citizen Movement Alliance
- Supervisor** Jeju Brain Education Association

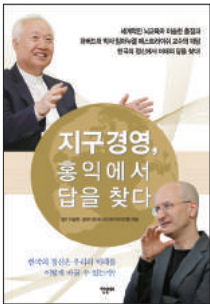
Program

Session 1	<p>Global Earth Citizen project ICARE 2020 ECO USA Director Steve Kim’s lecture</p> <p>Briefing of development situations of each participating nation’s Earth Citizen Project IBREA, YECO Japan, YECO Korea, White Hole, U-DAP Solution China</p>
Session 2	<p>The values of moral culture of Korea–China–Japan and and the actions of the youth for a sustainable future Lecture from Professor Emanuel Pastreich, Kyunghee University</p>
Session 3	<p>The key changes for the earth, and the actions of the youth Presentation and discussion of individual Earth Citizen Projects</p>

SPECIAL LECTURER



Emanuel Pastreich



During the forum, Professor Emanuel Pastreich of Kyunghee University, the bestselling author of *Earth Management: A Dialogue on Ancient Korean Wisdom and Its Lessons for a New Earth*, had a conversation with youths as a special lecturer. Professor Pastreich urged action by the youth, stating, "The recent situation in Northeast Asia is very worrying. There are even people who think of war with the mindset of the Cold War era, despite many problems and issues to be resolved, such as climate change, the rich-poor gap, etc. These difficult situations cannot be solved by the president, politicians, or chairmen of major companies in this complicated international society. Rather, there could be plenty of ways if the youth actively try to solve the problems."

Professor Pastreich also visited the workshop on the day before the forum, where he listened to presentations and had open conversations with Korean, Chinese, and Japanese youths. After a cheerful meeting, Professor Pastreich expressed deep sympathy to the IBREA staff: "It is a miracle that Korean, Chinese, and Japanese youths gathered here as one for a sustainable future of the earth. It does not take many people to change the world; these members will be enough to start up. I will actively work with you, and I hope that all of your efforts will continue."



#3

**Korea–China–
Japan
Formation of Earth
Citizen Youth Club**

In order to continue the achievements made through the Korea–China–Japan Earth Management Youth Workshop in February 2016 in Jeju, a second meeting was held in Seoul, Korea. Professor Emanuel Pastreich of Kyunghee University and Principal Na-ok Kim of Benjamin School for Character Education participated as mentors, and the youths who had taken part in February’s workshop presented their actions. Mentoring was done during this meeting. Here the participants formed a Korea–China–Japan earth citizen youth club. They also agreed to put forward an earth citizen education project in which Korean, Chinese, and Japanese youths find their own dreams and values and bring change to their lives to solve global issues of human rights, peace, and climate change. After this meeting, they have taken actions as earth citizens by participating in the 66th UN NGO conference and the global citizenship education workshop, and by hosting a Korea–China–Japan earth citizen youth workshop.



- Time** 2016.4.26
- Location** White Hole office
- Participants** (Korea) Korea–China–Japan earth management workshop, Benjamin Gap Year, Korean Earth Citizen Youth Association (Japan) Benjamin Gap Year Japan, YECO Japan
- Sponsors** Earth Citizen Movement Alliance, White Hole

Comments from participants

“I felt happy and warm while I meet Korean, Chinese, and Japanese members again. I realized that we are strongly connected as one soul. Our earth citizen movement will continue, and we will act so that more people can join.” *Zhu Xie, China*

“I took actions of ‘not making food waste’ with my colleagues at work. The reason people do not take this into action despite their knowledge is because it is not important to them personally, at the moment. This is why education is important, and I would like to have a class on earth citizen trainer education in the first half of the year.”

Jihye Park, Korea

“Although it was through the monitor, I was very glad to meet everybody after such a long time. I came to understand their activities after the camp, and decided to work harder. The teachings and encouragement of Professor Emanuel became a big help. I hope to meet everyone once again, cheers to earth citizens!” *Danaka Hagi, Japan*

“I was very happy to meet the fellows from last February’s workshop once again. I was motivated by the stories of everyone’s actions. I believe that it is important that the youths of Korea, China, and Japan continue their project for the earth, so I will continue to think of new ideas on this issue.”

Isii Mutzme, Japan

#4

Korea–China– Japan Global Youth Citizenship Workshop



“Upgrade with the earth spirit!”

The Korea–China–Japan Earth Citizen Youth Club held the Korea–China–Japan Global Youth Citizenship Workshop focusing on the topic of “Upgrade with the earth spirit!” as its first project. It was held in Sejatra Forest of Tongyeong City, a Regional Centre of Expertise in ESD (Education for Sustainable Development) with IBREA's sponsorship.

The workshop offered various programs, such as discovery of a peace potential encoded in the cultural heritage of Korea, China, and Japan, starlight meditation in Tongyeong City's natural beauty, belly button healing for experiencing “peace of mind coming from a health body.”

Many Benjamin Gap Year youths took part in the workshop and the workshop became the starting point of the Benjamin Gap Year Global Citizenship Youth Instructors Workshop.

Participating in the education led by their peers, the youths gained confidence that “I can do it in the future.” The team that hosted the workshop also had a chance to discover their capabilities and built self-confidence to contribute to their communities and the world.

Participants	29 youths
Host	Korea–China–Japan Earth Citizen Youth Club
Sponsor	IBREA
Location	Tongyeong RCE Sejatra Forest (a UN Regional Centre of Expertise in ESD)
Time	2016.6.24–25 (1 night, 2 days)

* Benjamin Gap Year is the life design project that the Benjamin School for Character Education initiated for youths in their twenties.





Comments from participants

“I was surprised and pleased at that our own culture has plenty of elements of peace. Despite the different nationalities, age, and language, we were able to open our hearts as same earth citizens and to have a great time.”

“While I participate in the workshop hosted by youths, I felt their abilities and possibilities. If more youths of Korea, China, and Japan pay attention to the earth, they could definitely manage the earth peacefully.”

“During the starlight meditation, I smelled the grass and listened to the bugs, and all the sounds and scents made me feel that ‘I am connected with this earth.’”

“When we hugged blindfolded, we sensed the energy of one another and felt that we are one. When I lay down on the grass, I felt that I am one with nature and that everything is ultimately connected as one.”

#5

Korea-Japan youth international interchange network



Benjamin School for Character Education is the first Korean high school with a perfectly free curriculum; it is an institution that is receiving attention as a model for 21st-century future education. The necessity of interchange between Korean and Japanese youths was increasing just before the opening of the school in Japan. In December 2015, the IBREA hosted the Korea-Japan Youth Global Character Elite Camp and also hosted Korea-Japan Youth Future Education Forum in the peaceful island of Jeju with aims of Korean-Japanese youth interaction. This event became a catalyst for active exchange between students of Benjamin School for Character Education in Korea and Japan.

“Imagining our common future through playing and communicating”

Korea-Japan youth global character elite camp

Korea-Japan youth global character elite camp had its purpose in experiencing a sense of belonging as global citizens despite differences in language and nationality, and in building confidence as global character elites. A variety of activities were held: team games, physical training, Korean-Japanese dance lessons, 10-course post games on Jeju Olle Trail, nature meditation, cultural interchange, special lectures by mentors, and discussion on future education. Through making a music video with a theme of Jeju (a UNESCO World Natural Heritage) and giving free hugs to Jeju citizens in Hanboks and Kimonos, all the participants built emotional connection.

The discussion in the form of group visioning where “everyone imagines a happy future school” helped the participants broaden their mutual understanding of the common wish of the youth about future education. The results of the discussion were presented in the Korea-Japan Youth Future Education Forum during the camp.

Time	2015.12.26–30
Host	IBREA, Earth Citizen Academy in Japan, Benjamin School for Character Education
Organizers	Earth Citizen Movement Alliance, Jeju Brain Education Association
Participants	36 people, from Benjamin School for Character Education in Korea and Japan

Program

Date	Contents
12.26	<p>Making friends through play Tour of Jeju Island and recreation Self-reflection: Things to achieve through the camp</p>
12.27	<p>Finding confidence within myself Climbing Hanra Mountain, a UNESCO World Nature Heritage</p> <p>The world we live together in Giving mission to Korean-Japanese student partners in pairs Cultural Exchange Night: Sharing traditional culture and food</p>
12.28	<p>Experiencing peace beyond language and culture Brain Education activities such as breathing, meditation, and love hands</p> <p>What kind of a person am I? Special lectures and 1:1 consulting by mentors</p> <p>Korean-Japanese youth, imagining future schools where all students are happy Group project: discussing the problems and solutions of today's education</p>
12.29	<p>Participating in the Korea-Japan youth future education forum "The Happy School that We Imagine"</p> <p>A special lecture by Nah Ok Kim, president of Benjamin School for Character Education Earth managing leaders putting the Brain Operating System, BOS, into action</p>
12.30	Finish



“The happy school we imagine”

Korea-Japan youth future education forum

The Korea-Japan youth future education forum was hosted as a platform, a place for youths to raise their voices on the directions the future of education should take for human civilization to shift its paradigm values from competition and success to coexistence and peace.

In the formerly held Korea-Japan global character elite camp, Imagining our common future through playing and communicating, creative and lively visions were presented from the perspectives of the youth, starting with an absurd question, “What if there is a school without school buildings, tests, report cards, or mandatory subjects?”

Students put forward many ideas such as “a school that helps students find values and dreams,” “a school that helps students grow through various challenges and experiences,” “a school that lets students learn what they want to learn.”

At the end of the forum, the Korean and Japanese participants promised to play active roles to create positive changes in the globalization age through the “Earth Management Declaration.” The declaration was adopted in the Korean future education forum in November 2015 to propose the concept of Earth Management.

Time	2015.12.29
Location	Jeju Tour Association Welcome Hall
Host	IBREA, Youth Mental Health Character Education Association
Organizers	Jeju Brain Education Association, Earth Citizen Movement Alliance
Sponsors	The National Classical Music Institute in Jeju, Jeju Tour Association, Health and Longevity Theme Park, Change TV



Program

- Performance of Korea-Japan global character elite camp participants
- Invitation lecture “The Peaceful Island of Jeju and Global Leadership”
- President Hyojung Park of Kookhakwon in Jeju
- Invitation lecture “The Culture of Jeju, Its Endless Discovery”
- President Sooyeol Kim of Jeju Culture and Arts Committee
- Invitation lecture “Conditions for Global Character Elite”
- Principal Nah Ok Kim of Benjamin School for Character Education
- Theme presentation “The Present and Future of Education in Japan as Seen by Japanese University Students”-Yoshimura Dakuma
- Student Forum “The Happy School We Imagine”
- Korean-Japanese youth presentation (5 teams)

Comments from participants

“At first, I was worried if I could make conversations or communicate well, but I felt that language or appearances is not a barrier in communication. We are all precious people and we all have become leaders to work for the earth. We will dream the same dream and make a happy earth!” *Jiyeon Jung, Korea*

“Spending time with Japanese friends, I felt that we are all same people living on the same earth. I made up mind to become a person who passes hope to others. During my presentation at the forum, I was able to believe in myself and relax. I think I have developed the strength to choose positive side for everything in the future.”
Hangin Cho, Korea

“Before participating in the global camp, I used to have a sense of difference about Japan; through the camp I realized that it was only my personal opinion. I could grow up by understanding a different culture. Recently, I am interested in education; in the forum of youth future education, I was glad to talk about my education dream with friends and I felt that I am getting closer to my vision. I will continue my efforts.”
Songhee Lee, Korea

“In this camp, I learned the value of trust and emotional connection with friends. Although Koreans and the Japanese use different languages, they could understand each other because they are the same global citizens. This was a fresh and stimulating experience. From now on, I would like to participate in similar opportunities and enhance sense of awareness as a global citizen, and make a future where different nations interchange without barrier.” *Yoshmura Aisei, Japan*

“I do not like self-announcement personally, and I wanted to run away when hearing about the program. However, it is impossible to avoid self-announcement, and this time it was not in front of people, but in front of the sea, so I took courage and did it. Unexpectedly, it made me feel at ease and made my body felt at ease. I found out that we cannot do anything without challenge”
Nishimaki Honoka, Japan

“The camp was very nice. After meeting Koreans for the first time, I also was changed. Koreans are very kind, and I was able to become brighter because they talked to me a lot. My image of Koreans has improved greatly.”
Dakeuchi Siori, Japan

Brain Education Global Solidarity

The First Annual Earth Citizen Peace Festival



The question of human value, due to the widening gap between material abundance and spiritual values, and arrival of the artificial intelligence era, arose as a main issue, especially in 2016. In response to this, IBREA hosted an international festival in New Zealand, known as the last clean area on Earth, in search of a sustainable future of humankind through the search and recovery of the “natural intelligence” of the human brain. In collaboration with the Earth Citizens Organization, the festival included many events, such as an earth citizen peace culture experience, the bonding of earth citizens from 10 nations worldwide, and an academic symposium searching for health, happiness, and peace through brain utilization.



Time	2017.1.27–28
Theme	The Brain, Earth Citizens, and Our Global Future
Location	Turner Centre, Kerikeri City, New Zealand
Participators	IBREA collaboration partners from ten nations and over 1,000 sponsors



Celebration Eve

On the eve of the celebration, January 27, there was a culture festival of peace-loving earth citizens with the theme of heaven, earth, and human beings. There were various cultural performances from many countries, such as the traditional dance of the Maori people (which speaks of the coexistence of nature and human), Taekwondo, b-boy dance, and traditional Japanese dance. The event was designed to offer people opportunities to experience the earth-oriented peace culture that will be realized when human beings find the desire for peace in their brains. The participants sang the Maori's song, along with the theme song of the event, *Pokarekare Ana*, and then they wished for peace on earth and the solidarity of all earth citizens.

Opening Ceremony

At the opening ceremony on January 28, many authorities of the region participated, including deputy mayor Tania McInnes of the North Island, city official Sally McQually, president Paul Davis of North Island Tour business team, and primary school principals of Kerikeri. In addition to this, a total of 165 people, including 72 officials and 12 megalopolis/district governors, sent messages to celebrate the Earth Citizen Peace Festival.

Deputy mayor Tania McInnes expressed support for the Earth Citizen Movement by stating, "I am very thankful to be a part of this great international event that was full of peace; the earth cannot stand with its original way of life," and "As the sustainable prosperity of the earth, and sustainable health and happiness of human and mother earth are New Zealand's priorities, so is the same with the ideals of the Earth Citizen Movement. How could we turn away from creating a sustainable society for everyone's health and happiness?"

President Ilchi Lee of IBREA celebrated the festival by stating, "Kerikeri is a city where people can feel the peace all over the body," and "Despite the Nobel Peace Prizes each year, the world does not become peaceful. I wish people could find their own values and find health, happiness, and peace through Brain Education, using their own brain and through the belly button that is connected to the brain."

Symposium: The Brain, Earth Citizenship, and Our Global Future



On the second day of the First Earth Citizen Peace Festival, an international Brain Education symposium was held. Experts and scholars of medicine, education, psychology, engineering, and the latest brain science took part in the festival. The symposium initiated Earth Management Society, a network of scholars hoping to contribute to humanity's common value. Through the Earth Management Society, a variety of research and academic interchange will be arranged to build a peaceful and sustainable society.

Program

Presenter	Subject
Ilchi Lee President of IBREA	The brain and the value of the Earth Citizen - Finding my value, the value of humankind, and the value of nature
Dave Beal Program Director of of Brain Power Wellness	Brain Power classroom for empowering future leaders
Principal Nah Ok Kim Benjamin School for Character Education	Success stories from the Benjamin School for Character Education
Emeran A. Mayer, MD Chair of UCLA School of Medicine Oppenheimer Center	How the mind-gut connection impacts our choices
Jooheon Yeon Vice President of Korea Institute of Brain Science	How natural compounds prevent cancer metastasis and improve our gut health
Reed Tuckson, MD Specialist in public health and advisory official at the U.S. National Institutes of Health, including for the National Center for Complementary and Integrative Health	How Brain Education can improve public health
Lily George Senior researcher of Massey University, New Zealand	Healing intergenerational trauma through Brain Education



Earth Citizen Declaration

At the opening festival, there was a reading of the Earth Citizen Declaration proposed by the Earth Citizens Organization, co-host of the event. The Declaration contains the spirit of the Earth Citizen Movement, which pursues finding value inside oneself, health, happiness and peace through Brain Education. Earth citizen representatives from Korea, the U.S., the U.K., Japan, Canada, China, New Zealand, Belgium, and Poland read the Declaration together.

- I am an earth citizen who has found my value and recovered my character, and I cherish all human beings and all life.
- I am an earth citizen who contributes to a healthy, happy family and a peaceful community.
- I am an earth citizen who lives for a global village in which all humans live as one family over the differences in race and religion.
- I am an earth citizen who takes actions for protection and recovery of the earth's ecosystems so that the planet will recover its essential beauty and life.
- I am an earth citizen who participates in cultivating 100 million earth citizens, for the goal of changing the mind of the humankind and of realization a new earth civilization.



Brain Education Global Solidarity

International Brain HSP Olympiad IHSPPO



IHSPPO (International Brain HSP Olympiad) was established in April 2005 by the Korea Institute of Brain Science (KIBS), IBREA's advisory institution in science and technology, in order to spread the value and importance of the human brain. In contrast to existing international olympiads by UNESCO, which focus on the evaluation of knowledge in single subjects such as mathematics, physics, biology, chemistry, information, or astronomy, the IHSPPO is a competition that focuses on the utilization and development of the human brain. After the first competition, in which 35,000 people from three countries took part, President Oscar Arias of Costa Rica showed up in the second competition hall.

IBREA and the establishing organization KIBS have been co-hosting the IHSPPO international competition since 2008; they have also been sponsoring many contents and subordinate events, such as Brain Education seminars, professional symposiums, and youth camps during IHSPPO's regional and final competitions, during which many participants of Brain Education experienced the importance and values of brain utilization.

IHSP0 slogan

“New Challenge for the Brain”

IHSP0 emblem



IHSP0 Purpose Announcement

The best asset and the last hope of humankind is the brain. As it was the brain's limitless creativity that made today's human civilization, so the key to solving the problems humans face is also in the brain. If a person's value lies in the quantity and quality of information the brain holds, it can be said that the future of humankind also lies in how we utilize and develop the brain.

The brain is even more important to young students whose bodies and minds are still growing up. The future of children will be different when they realize that the brain is the not difficult or hard to access, but rather something friendly and valuable, and when they start to believe in the possibilities of their own brains. This is the biggest reason to hold the "International Brain HSP Olympiad.

Through the Olympiad, which focuses not on assessing knowledge of a specific area, but on integral brain utilization and brain development, we want to propose a new paradigm of the right people for future societies based on the importance and endless possibilities of brain development.

We further hope that the International Brain HSP Olympiad serves as a platform where people understand the endless possibilities of the brain that has created today's human civilization, and realize that the key to health, happiness, and peace that everyone wants to have is in our brain. (cited from the IHSP0 website, www.ihspo.org)

Evaluation events



Brain Window

This event evaluates the HSP (Heightened Sensory Perception) ability that can be read under high concentration of the brain; under blockage of sight (the sense humans depend on the most), participants recognize information with higher perception.

The ability evaluated: heightened sensory perception, metacognitive ability



Speed Brain

Speed brain evaluates short-term memory and working memory by letting participants look at 9~16 shapes of different colors for 4 seconds and restate the memory. Normally, the human brain can only remember part of the information stored through sight; “Speed Brain” helps people enhance short-term memory, working memory, and instant cognition based on the human brain’s ability to receive information as if by taking a photograph.

The ability evaluated: short-term memory, working memory, instant cognition



HSP Gym

HSP Gym is a procedure of controlling breath, posture, and mind with his/her own will. It has great effect in enhancing not only physical strength but also balance, concentration, and endurance. Because all parts of the body are connected to the brain, training the body can enhance brain functions as well. The program also helps to have confidence through overcoming one’s limitations.

The ability evaluated: balance, left-right brain balancing, emotion control



HSP 12 Steps

Evaluation of physical control abilities focusing on motion, the central function of the human brain. This test checks abilities such as muscular endurance, balance, and left-right brain balancing. It consists of twelve steps, and the participants are limited to ones who can complete the twelfth step.

The ability evaluated: physical control (muscular endurance, balance, left-right brain balancing)

Comments from participants

“I used to be a very timid person and tended to stay back, but meeting the bigger world and training through the HSP 12-steps competition, I became more energetic and communicative. I took the challenge of the Olympiad twice. At first I was very scared to stand upside down, but I overcame my fears. Through trials and failures, I came to be able to walk over 150 steps. My physical strength and confidence has increased, and I learned not to give up.”

Yeon* Kim, third-term Benjamin School student, participant of HSP 12 Steps

“Through the training in the HSP 12 Steps competition, I realized more than anything that ‘you can do it if you make the choice.’ In the past, I could not make up my mind, ‘Let’s do this!’ and it made me grasp opportunities. But now, I could make up my mind, ‘Let’s do this!’ and it made me grasp opportunities without hesitation. Believing in myself, I realized that anything can be done at any time if I choose to do it. This allowed me to have courage in any situation.”

Hye* Yoon, Grade 5, participant of HSP 12 Steps

“Today’s Brain Window training was very impressive. It was first time that I watched cards that earnestly. Because I could not see them, I thought, ‘Why can others see it and why can’t I?’ I felt a deep sense of being a victim, and I told myself, ‘If you really want it, let go of all your thoughts!’ Then I could finally see. I had never watched cards so intently and never believed in my brain so sincerely. Seeing cards while

blindfolded requires a lot of concentration, and through this activity I learned to focus much more.”

Eun* Kim, Grade 6, participant of Brain Window

“I was surprised and very happy because I could see the brain screen clearly for a very long time. Seeing cards helped me enhance my ability to control emotion, and when I grew angry I controlled myself by watching why I was angry. I also developed metacognitive abilities and was able to know what problems my body had and what I was focusing on.”

Hyung* Choi, participant of Brain Window

“When I first passed all 12 Steps, I was very excited and at the same time felt a surge of tears at the memory of my countless failures. I had wished to exceed my limits and grow, so I overcame my fears and did everything with effort. I was moved by myself, started treating others with love, and came to take every moment as precious.”

Hee* Park, Grade 9, participant of HSP 12 Steps

“During the Brain Window training, I could not concentrate whenever more and more friends passed the test and expressed their thoughts. I was nervous and distracted. So, I decided that it was best to just breathe without thought; then, I could empty my mind and concentrate myself, and finally see the screen clearly. I learned that Brain Window helped me let go of distractions and worries to help me correctly see and change myself.”

Joo* Park, Grade 10, participant of Brain Window

Brief look at the number of participants in the International Brain HSP Olympiad finals



Past International Brain HSP Olympiads

IHSPO 2008

The Fourth International Brain HSP Olympiad (New York, UN headquarters)

- Over 500 participants from 10 countries, a milestone for the globalization of Brain Education
- UN International Youth Day celebration
- Sponsored by the Education Committee of the Conference of NGOs (CONGO) and the UN-ECOSOC NGO section
- A special lecture by Doctor Heesub Shin, president of KIST Center for Neuroscience

IHSPO 2009

The Fifth International Brain HSP Olympiad (New York, UN headquarters)

- Over 200 participants from 10 countries, held in the UN headquarters in New York
- International seminar held by neuroscientists and educators
 - _ “Understanding of Human Rights”
Diane Ala’i, co-chair of the Education Committee of the Conference of NGOs (CONGO)
 - _ “Digital Brain: How the Brain Works Well”
Murali Doraiswamy, professor of Medicine at Duke University
 - _ “The Brain and the Earth Citizenship”
Ilchi Lee, president of IBREA



IHSP0 2015

The Tenth International Brain HSP Olympiad

Eight hundred winners of regional competitions that took place in fifteen cities in Korea and Japan participated in the Tenth International Brain HSP Olympiad. In this Olympiad, HSP 12 Steps was included as a demonstration event. It was introduced with the goal of letting students understand the relationship between the brain and the body through evaluating physical control and balancing abilities.

The grand prize was given to Noh-hun Kim (Benjamin School for Character Education), and the gold prize to Hyung-jun Bae (Benjamin School for Character Education). The application prize went to Chaemin Lee (Yeongchun Seongnam Girls' Middle School) for HSP Gym, Changmin Ji (Benjamin School for Character Education) for Speed Brain, and the demonstration prize went to Hyung-guk Park (Benjamin School for Character Education) for HSP 12 Steps. The special group prize went to Japanese participants.

- Time** 2015.10.18
- Location** International Brain Education University (Cheonan, Korea)
- Finals** About 800 participants from Korea and Japan

As a subordinate event, a "Brain Concert" showed various activities of self-development and art just before the opening of Benjamin School for Character Education in Japan. Benjamin School is getting public attention as a model of future education based on Brain Education. Students presented their stories through performances about experiencing the potential of their brains and finding confidence and dreams.



IHSPPO 2016

The Eleventh International Brain HSP Olympiad



The Eleventh International Brain HSP Olympiad was held in Honor's Haven in New York, with over 3,000 youth participating from Korea, the U.S., China, and Japan. The grand prize went to Sangmin Lee (Kimhae Yulha High School), and the gold prize was given to Sanghyun Park (Chungnam Gaon Middle School) for Brain Window, Jiwon Lee (Busan Isabelle Middle School) for HSP Gym, and Hyeong-guk Park (Benjamin School for Character Education) for HSP 12 Steps.

Time 2016.8.2

Location Honor's Haven, New York, U.S.

Finals About 300 participants from Korea, the U.S., China, and Japan

During this competition, an Earth Citizen Youth Leadership Camp was hosted together with the Earth Citizens Organization USA to celebrate the first year of UN SDG implementation. Also, grand prize winner Noh-hun Kim from the Tenth IHSPPO gave a presentation as the Korean youth representative of the Youth Mental Wellbeing Conference, hosted by the IBREA Foundation in in the New York UN headquarters.



Earth Citizen Youth Leadership Camp

As a subordinate event of the Eleventh IHSP0 in New York, the Earth Citizen Youth Leadership Camp was held. It was a time for the youths, who showed the endless possibilities and potential of their brains during the Olympiad, to find leadership as earth citizens through various activities with the topic of earth. This camp was conducted by Mané Andreasyan, who teaches Brain Education-based earth citizenship education in the Lab School for Collaborative Studies in Manhattan, and by Brain Power Wellness instructors who spread Brain Education among public schools in the U.S.



- Time** 2016.8.4
- Location** Honor's Haven, New York, U.S.
- Participants** 200 participants of the Eleventh International Brain HSP Olympiad, New York
- Conducted by** the Earth Citizens Organization USA and Brain Power Wellness instructors

Program

Session 1	Wake up the possibilities of the brain! Joyful brain exercise and hands-on play
Session 2	Making the earth healthy, I am an earth citizen! Finding within myself unconditional love like the sun Make action plans to make the earth healthy
Session 4	Introduction to the earth citizen project



Participating in the Youth Mental Wellbeing Conference

The participants of the IHSP0 took part in the Youth Mental Wellbeing Conference the day after their finals ended, on August 3 at the UN headquarters in New York. The conference,



hosted by IBREA Foundation, a nonprofit in consultative status with UN-ECOSOC, addressed the importance of youth mental wellbeing for successful implementation of the SDGs and discussed youth-led action plans.

Noh-hun Kim, the Tenth IHSP0 winner, was invited to give a presentation at this conference. He introduced the online group he initiated in Korea named 'The Earth that the Youth Can Change.' He stated, "Members of the United States agreed to achieve the 17 Sustainable Development Goals by 2030. What could be the power and means to achieve the goals? I would like to point out physical health, power to select positivity, and creativity. To demonstrate how it works, I would like to raise the earth with my hands and walk 10 meters forward!" Then, he walked across the conference hall in the way of HSP 12 Steps, an official event of the IHSP0, which was greeted with great applause.

* "The Earth that the Youth Can Change" is a youth-led advocacy group of more than 150 youths holding campaigns to promote their right to dream and to request the transformation of the Korean education system's aggravating excessive competitions. (Information from: www.facebook.com/youthchangeE)



Interview with representatives from the organizations participating in the IHSP0

Through the international competitions in Korea and New York, the recognition that Brain Education can provide a paradigm for the future of society has spread among students and parents. provide a paradigm for the future of society, these children received big support from their parents while seeking the real value of the brain and overcoming their limitations. The IHSP0 helps parents realize the shift of recognition on the brain elite.

Hyunjeong Lee, CEO of BR Brain Education Korea



Talent arising from knowledge was the standard for measuring great talent. However, that time is over. In a society with an aging population, the value of the youth has become greater than ever. The destination of the country depends on how to draw out the endless potential from the brains of young people. At this moment, the International Brain HSP Olympiad is helping provide motivation for Brain Education and setting out the mindset as earth citizens. Based on our past experiences of international competitions, we are planning to continue to send Japanese representatives to participate in the event.

Sinagawa Leico, principal of Benjamin School for Character Education Japan



China is paying great attention to childhood education because of the one-child policy and the rising incomes due to economic growth. They are also interested in brain development and participated in the IHSP0 without reservation. The country has a plan to educate 40% of the population as technicians in the competitive areas of 3D printing and artificial intelligence (AI). However, the real competitiveness of the era of artificial intelligence comes not from the ability to acquire technology, but from the intrinsic creativity of humans. We continue with the competition so that young people will understand the potential and importance of their brain through HSP training.

Julie Miao, CEO of U-DAP Solution China



Inter-sector Implementation Consulting

Interdisciplinary Research and Development of Brain Education-based Global Citizenship Education



The key agenda at the World Education Forum, which UNESCO hosted in May 2015, was global citizenship education. At the Sixty-sixth UN DPI/NGO conference held in Gyeongju City, Korea in 2016, the role of education in global citizenship was emphasized in achieving the Sustainable Development Goals together.

IBREA thinks that Brain Education and global citizenship education share a common goal because both aim to foster learners' value and to improve their attitude toward living together. They also both emphasize personal responsibility and solidarity. So IBREA formed the Earth Citizenship Education Research Group and sought to create synergy between the two.

Thus, a semester-long curriculum of Brain Education-based global citizenship education was developed as a Free Semester Program. In 2016, 342 educators and 6,500 students received Brain Education-based global citizenship education in 62 schools throughout Korea.

The Brain Declaration, which contains the philosophy of Brain Education, announces that the human brain intrinsically loves humanity and the earth, and naturally seeks peace. This intrinsic drive toward peace has been translated into 'Earth Citizenship' in Brain Education. IBREA has sought to create synergy between the experiential methodology of Brain Education and global citizenship education.

The development process of Brain Education-based global citizenship education programs



2015.3.19

Brain Education Specialists Forum Established a consensus about the need to integrate Brain Education and global citizenship education

2015.7.11

Launched the Earth Citizenship Education Research Group



2016.1.5

Completion of the teachers' manual

2015.9-12

On-site class simulation and revision of the program

2015.7-9

Developed an 8-session (16 hours) curriculum for the new Free Semester Program* in middle schools

Earth Citizenship Education Research Group

Advisors

- Jae Han Shin**, professor of the University of Brain Education
- Nah Ok Kim**, principal of the Benjamin School for Character Education
- Da-in Kim**, senior team leader of the Brain Education Institute
- Rae Hyuk Chang**, professor of the Global Cyber University, the Department of Brain Education Integration



Researchers

- Gyung Ha Park**, Gyeong-gi Hogok Middle School
- Yoon Sung Lee**, Chungbuk Hyeongsuk Middle School
- Ok-lang Jung**, Gyeong-gi Brain Education Association
- Myong Ok Kang**, Gyeong-gi schoolteachers learning community for Brain Education
- Ji A Sohn**, Brain Trainer Association



* The Free Semester was introduced to middle schools in Korea in 2014 to give students more opportunities to explore their dreams and talents and to find their career path. Half of the school day during this semester is spent on student-selected curriculum that is not tested or evaluated.

Example of a Brain Education-based global citizenship education curriculum for the Free Semester Program in middle school

“The earth is precious, and we are earth citizens.”

Characteristics

- Integration of Brain Education, which develops creativity and peace in the human brain, and global citizen education, which seeks a global paradigm shift in education
- “Self-identity education,” which helps students discover they are earth citizens by enhancing self-confidence
- Effective use of reflective activities, such as meditation, reflective writing, and reflective narratives to help students to internalize the values and attitudes of earth citizens
- Effective use of a variety of physical activities that help students actively and positively engage in class

Phase	Session	Topic	Details
I, earth citizen!	1	Earth citizen's greetings (culture of peace)	<ul style="list-style-type: none"> • Various greetings of the world • One language transcending individual cultures, <i>earth citizen talk</i> • Making an earth citizen greeting
	2	Me as an earth citizen (globalization)	<ul style="list-style-type: none"> • Game of connecting words • Globalization seen through hamburger connection • The wheel of positive change through our actions and their results
	3	The peace that I experience (communication of peace)	<ul style="list-style-type: none"> • The difference between knowing and experiencing peace • Love hands, how to communicate peace • Peace in my surroundings
	4	Happiness for everyone (sustainable development)	<ul style="list-style-type: none"> • Being a consultant for my friend's career path search • Understanding my values • Finding the core value through holding an earth yoga posture • Taking action as earth citizens
Actions of an earth citizen	5	Changing the rules of survival (human rights)	<ul style="list-style-type: none"> • Game of occupying chairs • How to survive together during competition, game of folding newspapers • The similarity between occupying chairs game and the refugee issue
	6	Diversity is strength (cultural diversity)	<ul style="list-style-type: none"> • Identifying my origin, if I am from the northern or southern part of Asia • The meaning and value of diversity • Reflecting on my biases about foreign workers in Korea
	7	The earth community where all living creatures coexist (environment)	<ul style="list-style-type: none"> • Playing a game, disposing of waste correctly • Plastic Ocean • What changes do we need for living together on earth?
	8	I am an earth manager	<ul style="list-style-type: none"> • Imaginary earth management conference

A classroom view of Brain Education-based global citizenship education

“Everyone’s happiness is true happiness!”

Chungbuk Hyung-suk Middle School, class 2-2, teacher Yoon Sung Lee



#1

The children start a class with an earth citizen greeting. The greeting is an earth people’s greeting made by the children in the Brain Education global citizenship education class. “Jangberto skuteto.” The expression is unique, and it means “I respect you.”

#2

Approaching the problem of refugees through games. The children are engaged in the game of occupying chairs. The children compete to get the chairs; however, not many were glad when the last person survived.



#3

The game of folding newspapers. The children use all kinds of ways to step onto the shrinking newspaper. They feel joy in thinking and solving the problem together. Through this game, they experience directly the happiness of sharing space with refugees who have no safe place to live.

#4

After the occupying chairs and folding newspapers games, children think again about the meaning of these games through meditation. The games let them experience refugee problems as their own issues.



#5

Earth problem box. After a variety of activities, the children sit together in groups to collect ideas for solving problems. Then they put the ideas into the “Earth problem box.”

An advanced workshop on Brain Education-based global citizenship education

IBREA, the Brain Education Institute, and the Earth Citizen Movement Alliance co-hosted an advanced workshop during the first half of 2016. The workshop focused on globalization, peace, sustainable development, and global citizenship education. In addition to these topics, participants discovered self-motivating, cooperative class management methods.

While practicing these methods, educators were able to experience a role change from traditional teachers to guides who assist students to learn and reflect by doing, which is essential for effective global citizenship education.

Participants who have taught Brain Education to youths gave high praise to the approaches that integrated the experiential methodology of Brain Education (physical activities and reflective activities) with global citizenship education. These enhanced students' self-confidence and raised their consciousness so that they developed strong motivation for becoming leaders in their daily lives.

Workshop participants

4 sessions in total 342 (70 teachers, 272 instructors)	2016.1.8	116 participants
	2016.3.20	46 participants
	2016.3.26	31 participants
	2016.6.6	149 participants





Comments from participants

“I, as an earth citizen, thought deeply about the earth’s reality and found that the key to its problems is humanity. I also felt the importance of connection within myself.” *Instructor Jungmi Kim*

“I was very impressed by the educational approach to the topic of earth. I also realized how it differs from existing education. Through the eight sessions, I was especially glad to be able to have the experience in person and to be able to imprint the willingness into my brain through the final meditation.” *Teacher Sookhee Lee*

“I realized that I should take responsibility for cherishing the earth as a priority and saving it. I was pleased to experience my responsibility as a earth manager, not as a mere deliverer of knowledge on globalization.”
Teacher Misook Kang

“As a teacher, I have thought about the importance of the topic, but it was restricted to sporadic information without philosophy. I was very pleased and thankful for today’s education. I learned the concept of the philosophy, and understand how to make it consistent with education today. Our society definitely needs this.” *Teacher Hyesook Kim*

“It was very impressive that Brain Education has been broadened to include earth management and that it has been expanded during the past 30 years to achieve more. I liked the various approaches that helped students pay attention to and engage with global issues related to the earth.” *Instructor Ok Rang Jung*

Brain Education-based global citizenship education forum

In January 2016, IBREA introduced a Brain Education-based global citizenship education program for the Free Semester Program in middle schools, and hosted a forum to provide a platform of communication and exchange among different agents of education. The achievements created from the integration of Brain Education and global citizen education were addressed through examples of education targeting youths and teachers. The International Research Institute for Kids Brain Education introduced the current education program for developing global citizenship in kindergartens. Finally, the final session was an Earth Citizen Talk Concert in which youths and parents discussed the meaning of “global citizenship.”

Time	2016.6.12
Location	Korean National Commission for UNESCO conference hall
Participants	About 40 teachers and instructors
Host	IBREA, Brain Education Institute
Organizer	Earth Citizen Movement Alliance, Youth Mental Health Character Education Association

Program

Session	Topic
Progress Report	IBREA Earth Citizenship Education Research Group
Keynote Speech	Nah Ok Kim, vice president of IBREA
Opening Speech	Brain Education-based global citizenship education Ji-in Kim, head of the IBREA International Collaboration Team
Session I (youth)	Global citizenship education application examples and plans for the Free Semester Program in middle schools Yoon Sung Lee, leading teacher of global citizenship education
Session II (teacher)	Teachers embracing the earth to educate future leaders Sura Won, leading teacher of global citizenship education
Session III (Kindergarten)	“I love you, earth!” Soyeong An, researcher of the International Research Institute for Kids Brain Education
Earth Citizen Talk Concert	Asian youth network embracing the earth Korea–China–Japan Earth Citizen Youth Club Earth Citizen Talk students and parents



Roundtable: Outcomes and prospects of 2016 Brain Education-based global citizenship education

A roundtable was co-hosted by the five organizations that have been collaborating to spread Brain Education-based global citizenship education. Participants presented their cases and outcomes in school-based programs in 2016 and discussed prospects for 2017.

Time 2016.12.4
Participants 34 educators and youth volunteers
Organizer Earth Citizen Movement Alliance, Brain Education Institute, Youth Mental Health Character Education Association, Benjamin School for Character Education

Program

Presenter	Topic
Sura Won, teacher in Chungbuk National University Attached Middle School	Case study applied in a selective curriculum of the Free Semester
Sangmi Kim/Kyeongun Lee, youth volunteer in the Benjamin Gap Year	Youth volunteers' role in a student-initiated club in a middle school, the Global Citizenship Earth Leader Club
Young Jung, secretary to Incheon Branch of Earth Citizen Movement Alliance	Community-based learning opportunities to enrich the Free Semester Program
Su In Park, president of Brain Education Association in Eunpyeong-gu District	Case study applied to high school student clubs
In Ji Jung, teacher in Jangsan Elementary School in Busan	Running an after school club in an elementary school, the Earth Citizen Rangers
Hyunsook Kang, School Empathy Education Research Institute	Global citizenship education curriculum designed to foster creativity and character for K1 through K9

Development tasks for 2017

- Strengthening Brain Education elements: developing self-motivation for change and growth
- Strengthening community fieldwork: providing motivation for action in daily life
- Providing a platform for the youths' contribution to society as the catalyst of change and creation





Comments from the presenters

“Change in life begins with the growth of awareness.”

Sura Won, UNESCO global citizenship education leading teacher

She and her fellow leading teachers have always had questions about how global citizen education can help students take on global issues as their own and how it can motivate them to act. This was the reason she chose the Brain Education-based global citizenship education curriculum for her Free Semester program.

“The basic principle of Brain Education is that awakening the body awakens the mind, and awakening the mind leads to action. And as a method to realize this, we actively use activities such as play, physical activities, and breathing meditation to wake up students’ body and mind.” She stated that global citizenship education is ultimately a process of finding the answer to the question, “how should I live as a citizen of the earth?” Thus, she placed more importance on reflective activities.

“The most rewarding moment for educators would be that which allows children to find their own values and to find the courage to create something meaningful with their own will.”

Su In Park, president of Brain Education Association in Eunpyeong-gu District.

“At first, the class did not go well because the children were too lethargic, only looking at their smart phones. I had patience through the first three sessions and tried to draw their attention. I used self-exploration activities, such as the Holland aptitude test, physical tests, and the multi-intelligence test, as a channel of communication. Instead of just saying my words, I showed interest and said, ‘Oh, you are such a type of person,’ and, ‘You are now feeling this way,’ and in this way the students listened and opened their hearts.”

Throughout 2016, she gave Brain Education-based global citizenship education curriculum in elementary, middle, and high schools, which took more energy than other classes. However, she plans to continue it next year. The most rewarding moment for educators is when children find their own values and gain the courage to create something meaningful through their own initiative. And she found great hope in it for helping students to raise their potential.

Brain Education-based global citizenship education

Outcomes and successes in 2016

One-semester curriculum (6 session+)

28 schools 1,157 students

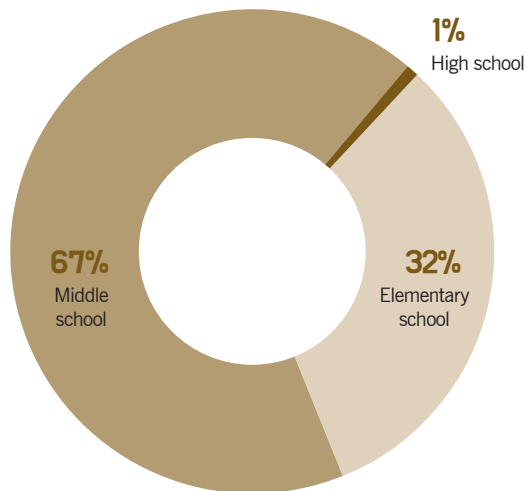


One-time workshop (2-3 hours long)

34 schools 5,324 students



Distribution of school year



The effectiveness of Brain Education-based global citizenship education

To evaluate how Brain Education-based global citizenship education enhances global citizenship, we conducted a survey on global citizenship with a questionnaire that analyzed students before and after the curriculum.

With 236 respondents, we compared the results of the survey before and after intervention and verified a meaningful difference ($p < .01$). As shown in the chart below, the score increased from 3.63 to 3.92 out of 5. There were also meaningful differences in sub-elements such as shared common values ($p < .01$), respect for ($p < .05$), interest and concern for global issues ($p < .05$), willingness to participate in solving global issues ($p < .05$), and having a world-oriented attitude ($p < .05$).

* $p < .05$, ** $p < .01$

Measuring elements		respondents	average	standard deviation	T value
Global citizenship (total)	Pre-test	236	3.63	.48	2.517**
	Post-hoc test	236	3.92	.56	
Shared common values	Pre-test	236	3.60	.61	2.883**
	Post-hoc test	236	4.03	.70	
Respect for diversity	Pre-test	236	3.32	.46	2.335*
	Post-hoc test	236	3.51	.54	
Interest and concern for global issues	Pre-test	236	3.39	.50	2.194*
	Post-hoc test	236	3.49	.56	
Willingness of participation in solving global issues	Pre-test	236	3.77	.67	2.236*
	Post-hoc test	236	3.90	.72	
World-mindedness	Pre-test	236	3.64	.57	2.278*
	Post-hoc test	236	3.79	.64	

※ Global citizenship verification tools: Based on relevant literature research, IBREA used the questionnaire Joo Hye Jang used in "A Study on the state of global citizenship: the case of fifth and sixth graders" (2008, master's thesis, Graduate School of Education in Gyeongin National University of Education). This questionnaire is a revision of the questionnaire on attitude toward international issues and foreign countries used in "Research on current status of education for international understanding and comparative study" (1995, Sinil Kim and others, Korean National Commission for UNESCO).

Success Case 1 in the Free Semester Program in middle schools

School Chungbuk National University Attached Middle School, Chungbuk Province
Period August 22–December 5
Participants 30 first graders
Teacher Sura Won
Time / frequency 3 hours / once a week



Key strategies for successful class management

1. A World Cafe style discussion on the virtues of global citizenship



Because the terms “global citizen” and “earth citizen” are new to students, the first class allowed them to freely express what they think of “global citizenship.” Through peer to peer conversation, students selected consideration, tolerance, harmony, assistance, respect, understanding, and care as the virtues of global citizenship, which motivated their desire to be equipped with such virtues.

2. Physical and reflective activities



Applying the principle of Brain Education that awakening the body awakens the mind, and awakening the mind leads to action, physical activities and breathing meditation are actively adopted. To let students find the answers to the question “How should I live as a citizen of the earth?” by themselves, enough time for self-reflection and peer-to-peer reflective dialogue, presentation, and reflective writing was allocated.

3. Finding links to their daily lives



Opportunities were given for students to find links between topics in the classroom and their daily lives on their own, as well as time to seek meaningful contribution to their communities. There were activities such as cooking vegan meat, holding campaigns to save rivers, and making natural soap.

Success Case 2 in the Free Semester Program in middle school

School	Hogok Middle School, Gyeong-gi Province
Period	August 22–December 5
Participants	52 first graders
Overseeing Teacher	Kyung Ha Park
Collaborating NGO	North-Gyeonggi Branch of Earth Citizen Movement Alliance
Time / frequency	2 hours / once a week



Comments from students of each session

Session 1 I am an earth citizen

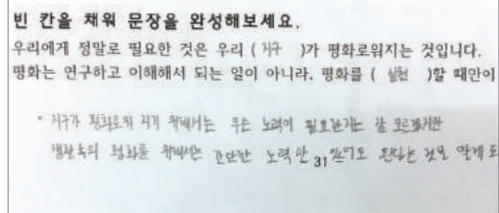
- I was glad to learn the greetings of other countries and the meaning of each one.
- It was very impressive that I experienced going beyond the rules of language while I was making my own earth citizen greeting.

Sessions 2 Choices as earth citizens

- I decided not to harm the earth any more or to waste food, and I will buy only things that I really need. I will take actions and try not to waste even small things.
- I am no longer hopeless, thinking that the earth will perish, because I now know that the earth can recover through my small actions.

Session 3 Peace on earth comes from me

- I realized that we can experience and spread peace if we just decide to do that.
- I was able to learn what peace feels like, and I felt the warm hearts of my friends through the love hands activity. I would love to teach my family about this activity.



Session 4 World refugees, let us live together

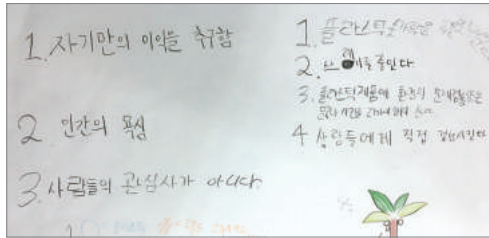
- I won at the game of occupying chairs, and I got a prize. In the newspaper folding game, I neither won a game, nor got a prize, but I felt happier after the game of newspaper folding.
- I feel that it is more beneficial to cooperate with others than to compete with others, only considering myself, and this activity became an opportunity for me to think about how to look at the refugee issue.

Session 5 “Difference” is not something wrong; it’s power

- I found out that there are differences in appearance and thoughts between me and my friends, and I learned that there are cultural differences between countries. I was happy to find myself become a person who is getting accustomed to accepting these cultural differences.
- I was able to break my prejudice that people from developed countries are superior to us and people from developing countries are inferior to us.

Session 6 The earth belongs to all life

- It was shocking that people are torturing animals and forcing them to work to make money. I would not torture animals.
- I felt very sorry and surprised at the fact that the plastic waste that I have thrown away in daily life has been giving countless animals pain. From now on, I will get rid of my greed and laziness, and reduce rubbish and do more recycling to protect animals; I will become a earth citizen who makes the earth a place for all together.



Session 7 We are earth managers

- While I was learning what earth citizens are and what they should do, I realized that becoming an earth citizen is not difficult; it is easy to take action.
- It felt like my brain full of valuable knowledge after I learned what I should do to improve and about whom I have to care.

*The terms 'earth citizen' and 'global citizen' are used interchangeably throughout the report.



Inter-sector Implementation Consulting

Earth Citizenship Education Seminar



In celebration of the Sixty-sixth UN DPI/NGO Conference: Global Citizenship Education from May 30 in Gyeongju City, IBREA, as an associated NGO to the UN-DPI, organized an Earth Citizenship Education Seminar to introduce the general public to the importance of global citizenship education. It was held simultaneously with the International Brain HSP Olympiad in Korea, and 1,000 parents and general citizens attended the seminar.

The seminar introduced global citizenship education as “an education that teaches the values and attitudes necessary to live together in the twenty-first century, when the world will undergo radical transformation and environmental challenges.” Since the fourth industrial revolution is coming soon, represented by artificial intelligence, children need to be encouraged to know who they are as humans and to develop global community-oriented values. Participants in the Earth Citizen Education Seminar, determined to act and to educate their children as earth citizens, joined the starting ceremony as the Earth Citizen Parents Alliance.

14 cities over 1000 participants

14  1,000 



Comments from parents who joined the opening ceremony of the Earth Citizen Parents Alliance

“The problems of the earth seriously concerned me. This is education that children and parents should both take. I hope that my child will not only care for himself but also be able to look around and think widely.” *Yeong* Park*

“I would like to share this with not only my child but also with the students whom I teach. I would like to encourage them grow up to be true global leaders who understand that we are all connected as one and who are willing to take action. I think it is important to have the mind of ‘I am an earth citizen’ and to practice taking small daily actions, such as recycling and not using paper cups.”

**Ja Ha*

“I have never had much interest in the earth, but through this seminar I felt that the earth and I are really close. I always regret that my child is enrolled in a tough, poor quality education system. However, I saw hope in how we could bring up children, with broad minds to save themselves and the earth through Brain Education.”

Mother of So Lee*

“I have been concerned about the earth, the

environment, and the future, but through this great experience I was able to realize once again the importance of conversations with my kid. I can let my child grow up as a person who knows that he must do something and who practices earth citizenship as an earth citizen. It was a precious moment when I decided to take action, so that my child can grow up to work not only for himself, but also for humankind and the earth.”

*Mother of *Jun Kim*

“I learned the serious truth that we cannot pass on the earth in this condition. There is no plan B if we ruin the earth. I have to have hope that educating my children to become earth citizens will encourage them to improve the environment and to live together peacefully with the people of the world.” *Mother of Hong* Jung*

“I realized that it was us who caused global warming and environmental degradation. In order not to pass on a deserted earth to our children, I will care for the earth more and help my child take action as well. Although it is sad to see the earth so sick, I decided to make it healthier from now on.” *Mother of *Kyeong Hak*

Participation in the Sixty-sixth UN DPI/NGO Conference

The Sixty-sixth UN DPI/NGO conference was held under the theme “Education for Global Citizenship: Achieving the Sustainable Development Goals Together” in Gyeongju City for the first time in Asia. From May 30 to June 1, 2016, IBREA, as an associated NGO to the UN DPI, participated in this conference with educators, students of Benjamin School for Character Education and Benjamin Gap Year, and Korea–China–Japan Earth Citizen Youth Club members.

Roundtables gathered to discuss on the themes of; The Right to Accessible, Safe, and Inclusive Learning Spaces; STEAM Sould Power the SDGs; Children and Youth: Tomorrow’s Global Citizens Today; and Global Citizens as Stewards of the Planet. Also, 44 workshops were given by selected NGOs seeking to collaborate on SDG implementation in various sectors.

IBREA had a discussion with over 30 stakeholders of Brain Education about how to integrate global citizenship education and Brain Education.

As participants got to know the common values and regional, cultural diversity that global citizenship education pursues, one commented as follows: “I felt connected to the value and necessity of global citizenship education throughout the conference. However, there are still many economic and cultural barriers in each country that stymie specific, positive action. Cognitive understanding of global issues, such as human rights, peace, and refugee issues is required, but the priority should be for teachers and students to experience the peace for themselves and to emphasize that we are all connected as one. We have confirmed the effectiveness of the experiential methodology of Brain Education applied to global citizenship education in classrooms and educators’ workshops.” They promised to continue to support Brain Education-based global citizenship education so that the goals of global citizenship education could be achieved effectively in Korea.



A report after participating in the UN DPI/NGO Conference



Jihyang Roh, Korea–China–Japan Earth Citizen Youth Club

After the Korea–China–Japan Earth Management Workshop in Jeju last February, the participants of the workshop formed the Korea–China–Japan Earth Citizen Youth Club. Key members of this club gathered at the UN DPI/NGO Conference in Gyeongju City once again.

On the first day's Youth Caucus before the opening, Bi-ya Han said, "In this generation, the term has been refined from 'global village' to 'global house'." This means humankind has now become one big family. The development and spread of technology allows most people to own a mobile phone. However, it is often observed that communication and empathy is not effective, even with only one sheet of glass in between. It is regrettable that it has not still caught on that we are one. If more people around the world could think of their neighbors' concerns as their own and feel the same responsibility, the earth could become a place of harmony and peace.

In his speech, the UN Secretary General Ki-moon Ban repeatedly emphasized that "we need youth energy more than ever for transforming the world." Listening to him, I felt that the time has come for the youth to take the lead. This time will be a great chance for our voice to be heard about the world that we want.

I kept thinking that we need education that helps people develop the ability to reflect within and to find the intrinsic desire for peace. I have received Brain Education from a young age and developed skills to reflect upon myself and to find values within myself. I thought that quality education like Brain Education is especially needed.

In today's tough situation, it seems that people strive to survive in high unemployment rates and cannot afford to reflect on the relationship between the earth and themselves. So, I think the theme of global citizenship education at the conference was especially important. Also, I believe that we will be able to take one step closer to world peace if people around the world find through meditation their unique value as a human being, beyond their survival or jobs.

Throughout the Conference, people with passion gathered and shared ideas for a sustainable earth and world peace. Everyone seemed to agree on the importance of education that teaches tolerance and responsibility to solve global issues. However, searching and planning for detailed and practical solutions are still at the beginning stage. I see that the limitation is that there is no specific blueprint for solving the fundamental problem. I am clear about this, though: Transforming the world and the earth is the responsibility and privilege of the youth.



Workshop participants

3 sessions in total 52 participants



2016.7.10	18 participants
2016.8.27	27 participants
2016.12.27	7 participants

Comments from participants

“It was a time during which I strongly resolved to live life not only for myself but for the world and the earth. I am thankful and happy that I am together with passionate, beautiful youths who want to run for the earth.” *Busan workshop participant Soobin Lee*

“I felt the problems of the earth, not as something distant from me, but as my own issues. Through deep passionate discussions on topics not easy to cover every day, I was able to broaden my horizon as an earth citizen. Learning through experience became the biggest help.” *Busan workshop participant Seong-gon Hwang*

“I felt that global citizenship education is necessary for saving the earth, and I became aware of my role as the one to spread this thought to save the world. By receiving global citizen education, I came to realize that I could also grow by giving this education to others. Agreeing with the trainers’ words that teaching helps them organize their own thoughts, I started to have an interest in becoming an instructor.” *Incheon workshop participant Kyeong-hwan Yang*

*Benjamin Gap Year is a gap year program that Benjamin School for Character Education provides for youths in their 20s. Activities are focused on planning and implementing various projects beneficial to the world communities as well as themselves. They learn how to use their Brain Operating System (BOS) in the process.

Result of the activities of global citizenship youth instructors

643 students	Ogeum Middle School in Seoul City	20 persons	18 hours
84 class hours	Hogok Middle School in Gyeonggi-do Province	52 persons	36 hours
	Seonhwa Girls' Middle School in Incheon City	16 persons	12 hours
	Bugwang Middle School in Incheon City	210 persons	2 hours
	Mansoo Girls' Middle School in Incheon City	20 persons	2 hours
	Dohwa Elementary School in Incheon City	260 persons	2 hours
	Hyeongsuk Middle School in Chungbuk Province	35 persons	9 hours
	Chungbuk National University Attached Middle School in Chungbuk Province	30 persons	3 hours

643 

84 

Comments from the youth instructors

I was very thankful for the chance to teach children such precious values, and I prepared my classes with great pleasure. And during each preparation, I had new understandings of myself. Compared to how I used to stay absent-minded or chat with my friends on the bus, now I find myself simulating my next class while standing in a bus. I thought ‘Was I diligent and responsible this much before?’ and I am certain that if I can do it, so can others.

Kyeongun Lee

I am majoring in Earth Management in a graduate school. I have seen children change a lot through reflective activities like meditation and breathing, and through physically experiencing and feeling their own brains. However, students in Korea do not have much power when it comes to choosing what kind of actions they can choose. So, the message “you are leaders who can save the earth” didn’t seem to touch their heart, which made me



feel very sorry for them. I want to provide them with a chance to put what they learned in the classroom into action outside of the classroom so that they can enjoy the happiness of creating actual changes in their communities. **Jion Kim**



I was told in school that studying, competition, and university are more important than relationships with friends, but that did not make me happy at all. I felt regret for the children spending their school days in competition, so I participated in this program in order to teach good values to the children I meet. Every time the main trainers asked questions to the students, I came to think ‘What could we do to protect the earth?’ To this question, my group put forward the idea to ‘use a cup when brushing our teeth to save water,’ and I felt proud that everybody has taken it to action. **Yuri Lee**





[Case of Activity] Chungbuk National University Attached Middle School

This class was planned by the youth instructors of Benjamin Gap Year who have completed IBREA's global citizenship youth instructors workshop. It received enthusiastic response from the students because they were able to understand difficult topics of global citizenship education without effort while happily playing games. In the beginning, the leading instructor introduced the session as 'a special class where you do not sit and listen, but learn while moving your body.' Students were divided into five groups of environment, human rights, peace, globalization, and cultural diversity, and provided subject-relevant games of solving puzzles, delayed rock-paper-scissors, untangling arms, and speaking with bodies.

- Setting** Part of a selective curriculum in the Free Semester Program
- Participants** 30 first graders
- Overseeing teacher** Sura Won
- Instructor** Jion Kim, Jihyang Roh, Hyojae Shin, Hoosun Park, Dongeun Lee, Jungpyo Hong
- Date** 3 hours on October 8, 2016
- Contents** Understanding global issues on the environment, human rights, peace, globalization, and cultural diversity through playing games

Spread of Information on Brain Education



Nationwide Brain Education Seminar Commemorating International Brain Awareness Week



International Brain Awareness Week is the global campaign to increase public understanding of the human brain and to raise awareness of the importance of brain research. It started in 1996 in the USA, and has been celebrated in the first week of every March since then. More than 60 nations are participating in this campaign. Korea has joined since the beginning of the twenty-first century. IBREA has hosted Brain Education seminars nationwide every year to raise public awareness of the value of Brain Education.

2015: 13 places, 2016: 17 places, 2017: 9 places



Brain Education seminars have taken place at 13 places on average each year (2015: 13 places; 2016: 17 places; 2017: 9 places) with about 1,000 citizens attending. IBREA's advisory institutions and collaboration partners are taking part in this together. At the beginning of each year, the slogan, schedule, and subject for the seminar is decided through discussion. The slogan has changed from practical topics to concepts that include common values of society, as shown through “Nonviolence, emotion, and meditation” in 2012, “Character coaching” in 2015, “Human, brain, and the earth” in 2016, and “Natural intelligence, emotion, and character elite” in 2017. The seminar is open to the general public for free, and lecturers offer their lectures for donation.

Nationwide Brain Education Seminar Commemorating Brain Awareness Week (2015–2017)

<p>2015</p>	<p>Slogan: Character coaching Date: March 10–17, 2015 Location: 13 places Co-organizers: Regional Brain Education Associations, Brain Trainer Association, Brainworld, Change TV, BR Brain Education</p>
<p>2016</p>	<p>Slogan: Human, brain and the earth Theme: The education trends and prospects for the coming ten years that will change children's future / Why creativity is activated when character is developed Date: March 16–25, 2016 Location: 17 places Co-organizers: International Research Association for Brain Education, University of Brain Education, Global Cyber University, Korea Institute of Brain Science, Brain Trainer Association, Regional Brain Education Associations, BR Brain Education, Brainworld</p>
<p>2017</p>	<p>Slogan: Natural intelligence, emotions, and character elite Theme: In the era of artificial intelligence, awaken natural intelligence / Parents who know the brain well, children who use the brain well / My kid's education—it's direction over speed Date: March 14–24, 2017 Location: 9 places Co-organizers: International Research Association for Brain Education, University of Brain Education, Global Cyber University, Korea Institute of Brain Science, Brain Trainer Association, Regional Brain Education Associations, BR Brain Education, Brainworld</p>



Spread of Information on Brain Education

Publication of *Brain* Magazine



A bimonthly magazine since 2006, co-published by Korea Institute of Brain Science and IBREA

IBREA has been publishing *Brain* magazine in collaboration with the Korea Institute of Brain Science (KIBS), IBREA's advisory institution in science and technology, to spread the value of Brain Education since 2007. KIBS, founded in 1990, is a central research organization in the area of brain utilization. It attained consultative status with UN ECOSOC in 2007.

Brain is the only magazine specialized in Brain Education in Korea. The magazine articles are available online at the same time through the website Brainmedia (www.brainmedia.co.kr). Brainmedia provides web-based educational courses on Brain Education as well. The articles are distributed online in partnership with news portal of Naver, Daum, Nate, and Google in Korea. It also provides its contents in digital format in 650 public and university libraries. It is distributed to IBREA's advisory institutions, collaboration partners, and donors.

In order to provide a variety of Brain Education contents while enhancing the value of Brain Education, three keywords are selected in the beginning of each year through discussions with advisory institutions and collaboration partners. By selecting focus report themes and providing in-depth articles, each publication includes a lot of content that reflect social trends.

-
- 10 million portal news articles viewed online
 - 650 public and university libraries provided with contents in digital format
 - Collaboration partners in 10 nations provided with the magazines

650  100 million 



Three keywords for *Brain* each year (2015–2017)

2015 keywords: natural healing, character, artificial intelligence

2016 keywords: artificial intelligence, brainwave, emotion control

2017 keywords: natural intelligence, emotion, character elite

Themes for feature articles in *Brain* (2015-2016)

- Vol 50: Peace education, brain education
- Vol 51: Brain care methods in the burn-out era
- Vol 52: Emotional control? The answer is in the brain
- Vol 53: Now is the time for natural healing
- Vol 54: Do you have a brain user's manual?
- Vol 55: Conditions for creative talent for the future
- Vol 56: Three keywords of 2016 - artificial intelligence, brainwave, emotion control
- Vol 57: The era of artificial intelligence and the future of education
- Vol 58: Brain Education, discussing global citizenship education
- Vol 59: Awaken the second brain
- Vol 60: Now is the era of mental care. How do you care for your emotions?
- Vol 61: Three keywords of 2017 - natural intelligence, emotion, character elite
- Vol 62: The era of artificial intelligence, awaken natural intelligence







Sustainability Issues on Management

96 Financial Transparency

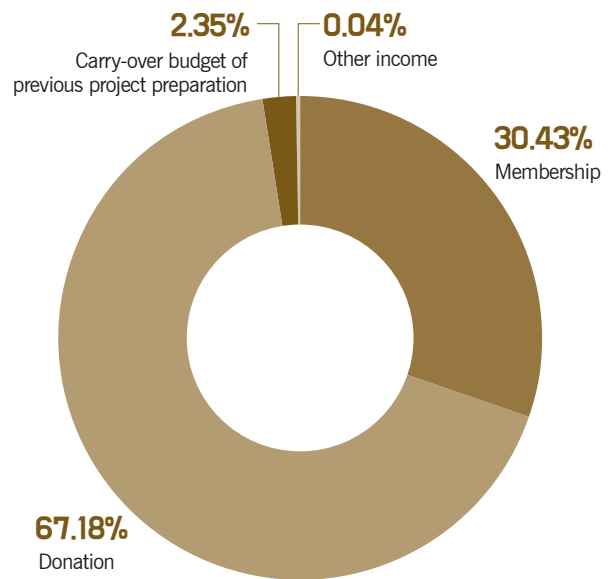
100 Stable and Effective Fundraising

101 Donor Management

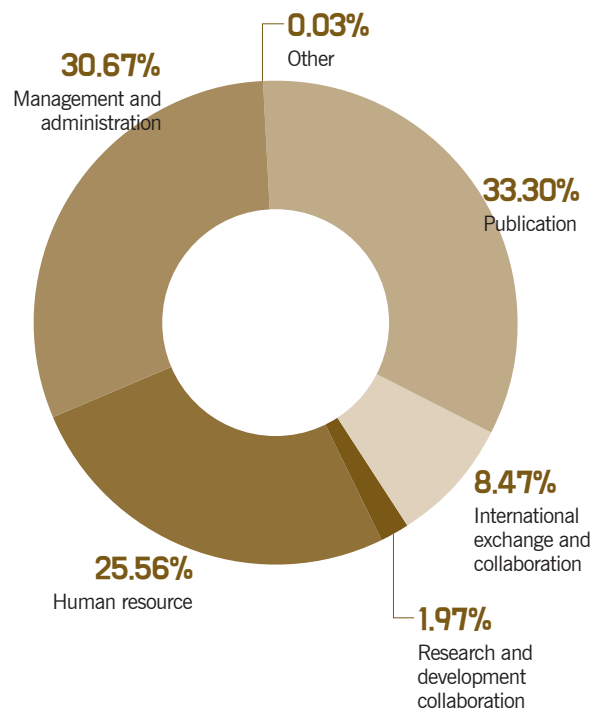
Financial Transparency

Income and Expenditure in 2015

Revenue by Source	Korean Won (₩)	Percentage (%)
Membership	22,923,000	30.43
Donation	50,610,000	67.18
Other income	30,694	0.04
Carry-over budget of previous project preparation	1,771,232	2.35
Total income	75,334,929	100



Expenditure by Category		Korean Won (₩)	Percentage (%)
Program	Publication	30,175,704	33.30
	International exchange and collaboration	7,676,875	8.47
	Research and development collaboration	1,781,580	1.97
Human resource		23,166,530	25.56
Management and administration		27,795,257	30.67
Other		28,451	0.03
Total expenditure		90,624,397	100



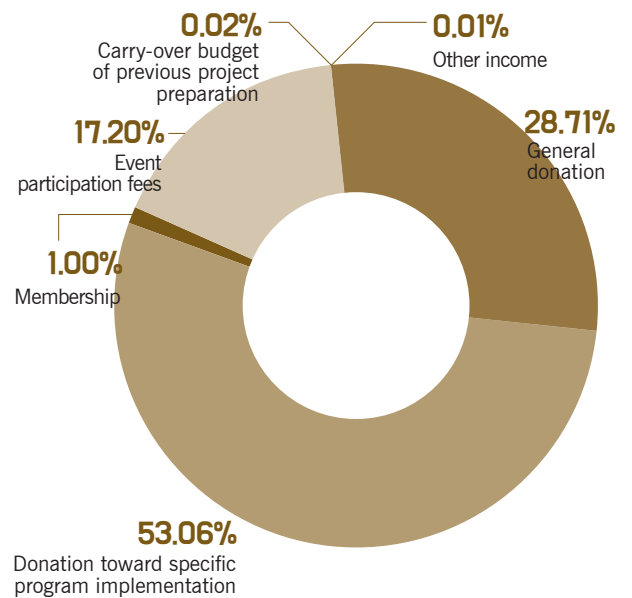
Efforts to improve transparency

IBREA is currently operated by donations from individuals and institutions that want to share the value of Brain Education and that wish to participate in spreading the value of Brain Education. For more transparent financial operation, action and effort are made as follows:

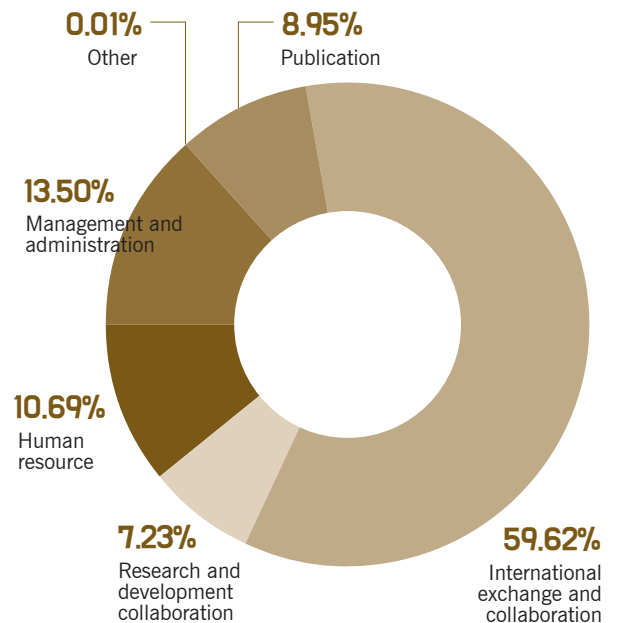
1. A budget plan of key projects for the current year is discussed with the advisory and collaboration committee, and a final decision is made by the board of directors and the general conference at the beginning of the year.
2. A financial audit and balance account are made annually through an external accounting firm.
3. As a designated donation organization authorized by the Ministry of Strategy and Finance, IBREA publicly posts reports on donations and their usages through its website, as well as the National Tax Service homepage.

Income and Expenditure in 2016

Revenue by Source	Korean Won (₩)	Percentage (%)
Membership	2,115,000	1.00
General donation	60,710,000	28.71
Donation toward specific program implementation	112,192,290	53.06
Event participation fees	36,356,000	17.20
Other income	27,280	0.01
Carry-over budget of previous project preparation	37,611	0.02
Total income	211,438,181	100



Expenditure by Category	Korean Won (₩)	Percentage (%)
Program	Publication	20,119,915 / 8.95
	International exchange and collaboration	134,089,455 / 59.62
	Research and development collaboration	16,253,940 / 7.23
Human resource	24,042,107	10.69
Management and administration	30,369,588	13.50
Other	13,708	0.01
Total expenditure	224,888,713	100



Internal Audit Report

Memorandum for Board of
Directors of IBREA Corporation

The financial and administrative details of the corporation IBREA were audited from January 1, 2015 to December 31, 2016. The financial audit was performed by examining whether the related accounting books and evidential documents were handled according to general financial procedures, and if the administrative audit was reviewed by examining related books and administration files while taking part in meetings of board of directors and other conferences.

According to the audit report, no significant comments were found and accounting errors were requested to correct on the financial charts. Further financial improvement details were reported to the finance officials and administrators respectively.

Apart from the details above, the financial reports of the corporation IBREA were properly made according to general financial standards. Business activities and administrative details also have been operated according to the articles of the corporate body.

April 12, 2017

IBREA Auditor Byeong-il Yoo



IBREA Auditor Seong-mo Yoo



Income Statement

During 11th fiscal Term, From 2016 Jan 1 to 2016 Dec 31

During 10th fiscal Term, From 2015 Jan 1 to 2015 Dec 31

Company Name: International Brain Education Association

(Unit: Korean Won)

Subject	The 11th fiscal term	The 10th fiscal term
	Amount	Amount
I. Sales	211,373,290	73,533,000
Donation amount	172,902,290	50,610,000
Membership fee	2,115,000	22,923,000
Income from activities	36,356,000	0
II. Original cost of sales	0	0
III. Total sales profit	211,373,290	73,533,000
IV. Sales cost and management cost	224,875,005	90,595,946
Salary	21,240,000	19,740,000
Bonus	200,000	200,000
Welfare cost	815,440	551,270
Travel & transportation cost	872,960	370,100
Communication cost	820,735	778,442
Tax and utility cost	939,030	853,660
Rent fee	7,704,972	7,704,972
Insurance cost	731,080	482,560
Transportation cost	0	2,208,010
Publication cost	82,500	10,800
Meetings & seminars	870,500	66,400
Supplies expense	1,372,930	676,050
Commission fee	13,262,101	11,200,750
Advertisement and marketing fee	188,215	0
Building management cost	2,620,365	2,690,013
Depreciation cost of intangible asset	904,200	753,500
Retirement allowance	1,786,667	2,675,260
Publication issuance cost	20,119,915	30,175,704
International exchange cost	134,089,455	7,676,875
Research & development	16,253,940	1,781,580
V. Loss of sales revenue	13,501,715	17,062,946
IV. Non-operating income	64,891	1,801,926
Profit from interest	13,705	24,451
Profit from education-purpose reserve savings	37,611	1,771,232
Other income	13,575	6,243
VII. Non-operating cost	13,708	28,451
Education-purpose reserve savings	13,705	24,451
Miscellaneous losses	3	4,000
VIII. deduction corporation tax	13,450,532	15,289,471
IX. Corporation tax	0	0
X. Net loss during the term	13,450,532	15,289,471

Stable and Effective Fundraising

IBREA was able to accelerate the launch of new programs by increasing the percentage of donations directed toward specific program implementation, while previous funds mainly came from general donations and membership fees. Efficient partnerships for exchanging financial support and expertise in program implementation have been made for the common goal of spreading Brain Education to society internationally.

IBREA will increase the portion of donations going toward specific program implementation by developing efficient collaboration projects. And we will systemize performance management and reporting in a more transparent way.

[2016 cases]

1. Korea–China–Japan Earth Management Workshop in Jeju

 **5,100,000**

Donation 5,100,000won

Purpose Korean, Chinese, and Japanese youth seeking directions for global civil activities through Brain Education before the activation of Paris Agreement on Climate Change

Sponsors Benjamin School for Character Education, Earth Citizen Academy of Japan

2. The Eleventh Brain HSP Olympiad International Competition

 **102,875,290**

Donation 102,875,290 won

Purpose Revitalizing global exchange of youth through IHSP0 and providing an opportunity to experience earth citizenship

Sponsors Participants of IHSP0 international competition

3. Invited Dr. Emeran Mayer' seminar on the gut-brain connection

 **4,217,000**

Donation 4,217,000 won

Purpose Introducing recent research trends on the gut-brain connection, providing chances for making collaborations among related research institutions

Sponsors Ilchi Art Federation

4. Brain Education international symposium in New Zealand

 **66,000,000**

Donation 66,000,000 won

Purpose Providing scholars and researchers with a chance for networking and future interdisciplinary research projects in various fields, such as science, education, psychology and medicine, in order to spread the importance of brain utilization.

Sponsors Ilchi Art Federation

Donor Management



Performance of Duty in Designated Donation Organizations

As a designated donation organization authorized by the Ministry of Strategy and Finance since 2014, IBREA has been providing the benefit of tax deduction for donors. In addition, IBREA offers support for donors by submitting all donation receipts as a package through the simplified IT system of the National Tax Service.



Management of Donor Information

1. For the protection of personal information and transparent management of donations, IBREA uses a professional solution system used by the Beautiful Foundation, Greenpeace, the UNHCR, the Supreme Court, and over 700 other organizations.
2. IBREA has revamped its website in 2015 so that sponsors can directly review their member information and donation details online.
3. IBREA destroys the personal information of donors who have stopped their donations after 5 years.
4. In accordance with privacy regulations, IBREA does not collect identification numbers without consent, and the numbers are kept encoded.

Future Plans

1. IBREA will increase the publication frequency of the IBREA Report (which had been published non-periodically) by publishing each quarter in order to provide donors with specialized information related to Brain Education periodically.
2. IBREA will consistently guide donors in ways to update their personal information through its website and social media for donors who are not in constant contact with IBREA due to changes in their contact information.



Appendix

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109 NPO Sustainability Reporting Guidelines Index

Donors of IBREA

We would like to thank all of you who have supported IBREA. We have worked together to raise public understanding of Brain Education and its social value.

IBREA manages its operation solely with the support of donors. The fund is used for publication and distribution of periodicals on Brain Education, Brain Education consulting, hosting Brain Education conferences, research and development, and secretariat operation.

For the donors who contribute more than 5,000 won a month, we send *Brain* magazine every two months. In addition, you will be able to receive exclusive information on Brain Education through our newsletters. Welcome to IBREA and please become our supporter.

How to support IBREA: Log on to the IBREA website and click on the “Support” banner to sign up. (www.ibrea.org)

List of IBREA donors (2017.3)

- | | | | | | | | | | | | | | | | | | |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 감호애 | 강동근 | 강미경 | 강미라 | 강미란 | 강상익 | 강성원 | 강수희 | 강숙양 | 강노을 | 강영숙 | 강윤정 | 강은주 | 강주영 | 강준희 | 강진덕 | 강훈자 | 강태성 |
| 강태희 | 강행원 | 강현숙 | 강홍련 | 경은숙 | 고경숙 | 고병진 | 고애란 | 고영석 | 고임선 | 고점숙 | 공남순 | 공선임 | 곽명자 | 곽선웅 | 곽영철 | 곽정옥 | 구옥순 |
| 구은경 | 구자근 | 구중호 | 권경희 | 권경희 | 권기선 | 권대원 | 권선기 | 권용태 | 권은미 | 권진미 | 권혜숙 | 기필수 | 김강록 | 김강민 | 김개령 | 김건용 | 김경미 |
| 김경숙 | 김경숙 | 김경희 | 김광린 | 김규자 | 김근희 | 김금자 | 김남희 | 김대성 | 김덕기 | 김량희 | 김리라 | 김명순 | 김명순 | 김명중 | 김미숙 | 김미순 | 김미순 |
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| 나여진 | 남미자 | 남승용 | 남태무 | 노대현 | 노인옥 | 노재영 | 류동수 | 류재연 | 류지현 | 류희경 | 명광례 | 모종영 | 문성준 | 문순주 | 문은경 | 문지원 | 민병철 |
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이정림	이정미	이정미	이정숙	이정옥	이정옥	이종금	이종명	이준호	이지수	이지영	이지영	이지윤	이진선	이진수	이창진	이철규	이훈애
이치민	이해성	이현선	이현숙	이현아	이현정	이현주	이혜윤	이홍인	이화연	이화정	이효섭	임경순	임경희	임묘진	임병열	임영미	임윤희
임은희	임정명	임종일	임진영	임태우	임호장	임하수	임효일	장고웅	장세인	장세환	장연화	장윤영	장인순	장정미	장진석	장진수	장혜옥
전국일	전금숙	전명숙	전순숙	전영신	전윤희	전지현	전진녀	전진호	전효금	정경란	정경주	정규재	정규진	정근환	정년영	정명주	정미숙
정미영	정복순	정상식	정선영	정성률	정성욱	정승영	정양자	정영구	정영애	정옥화	정원효	정유창	정운근	정은진	정의조	정종현	정지현
정혜영	정훈희	조규자	조미자	조병준	조상운	조선미	조선영	조성기	조양명	조영순	조영옥	조정식	조태임	조현미	조준모	주경숙	주명숙
주명자	주미경	주미진	주선숙	주영택	지말순	지성순	진길성	진미혜	차병준	차연실	채영재	천미진	천수형	최경민	최경옥	최경임	최경희
최기숙	최등석	최미경	최미화	최미화	최봉례	최부석	최선열	최선화	최성만	최성희	최순남	최순복	최영미	최용석	최용옥	최용재	최윤리
최인미	최진일	최정순	최종근	최종섭	최춘숙	최현경	최현철	최효순	태호진	피자영	피해선	하경희	하만두	한경수	한경애	한동수	한미옥
한상성	한승용	한영임	한정득	한현구	한혜영	허수빈	허숙자	허영옥	허필영	허희수	현은정	현종훈	홍미영	홍성아	홍승우	홍승은	홍순이
홍용하	홍정옥	황미경	황보윤	황연록	황영하	황욱기	황옥순	황정숙	황종선	황채연	황현숙	곽은혜	김동석	김동식	김명자	김미희	김순중
김영재	김윤동	임수연	김 현	김혜정	김성진	박낙준	박선호	박선명	박영희	신명선	신삼수	양소영	유진수	이주아	이주호	임수연	임종섭
임하수	정금옥	정병일	정상식	김혜영	김혜정	주영택	장은심	박문수	장은경	조병훈	한진영	이용갑	강순영	이성연	김옥자	신현애	이학규
송기재	박세현	장은태	김윤주	김진경	박용호	임영남	김순선	추정순	심민아	박영덕	임명숙	오윤정	장덕수	정운순	윤정미	이지영	김민숙
김봉규	조혜진	전부현	목지연	강문수	조경희	김계문	김장철	박정선	최복기	고복신	김태석	손기봉	장희연	유순화	정순영	박진우	정은순
공은자	김야실	권춘자	이유순	남궁은하	김애희	권은미	김명중	박광식	박종화	정화섭	김수진	정훈희	이경열	장진성	황현숙	김유경	박종석
하연숙	김기영	김정례	전윤희	심재훈	최효준	박시범	김선명	김 철	김철우	이선경	이미라	이근자	최금옥	이세정	김재숙	김지영	김명주
한옥봉	윤은영	박유연	윤덕유	이계자	문문희	배경석	강화삼	박종문	김영숙	황정성	진덕성	공광식	이상환	심금숙	김순례	송정호	오이진
김은자	양정숙	이희균	김미경	태윤미	임인숙	배장훈	배성훈	소경아	이종구	이지은	이인우	김건용	김유진	이지숙	이지연	조성찬	이동호
왕영숙	박용식	정대홍	차병찬	위영량	강성욱	김보희	전경중	박양희	이은철	김용이	서예재	김정숙	이은주	박홍서	양은하	노지숙	양원영
김상우	홍승천	안동훈	이창수	김점옥	박종호	박항미	정석순	김주선	한관식	박미현	이상겸	최광섭	최명희	박귀선	주연선	강경남	서경화
박동만	이상용	송정민	노인옥	송규민	정화자	권경희	신명용	신미옥	한병석	박시원	김영노	임수연	김연제	최부석	윤은주	염정범	최동석
고순희	박지연	이선구	박희정	황영하	김광원	김병선	김진수	박선정	김현주	박전애	김미정	문영진	박혜원	김옥란	이보영	배병훈	허필영
김중문	이현덕	이주원	강선희	최선화	장상철	이강민	임희수	이현주	신선영	박훈봉	김도현	김현화	심은진	최선열	이상모	김경희	민성욱
김지은	신미경	윤정희	정소영	박기완	박수민	김윤정	박수현	안경주	곽정옥	김갑년	정금옥	이수경	박기화	황준영	성준호	김경숙	성예지
김태일	이정의	김순필	성은모	정찬심	김영훈	김영희	이점미	김은정	황정숙	최재훈	김효정	방은기	허 윤	도정환	강애자	박정희	유홍근
반용완	김대진	김계옥	조영옥	이선애	김영희	한원영	이승택	홍광순	강돌이	장 미	김미란	안경진	이성희	방호국	윤진남	정명숙	문명숙
주명자	박미옥	박미화	김진용	소영순	정숙영	김미경	전진희	김진아	이현선	이문창	유점화	김영희	방경산	김규열	최진일	김남희	윤두환
안윤경	김중열	지성순	한선희	이호연	양은애	최기숙	김선금	박경대	박종현	신인철	유지원	강영애	강지연	이미선	김갑점	서소영	김영환
허효영	천미진	김기운	송승미	dxorjs	이동현	이미애	이수진	이소담	이학용	한정득	최호준	신준동	이미자	김순례	한지은	조현진	강상익
조경자	박성현	신정원	엄수용	김현경	윤숙희	장봉수	김대환	안지영	생재업	김영미	배태훈	배수안	김동석	유현숙	배준한	권영주	이승찬
김명선	김혜영	이현각	김윤혜	이항구	조상운	구애순	임선숙	부유석	이재형	강막점	김병주	김복영	오명선	정미현	김순득	이창순	이계훈
백종근	이지윤	송차영	정창배	이미선	류순하	천기복	이종찬	신민선	허금란	백선미	김경수	김상준	이상규	이미옥	신간성	송문숙	김경자
신선미	손연배	민홍금	이갑순	황은옥	황미옥	신지은	신재영	이성열	신원섭	한미현	남영애	한상성	이정희	이윤광	박주연	홍지희	허선옥
장효동	김순애	이화연	김효준	이경민	홍혜진	김강산	이영주	고순덕	장병구	신은숙	장명숙	이할란	김영목	박상진	김윤정	허춘수	신동성
윤정희	권용찬	김여진	민지은	고병진	김명순	이정희	이은경	방은진	김보희	강윤정	박진양	한예호	임호장	안상선	김미경	최성희	임경순
송지나	김대원	이건미	김효재	강정희	이정호	김윤정	서미애	김지형	안진경	이경화	이승호	김민자	전영순	강봉도	노부덕	최병규	김남표
조현석	윤정식	손혜정	정희중	노수관	이순덕	강순두	손채은	조재호	이명규	이순희	김현정	구지현	구인희	구효영	이혜영	김경미	김유생
최옥경	한정수	김경화	심준영	조강원	채주연	신혜숙	조호진	이은정	권혜영	조용명	박래수	최경매	유임우	유선희	정숙희	이상일	기주연
이주영	이병희	신현중	최종구	박민지	유용근	김세윤	장태영	노형철	이종하	강순이	조철형	전명희	한미나	신동재	유기남	유창수	최은미
한정균	김지현	조남희	이을순	박진규	박주연	김정경	조승현	임미옥	석익근	김경애	김영숙	김경환	정원주	최문신	이현숙	박희분	김산태
김정환	박은주	김승기	장영준	이상덕	김경수	조채영	유호진	오영수	김현석	김후남	김승덕	정희재	김영순	이정주	김혜숙	배귀홍	전종태
이강주	안석진	이영배	김유현	문옥순	김종래	김주범	노금희	김대옥	김석열	박미자	남은경	황성철	황지민	정영구	이숙재	최경이	강영선

이정순 오민석 권오숙 신희현 성선이 채경순 차미선 이남진 백원식 이화용 염훈자 박계숙 이도연 구정호 한덕규 김안섭 김광린 김혜정
 김영자 현지윤 진용완 이오승 지홍철 강금례 장진영 이정희 이종운 김동섭 한현심 김범유 김혜성 손고명 손상태 강순희 강명수 나원민
 박중순 서동순 문경미 이근재 이수민 김인선 남명숙 김유진 조명숙 양 수 공우태 이근재 신영희 최준희 문규영 윤정원 이광우 이진숙
 이상민 전재형 김순희 전혜지 정영숙 김정희 허지혜 허영실 장성욱 전수현 유원균 박규용 김정은 박상현 최경태 한기홍 백상훈 고정미
 김현미 송충열 전형국 은형표 이혜정 김기호 이효심 신영준 오재항 이만재 이종진 이상진 남양우 조순구 이명심 최영철 최경자 정덕기
 임말선 김윤홍 손동찬 이진호 김혜영 박정순 김순희 정지형 강명향 손현주 홍금란 산은화 신진영 윤혜정 정해숙 강혜진 박치호 연태우
 민경부 차정돌 이지하 이권희 이재규 오순옥 이은숙 김경화 김경복 김영미 양호순 박영미 신현율 조재현 김덕천 강현주 신영심 손경원
 권용민 김은정 황금희 이창희 이재철 김선미 진영옥 김양지 서인숙 심춘옥 이희수 차나영 김성호 최화숙 이금희 권순정 이상림 권희은
 정현미 심성규 이소민 변지민 변지용 이지숙 최찬호 김명숙 김유현 김상균 김정은 김홍운 차국희 김윤정 강차임 홍경숙 손미영 방정옥
 정인순 김홍구 과노봉 김상길 이태현 김승규 임문규 이종윤 최 현 옥승은 옥태훈 박성현 박성해 김명수 김일여 양환서 강경태 정지숙
 김중직 최광수 최 행 이성순 조정자 이지훈 최영숙 이명희 이선욱 김경민 최태우 박국희 최치원 최재원 이규숙 유옥영 송상혁 강은영
 신명수 조순미 황연록 전수경 김기연 천 윤 박경혜 김희경 한영희 최창열 이정숙 이산욱 김경진 여운형 여승업 여승민 문제물 성하목
 윤석기 김승식 이경주 표우순 신승한 구계선 원이선 조지원 김혜원 홍연덕 이용익 김종판 강은자 김갑달 임재휘 김미경 신현석 강성도
 신용직 강희창 오옥연 구중효 세승효 이재필 권기현 권오건 권오준 임지원 하태호 권영자 최순자 강건욱 전성현 정구임 안오민 이한직
 정길선 이찬우 박희진 안유경 안태경 박호균 권대홍 한일도 김철민 광상운 홍여림 박현경 김진순 조선욱 김희자 임병근 이희자 박옥경
 이종금 김보신 김진주 최준형 김죽자 신동호 최의성 홍성진 황상수 황운지 신형우 신진섭 신용섭 신은영 이춘태 유지현 박종원 오문석
 오분남 최세화 이영민 장경순 고은지 안선주 박다현 홍성희 김순옥 장광수 윤세원 한보라 남명순 이현숙 이운상 최영도 신경희 김수정
 한복만 박태권 박진주 김 한 김계서 김재영 김유미 남광표 이순옥 최은영 최유진 정시경 김희상 조성일 주진경 김명훈 오창호 신동훈
 신동민 신동석 김남훈 황현주 김경선 박광민 강병길 오명순 김지섭 오충연 오충제 조병학 민항기 박승우 허연재 조범준 성락기 최준희
 choichantelle 최주희 신창근 김영아 김옥녀 김미나 김창수 김명수 김성완 박정문 이 민 김봉옥 이승렬 황덕규 안중환 김경순 안보현
 김중목 최수경 박국현 김해미 김영규 송태호 이기관 임태호 이석희 신성희 김대준 이병구 조영훈 민인숙 김순근 한미옥 김춘분 이용희
 오삼식 임미현 박은선 이재영 한병선 안은영 오교진 이재욱 김순기 임귀열 태선영 최경희 여병규 김정은 김민준 김민욱 정다운 박경숙
 정종운 이수정 지선미 강호준 원항란 황윤희 김유진 박승훈 염중식 손정현 변정식 문선자 하현진 황환철 이기봉 남정우 김희진 유지숙
 김해민 정해경 김미래 박재은 박상욱 이영자 홍석현 김철순 장정자 박현숙 이영주 이흥건 이현주 성달호 정진봉 이영자 정용섭 국득남
 박중수 전병천 소재연 이점순 주미진 정선희 최인성 최설하 동정화 김규진 정세아 이정무 장은희 최광식 이미숙 이연자 양영수 차운섭
 양미영 최상범 김선화 김선자 이재욱 안영옥 공기선 이진복 정운중 양성욱 심기훈 김중대 이수진 이영남 정광연 이상민 김선욱 이명례
 이만중 오정교 심민규 심경보 임상혁 이연태 최오숙 안영화 김계범 최수민 최기영 최설하 최선우 최지연 정근영 정재원 정민규 이경아
 박민석 오남희 정성훈 배재형 김재영 권오덕 최경희 이원근 이화근 김찬유 우복수 박미희 유달현 김선희 박미숙 이기호 오태석 최신득
 최영아 신철호 김동식 김혜미 박경환 김택진 박경재 박치화 김기석 백철기 진중관 송진식 문익정 김인영 박종식 류인용 박미경 양기환
 조용섭 김수기 김정희 한규원 정기희 이광재 김몽래 박은희 한주연 황지호 정미숙 홍명옥 이홍분 김달현 김상태 백찬성 김장근 이혜원
 서해안 윤경희 박인순 박희숙 이은정 오해균 장승규 장익진 박순이 최은숙 김선학 황이경 홍화순 송미화 정월영 경예우 이진석 이주석
 황명자 박희선 최영순 남기훈 이근구 강숙희 안영환 김보석 윤문숙 강 진 최우진 이연실 안경숙 오영주 최현숙 채희영 김을호 유인숙
 박현숙 이현주 이영주 김정숙 김이자 신상호 김명순 김경애 김애영 김계영 김운식 공지원 김미라 백경원 김상두 이영기 박태경 이주열
 박성규 이원조 이순옥 이용진 이현진 윤성훈 주홍근 임길현 김혜숙 이한양 이지현 김옥진 김경선 이광식 김두임 김승옥 김승민 문동주
 김동길 홍지근 최은은 박미숙 박건순 최재호 배영환 조항린 김경호 양우석 류제형 경미라 한지우 한지범 이선희 김기철 문현숙 이일형
 장영욱 차재룡 송미정 엄홍희 김옥남 양택택 양태영 이다훈 이명재 이경미 이경숙 이현주 서인자 김병하 김학명 윤옥식 진기종 장현숙
 김은경 김현철 한영희 허영상 오세광 오소희 변길남 조구희 박기환 정민규 황순자 윤영길 한범수 이 슬 배종원 김순남 연정주 김경숙
 윤영선 김영미 이슬비 조연희 최정영 김시영 김동희 오은한 김중대 황태경 김경환 윤경희 강단영 심혜경 안상우 안동소 한지영 조석보
 오길성 강주희 홍기훈 홍석정 양보현 차주엽 민성현 홍현진 장시영 박영동 정진화 경송희 심은경 심창환 정연준 성열익 김희숙 민경아
 문은미 이용길 김은지 송예지 김은지 송홍중 신동철 신동환 최수미 이정관 김봉래 이광희 임만섭 김필선 이선녀 김영선 이용화 김소미
 송정옥 박중규 곽계화 신현숙 조민준 김승모 손혜정 김진천 송미정 김주환 양순옥 조윤경 조윤주 조상현 이정숙 박소영 정호선 김은주
 정문규 이상황 한성구 이미연 임진익 신진숙 신영한 박소영 성희경 박세용 안씨종 오소영 김지인 박찬애 김성진 김효진 변여승 장재희
 태혜숙 이은숙 강효령 김진홍 박현주 장 미 김명자 김은하 국민생활체육전국국학기공연합회 강원노교육협회 경기노교육협회
 충북노교육협회

Third-Party Assurance Statement

Under the request for examination of the IBREA Sustainability Report 2016, alt.lab submits its assurance statement as follows:

Purpose

This review report mainly confirms whether the key information, related activities, and sustainability issues of the organization showed on the IBREA's report include critical errors or biases. We undertake independent assurance of the report and provide IBREA with our opinion including recommendations to improve quality of reporting in the future.

Principles and limitations of assurance

Alt.lab performed the work on the basis of the principles of inclusivity, materiality, and responsiveness of the AA1000AS (2008), with reference to the four main items of the Global Reporting Initiative (GRI) Reporting Guidelines (inclusivity of stakeholders, context of sustainability, materiality, and completeness). The range of assurance is limited to reporting period of 2015 and 2016. Alt.lab's assurance engagements are based on the assumption that the data and information provided by the client have been provided in good faith.

Methodology of assurance

Assurance of the report was done through relevant documents provided by IBREA, and detailed methods are as follows:

- Assuring that the report is prepared in accordance with the NPO Sustainability Reporting Guideline on quality of reporting
- Checking the overall processes of gathering information and writing the content
- Examining the relevancy of the contents and the adequacy of expressions of the report

- Examining the adequacy of the selection of sustainability issues and their description

Opinion

Alt.lab has conducted the assurance in the adherence to the principles and methodology described in this assurance statement, and had the report revised so as to not influencing the statement. Final opinion based on the examination is set forth as follows:

Inclusivity: Does IBREA identify and engage the stakeholders in the process of working toward sustainability?

- IBREA defined six groups (donors and citizens, executives and staff, board of directors, advisory institutions, collaboration partners, and UN-related organizations) as its stakeholders and reported key channels for communicating and sharing information.
- IBREA addressed the key issues while they received opinions from the key stakeholders by conducting a survey.

Sustainability Context: Does IBREA report the performances of the organization in the broader context of sustainability?

- IBREA has paid efforts to connect overall social issues and the organization's activities in its report. It reported its activities in relevance with UN SDGs.
- IBREA has conducted education and diagnosis of the organization's sustainability, and revealed related activities and achievements in accordance to the NPO Sustainability Reporting Guidelines.

Materiality: Did IBREA conduct the materiality assessment and report the important issues?

- Important issues were determined based on analysis of the interest of the stakeholders and impact on the organization. IBREA identified the differences between the internal and the external stakeholders, and pointed out what need to be analyzed further in the future.
- IBREA reported activities related to the issues that are known to heavily influence stakeholders, including material issues.

Responsiveness: Is IBREA responsive to the issues of stakeholder's concerns that influence sustainability achievements of the organization?

- IBREA has paid efforts to identify the issues of stakeholder's concerns and expectations and include responsive activities and related plans in the report.
- IBREA has expressed its determination to take initiatives to carry out plans for future activities on the issue of 'sustainability of organization management.'

Recommendations

Alt.lab evaluates IBREA's efforts for more sustainability as meaningful and, without affecting the results of the report, provides recommendations as follows:

- The fact that IBREA has begun considering sustainability of its management through this report is encouraging. Especially, IBREA's efforts to listen to the stakeholders to address the concerns of sustainability of management can be a starting point to enhance participation and communication of the stakeholders. Alt.lab further recommends the whole participation process to be formulated and organized so that other discussions can also be done with the stakeholders.
- It has been confirmed that IBREA is actively working internally and externally through various programs. Meanwhile, the contents in chapter 3 have been helpful in understanding the foundation of the association's activities and for better understanding on Brain Education. However, the part seems to lack relevancy with the rest of the reporting contents. In the future, we hope that the background information of the association's activities are presented separately, and the key issues and achievements from the viewpoint of sustainability are thoroughly reported to enhance completion of the report.
- It was found out that IBREA, as a member of the UN Global Compact, supports its ten principles and that fulfills the responsibilities given by the international society with full effort. Especially, we were able to confirm that the activities performance largely included education of topics which belongs to the four main areas of the UN Global

Compact such as human rights and the environment. We recommend that the four areas and the ten principles would be applied to the organization's internal management so the improvements in the organization's sustainability should be reported in the future.



alt.lab

April, 2017

NPO Sustainability Reporting Guidelines Index

● Fully Reported ● Partially Reported ○ None Reported - Not applicable

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Section	Title	Description	Reported	Page
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IBREA, International Brain Education Association

IBREA understands that the science and technology of today came from the human brain and believes that the key to solving the crisis we face today also lies in the human brain. Based on this understanding, IBREA was established with the purpose of creating a better future for the humankind by sharing the philosophy, principles of Brain Education. IBREA has been participating in the UN Global Compact as a member since February 2009 and was approved as an associated NGO to the UN-DPI in June 2010.

www.ibrea.org