

# IBREA REPORT

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**2018 Brain Education International Forum  
presenting the values of Brain Education  
in the 21st century**

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Volume 11 | November 2018



## **IBREA, International Brain Education Association**

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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 is a non-governmental organization associated with the United Nations Department of Public Information, and has participated in the UN Global Compact since 2009.

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# The 2018 Brain Education International Forum attracts five countries to Seoul

Session I. The 21st century's mental health industry and Brain Education meditation  
Session II. The fourth industrial revolution and future education

“Brain” is the hottest topic in the 21st century. On October 11, the Brain Education International Forum was held at the Grand Hall in the K-BIZ Korea Federation of SMEs Building. The event was intended to present the values of Brain Education in the 21st century, which is attracting attention as a key player in the educational *Hallyu* that has brought remarkable changes to El Salvador, and to discuss how to properly use and develop the brain as an important asset in the 21st century. Jointly organized by the International Brain Education Association that is a UN-DPI-associated NGO and the state-accredited Brain Trainer Association, the forum was themed around ‘the 21st century’s mental health industry: Brain Education meditation,’ and ‘the fourth industrial revolution and future education.’ It was attended by 300 Brain Education leaders and speakers from the host country Korea and other countries including the USA, the UK, Japan, and China.

Pioneered by Korea, Brain Education takes the lead in the era of brain convergence following the development of brain science in the 21st century and combines the Korean people’s spiritual-cultural assets and the 21st century’s brain science, featuring the humanitarian philosophy of “Hongik Ingan,” the principles of human brain development, and empirical education methodologies.



#### Session I: The 21st century's mental health industry and Brain Education meditation

- Global trends in meditation and findings from international studies on Brain Wave Vibration meditation (Yang Hyun-Jeong, Prof. at the University of Brain Education)
- The nation's leader in meditation that changes the world (Kim SoonJoong, operation manager at DahnWorld)
- Era of mental health: a new health paradigm in Europe (Lucy Lynch, director at Power Brain Wellbeing)
- Development of Brain Education in Japan (Nam Jiyoung, education team manager at Ilchi Brain Yoga)

#### Session II: The fourth industrial revolution and future education

- Earth Citizenship for a sustainable future of humanity: Recovering the power of empathy and care in our lives and community (Steve Kim, director at ECO)
- Changing the culture of classrooms for a better world: Application of Brain Education for public school system (Dave Beal, executive program director at Brain Power Wellness)
- Kids changing the world in the era of the fourth industrial revolution (Lee Hyun Jung, operation director at BR Brain Education)
- The value of Brain Education for kids education in China (Julie Miao, CEO at U-DAP Solution China)
- My experience as a Brain Education Leader in the UK and my vision (Serenade Norman, Brain Education Leader at Power Brain Wellbeing)

# Session I focuses on Brain Education meditation in the 21st century's mental health industry



Centered around the topic of ‘the 21st century’s mental industry and Brain Education meditation,’ the first part of the forum consisted of presentations by: Professor Yang Hyun-Jeong at the University of Brain Education; Kim SoonJoong, operation manager at Korea’s leading meditation company Dahn-World; Lucy Lynch, director at Power Brain Wellbeing in the UK; and Nam Jiyoung, education team manager at Ilchi Brain Yoga dedicated to popularizing Brain Education in Japan.

Professor Yang’s presentation was entitled “global trends in meditation and findings from international studies on Brain Wave Vibration meditation,” high-

lighting local and international studies on the effects of meditation and case studies where global companies introduced meditation. “Meditation is attracting attention from world-leading companies including Google, Twitter, and Oracle. Google introduced a meditation program in 2007 and found it effective in boosting emotional intelligence, self-confidence, work capabilities and leadership. Steve Jobs himself also used meditation to inspire himself and develop insights. General Mills, maker of Häagen-Dazs, has a meditation-based leadership program in place,” said the professor. She presented concrete evidence about the effects of Brain Wave Vibration meditation based on 12 papers published in international journals in





the past nine years that serve as scientific demonstrations of Brain Wave Vibration meditation that is the most well-known meditation method in Brain Education.

Kim SoonJoong, operation manager at Korea’s market leading meditation company DahnWorld, spoke about the company’s business philosophies and the features of Brain Education meditation under the title of “the nation’s leader in meditation that changes the world.” He explained that Brain Education meditation combines the Korean people’s traditional body and mind training with brain science and it differentiates itself from the West’s Buddhism-based mindfulness or the Japanese Zen concept. He highlighted that “everyone can easily restore peace of mind and improve resilience to stress using the brain and information. It is the total solution to many

different needs that different people have, including health, happiness, success, and completion.”

Lucy Lynch, director at Power Brain Wellbeing in the UK, spoke about the “era of mental health: a new health paradigm in Europe.” She shared her experience in using Brain Education meditation to change herself who was suffering from work-related stress as a lawyer. She said “pain or discomfort people experience are mostly caused by their own emotions, and life is a product of emotions after all. But Brain Education teaches us that we can control our emotions, rather than letting them control us. I am helping other people with Brain Education and spreading it across the community.”

Nam Jiyoung from Japan spoke about the development of Brain Education in Japan. She said “Japan has a long tradition of meditation and is home to the Zen concept that is widely accepted by the world. But its postures and breathing techniques are very complicated. On the other hand, Korea’s Brain Education meditation has impressed Japanese people with its effectiveness and simplicity. It is about experiencing the Ki energy as the fundamental of life, developing self-recognizing capabilities, and building altruism.” She also presented the possibility for spreading Brain Education by taking advantage of the Japanese government’s mental healthcare policy. “Currently Ilchi Brain Yoga is participating in the Smart Life Project led by the Japanese Ministry of Health, Labour and Welfare. We will be playing important roles in resolving its social issues such as stress and anxiety.”



Yang Hyun-Jeong, Prof. at the University of Brain Education, Korea

## Global trends in meditation and findings from international studies on Brain Wave Vibration meditation

In her presentation entitled “global trends in meditation and findings from international studies on Brain Wave Vibration meditation,” Professor Yang at the University of Brain Education spoke about findings from studies on meditation published in international journals and case studies where global companies introduced meditation.

“Meditation is attracting attention from world-leading companies including Google, Twitter, and Oracle. Google introduced a meditation program in 2007 and found it effective in boosting emotional intelligence, self-confidence, work capabilities and leadership. Steve Jobs himself also used meditation to inspire himself and develop insights. General Mills, maker of Häagen-Dazs, has a meditation-based leadership program in place,” said the professor. She presented concrete evidence about the effects of Brain Wave Vibration meditation based on 12 papers published in international journals in the past nine years that serve as scientific demonstrations of Brain Wave Vibration meditation that is the most well-known meditation method in Brain Education.

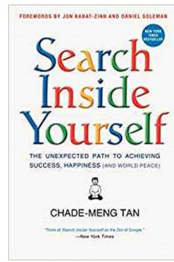
The first study was jointly conducted by London University and the Korean Institute of Brain Science in 2012. The research project compared the effectiveness of DahnWorld’s one-hour training program that included Brain Wave Vibration meditation with Mindfulness and Iyengar Yoga. Compared to the oth-



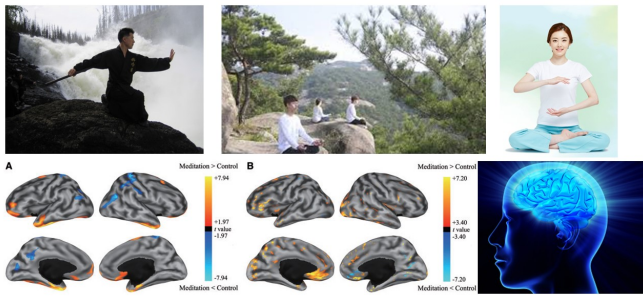
er meditation methods, Brain Wave Vibration meditation showed remarkable effects for sleep improvement, the professor explained. “Prolonged sleep disorders lead to cognitive declines and increases in depression and fatigue. Brain Wave Vibration meditation has sleep improvement effects, implying that it may help improve cognitive abilities, emotional wellness, and reduce fatigue.” Another study on the brain structure in 2013 where many institutes including Seoul National University were involved showed Brain Wave Vibration meditation brings structural changes to the brain. Professor Yang explained “a thicker upper frontal lobe was observed in the group of people who did Brain Wave Vibration meditation for a long time, and that part of the brain is known to be activated during self-reflection.” In a 2016 study, the Seoul National University-Global Cyber University research team demonstrated that Brain Wave Vibration meditation brings changes not only to the brain structure but also functional changes to brain



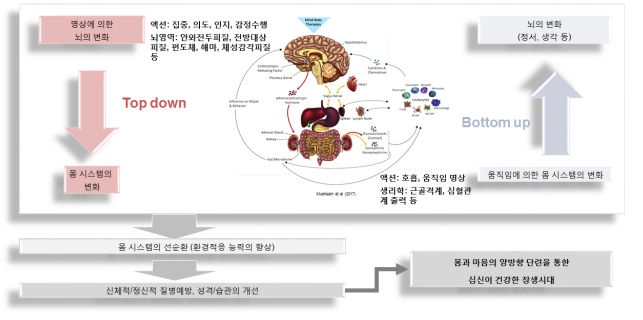
명상에 의한  
감성지능, 자신감, 업무능력, 리더십의 향상



뇌교육 = 한국 고유의 명상수련과 뇌과학의 결합



몸과 마음 양방향 단련을 통한 심신이 건강한 장생시대를 지향



parts that regulate cognitive abilities.

Professor Yang also presented findings from studies on brain changes related to emotional control that is directly associated with mental health. “The prefrontal cortex is deeply associated with emotional regulation. When the prefrontal cortex is activated, it suppresses the amygdaloid body that expresses fear and anger, hence enabling emotional control. But if the prefrontal cortex is weakened by chronic stress, its ability to regulate the amygdaloid body reduces, which in turn leads to amygdaloid over-activation, hence difficulties in emotional control. A thicker prefrontal cortex resulting from Brain Wave Vibration meditation implies that greater control over the

amygdaloid body, hence better emotional control.” She explained that the 2016 study “showed that Brain Wave Vibration meditation brought changes to the brain structure related to emotional control and resulted in actual improvements in emotional control including depression, anxiety, and stress.”

Also presented was an intriguing study that showed Brain Wave Vibration meditation can bring changes to our DNA. The study, published in Psychiatry Investigation in 2016, highlighted genotypic changes in a gene called BDNF that influences intro/extravert characteristics. “Comparing the genotypes of people who did Brain Wave Vibration meditation for three years revealed that they had an extravert nature, even ones with the methionine-methionine genotype for BDNF, and they were less nervous. This means that education and training on their own choice resulted in some changes to their DNA. That is a very interesting result that implies that our lives are not the result of our DNA but the result of our choices.”

Yang pinpointed two mechanisms by which the Brain Wave Vibration meditation program causes changes to the body and brain. “There are two mechanisms. Top-down and bottom-up. The top-down mechanism means meditation first triggers brain changes and then changes to the body system, and the bottom-up mechanism means movements trigger changes to the body system and then brain changes. Brain Education is intended to take advantage of these mechanisms to induce a virtuous cycle in the body system. Ultimately it pursues brightening individuals’ and society’s awareness.”

The professor finished her presentation, saying “when we have more bright minded individuals, we will be able to open an era of longevity both physically and mentally.”

Kim SoonJoong, operation manager at DahnWorld, Korea

# The nation's leader in meditation that changes the world

### 세계현황

#### “한국의 정신향화를 수출하다”

1985년 설립한 (주)단월드는 한민족 심신건강법을 현대화, 과학화해서 '한국식 명상'으로 해외로 수출함으로써 우리 정신을 세계로 알리고 있다.

### 쉽고 빠른 효과

#### “누구나 쉽게 마음의 안정 유도”

뇌교육 명상은 육체적 움직임과 정신적 활동을 동시에 훈련해서 효과가 빠르고, 현대인에 맞게 고안되어 개인의 신체적, 정신적 특성과 관계없이 접근성이 매우 높습니다.

#### 타명상과 차별성

##### A명상

육체의 움직임에 초점  
신체의 아래쪽에 있는  
사람은 효과가 낮음

##### B명상

정신활동에 초점  
편안한 심리나 환경이 많은  
사람은 효과가 낮음

##### 단월드 명상

육체, 에너지, 정신활동 통합 훈련  
동적인 움직임과 에너지 흐름으로  
쉽게 내면으로 집중을 유도

### 지속적 효과

#### “스트레스에 강한 체질”

스트레스 상황에서도 긍정적 감정 유지  
뇌파진동 명상 체험자와 비체험자 두뇌활동 비교 측정결과  
자기조절과 스트레스 조절에 관계가 있는 뇌부위인 내측전전두엽 피질 두께가 변화  
(재) 한국뇌과학연구원, 서울대학병원 연구결과  
Y.-H. Jung et al., Neuroscience Letters 479 (2010) 138-142 Kang et al., SCAN (2013) 8, 27-33 뇌교육재단

### 통합적 효과

#### “건강에서 성공까지”

단월드 대표명상법인 뇌파진동은 (재)한국뇌과학연구원에서 서울대학병원, 연건대학교, 아산병원 등 국내외 우수기관과 공동연구를 통해 건강관리, 스트레스 조절, 두뇌개발 등 통합적 효과를 인정받았고, 세계적인 학술지에 게재되었다.

**신체-정서-의식조절력 향상**

1. 불면, 우울증 해소 효과 한국뇌과학연구원, 연건대학교 연구결과
2. 심혈관계 질병 예방 효과 고려병시이비대, 서울대학병원, 아산병원 연구결과
3. 습관과 성격개선 한국뇌과학연구원, 서울대학병원 연구결과
4. 스트레스 회복력 강화 한국뇌과학연구원, 서울대학병원 연구결과
5. 업무능력 향상 글로벌사이버대학교, 서울대학병원 연구결과
6. 자기조절력과 집중력 향상 한국뇌과학연구원, 서울대학병원 연구결과

Kim SoonJoong, operation manager at DahnWorld that is the meditation market leader in Korea, spoke about the company's business philosophies and the features of Brain Education meditation under the title of "The nation's leader in meditation that changes the world." He explained that Brain Education meditation combines the Korean people's traditional body and mind training with brain science and it

differentiates itself from the West's Buddhism-based mindfulness or the Japanese Zen concept.

He pointed out the most distinctive feature of Brain Education meditation at DahnWorld. "Everyone can benefit from it, fast and easy. It works instantly even for beginners, because it is a dynamic meditation that uses active body movements, it uses Ki energy to

allow everyone to focus on their inner side easily, and it influences the body and mind by inducing positive information and emotions.”

He said that people who experience meditation training at DahnWorld “do not simply experience stress relief. They become more resilient to stress and have greater abilities to resolve it in a proactive manner.” He added “what humans pursue in their lives are four things. Health, happiness, success, and completion. To achieve them, we need self-control to regulate our own body, emotion, and consciousness, and there is a load of evidence that meditation at DahnWorld improves such self-regulative abilities.”

Lastly, he highlighted that the most important side of DahnWorld’s Brain Education meditation is that the ultimate objective of business operations and education is to realize the philosophy of Hongik Ingan that is the foundation for the moral culture of the Korean people. “When our members first come to DahnWorld, they come to us because they feel unwell. When they become healthy in body and mind, they do not simply walk out but want to share this practice with others. That is the most important distinction of the Brain Education meditation.” Led by the business philosophy of “making a healthy Korea and a healthy world,” DahnWorld runs 200 centers nationwide with 1,000 professional meditation instructors.

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[Interview]

## Kim SoonJoong operation manager at DahnWorld



**Q. The presentations at the forum about Brain Education meditation practice in the USA, the UK, and Japan were impressive. What are the most distinctive features of Brain Education meditation compared to other meditation methods?**

The purpose of meditation is to calm and rule the mind. The difference is that Brain Education meditation aims to restore a self-led life by experiencing the energy inside the body, apprehending, controlling and using the energy. What Brain Education meditation values most is to apprehend the energy, which is a very important element to bring integrative changes to the body and mind. For example, yoga-based meditation focuses on physical movements to induce concentration on the inner side,

which can be challenging if you are physically handicapped or not very flexible. Buddhism-based meditation focuses on mental activities to induce concentration on the inner side, and it may not work for people who feel anxious or are instable emotionally. On the other hand, Brain Education meditation induces the circulation of energy with simple, easy body movements and helps the practitioner feel the energy, thereby allowing everyone to easily focus on their inner side.

**Q. Recently the Korean Academy of Meditation in Medicine started and KAIST opened the Meditation Research Center, implying growing recognition of meditation in Korea. What do you think of its future prospect?**

Today, 81% of all Koreans complain about stress, meaning that they are the most stressed people in the world. At the same time, they have greater desires to have a correct understanding of what causes their inner struggles amid unavoidable stress situations and change their lives in a proactive manner. Considering these social changes, the Samsung Economic Research Institute names the stress and healing industries as promising future industries.

I think that meditation, which has emphasized health in the body and mind and treating mental wounds, will be more customized and sub-divided into health management, stress control, problem solving, brain

development and many more based on big data obtained from integrative diagnosis about people's health, emotional status, and cognitive abilities. In response to these changes, DahnWorld has introduced a range of diagnostic programs including the Brain Operating Quotient (BOQ) that is designed to measure the integrative control ability over the body, emotion, and cognition based on scientific theories and offer its members tailored meditation programs. We also have an online self-diagnosis and prevention system in place, allowing everyone to experience inner changes through meditation.

**Q. DahnWorld has a scientific training system that modernized Korean people's traditional mind and body practice. What do you teach at the center?**

The center's regular one-hour class starts with relaxation and stretching exercises to help with the relaxation of the body, thereby awakening the bodily sensations and facilitating breathing and meditation. It is followed by phased breathing training to apprehend the sense of Ki energy, and meditation to improve problem-solving skills and self-control. We also have well-structured programs in many different levels, from self-healing to professional trainer courses to help others attain health and self-development.



Lucy Lynch, director at Power Brain Wellbeing, UK

## The era of mental health: a new health paradigm in Europe

Lucy Lynch, director at Power Brain Wellbeing in the UK, spoke about the “era of mental health: a new health paradigm in Europe.” Power Brain Wellbeing is a social enterprise founded by the Body & Brain that runs Brain Education programs in the UK and Europe.

She highlighted the recent shift in international society’s focus from economic growth to the holistic wellbeing of humans, saying “in the past we focused on eradicating diseases such as smallpox and the measles, but now the world is focusing on individuals’ empowerment to manage their own health, to realize their full potential and contribute to the community.”

She also spoke about British people’s wellbeing as annually stated by the Office for National Statistics. “In 2010, then-current Prime Minister David Cameron said that new indices for national growth are needed, going beyond economic growth and geared towards making life worthwhile.” Then she said “28% of people aged 16 or older are unable to retain their mental health in the long term, 70% are not satisfied with their lives, and 20% experience anxiety and depression. While the average lifespan has increased to 79 years for men and 83 for women, they spend the last 16 to 20 years of their lives in pain, living an unhealthy life. To ensure a healthy, independent life, we urgently need to spread Brain Education so that we can utilize our body and mind 100%.”

She also explained about what Brain Education



brings to members. “At first they come to us because they want to cope with stress or they feel unwell. But while practicing, they realize that their body and mind are influencing each other. Then they understand the principles of Brain Education through experience, that is ‘my body is me but mine. My emotions are not me but mine,’ and they build on self-confidence that they can heal themselves. Naturally, such confidence develops into willingness to help their neighbors and contribute to the community.”

Brain Education was first introduced to Europe through a Body & Brain center in London’s outskirts in 2002, and it has been spread across the European region including Russia, Poland, Belgium, Slovakia, and France. The Brain Education Conference held in London in March, 2018 was attended by 300 people from 12 countries. The conference served as a forum for global networking among Brain Education experts and those interested in mental health in Europe. It marked a paradigm shift in health in the 21st century.



Nam Jiyoung, education team manager at Ilchi Brain Yoga, Japan

## Development of Brain Education in Japan

Nam Jiyoung, education team manager at Ilchi Brain Yoga in Japan, spoke about the development of Brain Education meditation in Japan. She said “Japan was the last in Asia to accept Buddhism, but Zen meditation brought with Buddhism is deep-rooted in their daily lives, and they are familiar with healing, mindfulness, and image training.”

Offering Brain Education meditation to Japanese people, Ilchi Brain Yoga runs 100 centers including children’s Brain Education classes. Nam said that Brain Education meditation “starts from restoring physical health, but it does not just stop there. It has firmly positioned itself in Japan as a convergent discipline of mental health and self-development with which people can experience and learn how to develop insight, restore their character and find their intrinsic values.”

Since long ago, Japan has experienced social issues associated with declines in mental health following rapid economic growth. “Looking back at 2006, we faced the worst situation where more than a half of the workers in Japan had serious anxiety and stress about their work. That triggered the implementation of the mental healthcare guidelines designed to help them protect, keep and improve their mental health at work. Despite such efforts, extreme stress-caused mental disorders and occupational diseases continued increasing. To solve this problem, the government started to pay attention to preventing it before-



hand. To do so, Japan amended the Labor Safety and Hygiene Act in 2014, and a mandatory stress check was introduced to workplaces with more than 50 employees in 2015.”

Against this backdrop, IBREA Japan started holding annual Global Mental Health Seminar in 2014 when the Labor Safety and Hygiene Act was amended. The seminar presents to Japanese society the application and effects of Brain Education as a way to prevent and solve mental health-related issues.

She also spoke about the community services in Japan. “Ilchi Brain Yoga is participating in the Smart Life Project, a state-led initiative that aims to increase the healthy life expectancy. In addition, IBREA Japan sends more than 1,500 brain trainers to 500 facilities including community centers, senior centers, and public parks in Japan, sharing Brain Education and playing active roles in ensuring community health and mental healthcare.”

# Brain education experts from five countries focus on Brain Education’s success in cultivating competencies intrinsic to human beings



Themed around “the fourth industrial revolution and future education,” the second part of the 2018 Brain Education International Forum consisted of presentations by Steve Kim (director at ECO, USA), Dave Beal (executive program director at Brain Power Wellness, USA), Lee Hyun Jung (operation director at BR Brain Education, Korea), Julie Miao (CEO at U-DAP Solution China), and Serenade Norman (Brain Education Leader at Power Brain Wellbeing, UK).

Steve Kim, director at ECO in the USA, spoke about the value of Brain Education as a way of developing greatest qualities of human nature as the foundation for cultivating true leadership. Taking an example of a three-minute YouTube video about removing a plastic straw from a turtle’s nose, he said “everyone

knows that we should avoid using plastic for environment’s sake, but this short video was the detonator for international campaigns that turned to concrete actions.” He questioned “we all are concerned about a sustainable future for the earth. But which countries, which politicians, and which companies will give up their interests and political preferences for the sake of the earth environment?” and asserted “what we need to restore the earth environment is not policy or knowledge but to recover the most important quality of the human brain, empathy. That will allow us to make a shift to change our lives and the world.” He added “we at ECO aim to restore our empathy, change the orientations of our lives and make actions to contribute to making a sustainable, healthy and happy earth with Brain Education.”

Dave Beal, executive program director at Brain Power Wellness presented application of Brain Education in the U.S. public education system under the title of “changing the culture of classrooms for a better world.” He spoke about a comparative study between Brain Power Wellness program and another mindfulness program well known in the USA. “The other mindfulness program showed improvement in conduct problems in 26%, whereas ours was shown to be effective in 52%. This was because Brain Education is based on empathy.”

### **Brain Education fostering competencies intrinsic to human beings: education required in future society**

Lee Hyun Jung, operation director at BR Brain Education spoke about changes Brain Education has brought to children in Korea, under the title of “kids changing the world in the era of the fourth industrial revolution.”

“With an optimistic view to the fourth industrial revolution, the key is making a human-centered society where the reality is converged with virtual reality. What holds the answer to how to foster competencies intrinsic to human beings is the human brain. Children who make the most of their brain will change the world, and they are changing the world now. What future society needs are self-led talents who understand how valuable they are, are able to communicate with others and have an Earth Citizenship.”

The presentation by Julie Miao, CEO at U-DAP Solution China, was entitled “the value of Brain Education in kids education in China.” She spoke about the reality and issues in education in China, the Chinese government’s new educational policy, and the potential of Brain Education in Chinese market.

Lastly, Serenade Norman, Brain Education Leader at

Power Brain Wellbeing, spoke about “my experience as a Brain Education Leader in the UK and my vision.” She said “I have worked as a physiotherapist, teaming with doctors, counsellors and social workers to treat children in complex chronic and neurological condition. I saw them somewhat improving but did not relieve their mental pain or improve the quality of their lives. Then I found an opportunity to play my role as a mentor with Brain Education.” Presenting cases she was involved in, she revealed her vision. “Now I’m working in London, but I’m from Malaysia. One day I will be coming back to my home country to teach children on Brain Education, change their parents, and make positive influence on society.”

### **Korea is the first to have bachelor’s, master’s and doctorate programs in Brain Education**

Korea is a follower in the time-honored journey to investigate the human brain. However, the nation was the first to institutionalize bachelor’s, master’s and doctorate courses in Brain Education by establishing Global Cyber University and University of Brain Education that are dedicated to studying the proper use and development of the human brain.

The Brain Trainer certification system was accredited by the Korean Ministry of Education in 2009, and the Korea Institute of Brain Science that had developed the Brain Operation System, the core technology behind Brain Education, was granted a Roster Consultative Status with UN-ECOSOC in 2007, crowning Korea as the leader in Brain Education.

In the era of brain convergence following the advancement of brain science in the 21st century, Brain Education combines the Korean people’s spiritual and cultural assets and the 21st century’s brain science, underpinned by the humanitarian philosophy of “Hongik Ingan,” the principles of human brain development and empirical education methodologies.

Steve Kim, director at ECO, USA

## Earth Citizenship for a sustainable future of humanity: Recovering the power of empathy and care in our lives and community



Steve Kim, director at ECO (Earth Citizens Organization), spoke about the role of Brain Education in Earth Citizen Movement under the title of “Earth Citizenship for a sustainable future of humanity.” He said “the problems directly affecting our lives are global in nature, for example natural disasters caused by global warming, the impact of plastic wastes, and the collapse of international financial systems, meaning that we as lay people need to have a global attitude.” He added “just a century ago, there were only a few people who could expand their self-consciousness enough to think about the future of the earth and humanity, and they were called saints, or super heroes. But now we all think about the future of the earth, which is a very special case in the history of humanity.” He called these people, us, *modern day heroes*.

Then he presented an example of empathy having greater influence than any other efforts. “There have been countless campaigns to encourage people to stop using plastic for the earth, but few have succeeded. But recently a campaign to stop using plastic straws saw a great success worldwide, thanks to a YouTube video. In that three-minute video, a turtle was suffering from pain caused by a straw in its nostril, and an animal protection group member pulled it out.” He highlighted that what causes us to take concrete actions is empathy, and restoring empathy is the most important drive to solve the problems on the earth.

He said that the most important strength of artificial intelligence in industry is in its efficient decision making not affected by emotions and bias. And he asserted that human beings would have no reason to remain on the earth if they fail to restore their inherent empathy and keep acting only in interest of mankind. He mentioned a statistical study, “the most important factor that influence sustainable development such as community safety, welfare and employment is not how well the city is economically or educationally developed, but how close the members of the community are, and how well they communicate with each other.” He emphasized that restoring the ‘caring’ community based on empathy has greater power to change the world and revive the earth.

What Brain Education has to do with Earth Citizen

Movement? “Brain Education is the most important foundation for Earth Citizen Movement. Earth Citizen Movement starts from seeking changes in character, restoring empathy that is the most noble quality of humanity in us, and Brain Education offers the fundamental to do so.”

ECO runs the ECO Learning Center in Arizona, offering earth citizen lifestyle experiences. The organization is preparing for another ECO Learning Center in the eastern region of the USA, ultimately aiming to have 100 centers worldwide.



Dave Beal, executive program director at Brain Power Wellness, USA

## Changing the culture of classrooms for a better world: Application of Brain Education for public school system



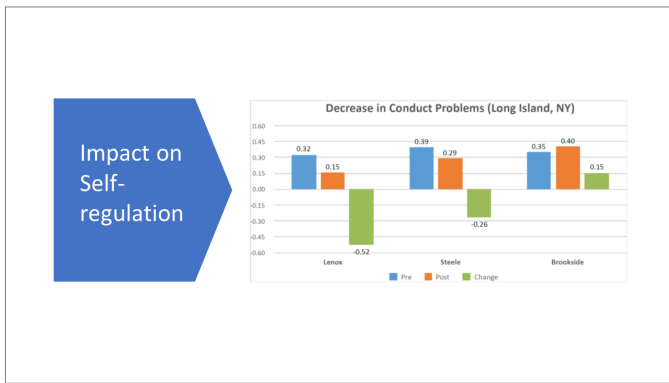
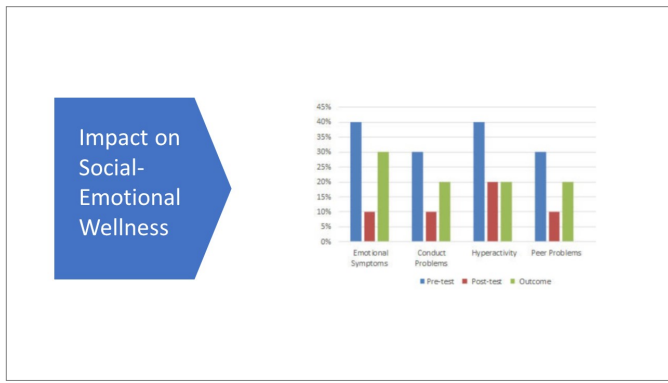
Dave Beal, executive program director at Brain Power Wellness, spoke about the application of Brain Education in New York’s public education system under the title of “changing the culture of classrooms for a better world.” Since 2007, Brain Power Wellness is dedicated to teaching physical and mental brain breaks, mindfulness practices, and social emotional wellness strategies based on Brain Education to over 150,000 teachers and 250,000 students in 400 schools.

Mr. Beal presented Brain Power Wellness’ school model. “A school community consists of five elements: students, teachers, administrators, parents, and learning aids. Students and teachers are the most important, of course, but we also value administrators, the principal of the school. We help them manage stress and exert collaborative leadership. By changing the culture of the school as a whole, we can ensure sustainable changes.”

He named human interactions as the most distinctive feature of Brain Power Wellness programs. And he highlighted that teachers and parents should lead by example. “There are something that AI teachers cannot teach human students. AI cannot draw out the inner greatness of students. Education is fundamentally about real human interactions. When teachers and parents feel healthier physically, feel in touch with their emotions, have tools to manage stress, and have a way to connect with themselves and others, they can share such a feeling of oneness, peace, health and confidence with children.”

Then he presented a study on the impact of the Brain Power Wellness program on socio-emotional wellness of students in a school in South Bronx of New York City. Offering a two-month classes to 180 at risk middle school students resulted in remarkable changes in negative socio-emotional indicators such as hyperactivity and peer problems. “Receiving Brain Education, their involvement in class improved significantly. The chancellor of New York City publicly praised those results and encouraged the other superintendents in New York City to adopt our program.”

Mentioning that mindfulness is the hottest topic in education in the US, he presented a comparative study between Brain Power Wellness program and another mindfulness program. “Both classes showed improvement in conduct problems, but the other



mindfulness program was effective in 26%, whereas ours was effective in 52%.” The reason for the two-fold effectiveness of Brain Power Wellness program was that it is an empirical program where students themselves find who they are inside them and empathize with peers, he explained.

“American education emphasizes socio-emotional learning. There are inter-links between academic achievement and socio-emotional wellness. Those who are physically healthy and emotionally stable

are less stressed out and feel less anxious, hence able to concentrate better.” As evidence to his statement, he showed the measurement of cognitive abilities before and after Brain Education among elementary school year 4 students.

He concluded his presentation by saying, “happiness should be found in all children’s daily lives. When they are healthy and happy, they can achieve more. I suggest that we all take a two-minute brain break out of a 45-minute class.”

Lee Hyun Jung, operation director at BR Brain Education, Korea

## Kids changing the world in the era of the fourth industrial revolution

Lee Hyun Jung, operation director at BR Brain Education, spoke about changes Brain Education has brought to children under the title of “kids changing the world in the era of the fourth industrial revolution.” BR Brain Education is a child and youth brain development education institution in Korea. They have taught 130,000 children and youths on Brain Education in the past 20 years.

“With an optimistic view to the fourth industrial revolution, our kids will have to live in an era of collaboration with artificial intelligence when they grow up. This means that they will need more of competencies intrinsic to human beings AI cannot recapitulate.”

She said “BR Brain Education aims to foster talents with 'gifted characters' who understand the inherent value of the human brain and use it in the right way.” And she explained the 8 steps of the education system at BR Brain Education: developing positive emotions; building self-confidence; improving concentration; establishing dreams and visions; experiencing immersion; developing meta-cognition; developing creativity; and improving self-initiative.

The case of Kim Jae-hong, who completed the advanced Brain Education course and won the Grand Prize at the Third International Brain HSP Olympiad (IHSPPO) showed these development stages in a nutshell. After a Brain Window training, which is one of the evaluation events of the IHSPPO competitions,



Kim shared “I kept facing up to my limit, and at a certain point I overcame the limit. I was able to control myself with my eyes covered and had self-control to regulate breathing when it was hard to breathe. Keeping overcoming challenges allowed me to reflect deep on my inner side.”

Lee added “Like Kim, with Brain Education kids develop power to reflect on their inner side, solve problems on their own, and establish bigger dreams and visions to change the world.”

[Interview]

## Lee Hyun Jung, operation director at BR Brain Education

**Q. How did you feel after speaking at the 2018 Brain Education International Forum?**

It was a special opportunity for me to speak at the forum when Brain Education is attracting people's attention as a new Hallyu in education. I hope this forum served as momentum for many people to be interested in Brain Education and understand its value.

**Q. Could you deliver your message about “kids changing the world in the era of the fourth industrial revolution” in a nut shell?**

The key to the fourth industrial revolution is making a human-centered society where the reality is converged with virtual reality. Brain Education presents the proper use of the brain as the answer to the question, ‘how should we develop competencies intrinsic to human beings?’ My message was that kids making the most of their brain will change the world and they actually are changing the world. Examples of kids who had experienced Brain Education, showing how they grew up and how they are living now seemed to be well received by the audience. In future society, talents who make the most of their brain, understand their values, communicate with themselves and others, and have an earth citizenship will change the world.

**Q. As we witnessed at the forum, people in the USA and the UK are keenly interested in Brain Education and they value Brain Education as a future education. What are the unique approaches of Brain Education for child and youth, different from the existing teaching methodologies?**

Brain Education is an education to ‘restore’ the sen-



sation of the body and self, rather than ‘learning’ knowledge delivered by others. Brain Education starts with a assumption that our brain is perfect. When they restore the function and sensation of the perfect brain, they can exert infinite potential. As part of doing so, we at BR Brain Education use physical exercise and meditation. These are preparations to vitalize the body and awaken the brain sensation, allowing them to choose positive information as the master of their brain.

We also do a range of training tailored to kids' brain use. There are lots of programs, for example classes designed to build concentration and execution to get things done even in extreme situations, creativity and problem-solving training, and a camp to concretize visions and dreams. Through Brain Education, they learn and realize through experiences and empirical information coming via the body, rather than from knowledge and information. Whereas ordinary education is inclined towards either cognitive competency or emotional wellness, Brain Education aims to bring about substantial changes in behaviors by ensuring integrated development of the physical strength, emotional wellness, and cognitive competency.

**Q. Recently a news article about Korean style private academies in New York attracted people's attention. Many people are talking about the necessity to change the orientation of education in Korea. What roles do you think Brain Education will play in this regard?**

The education system in Korea drives most students save for few top scorers to find themselves victimized. They find it hard to respect themselves or have self-confidence or a sense of achievement. Everyone is born with a brain, and at birth the brain is pure. But by being injected with information and being assessed by others, kids lock themselves in frames and standards others pose, rather than unfolding their infinite potential. They just spend their childhood and juvenile without knowing who they are and what they want. At BR Brain Education, the pro-

grams are designed to allow them to discover and experience their values and the infinite potential of their brain. Improved concentration, creativity and learning abilities are just byproducts of it. I look forward to Brain Education playing pivotal roles in helping children across the world understand how precious they are, communicate with others and live a self-led life.

**Q. You emphasized dreams and visions in your presentation. What is your vision?**

I want to guide juveniles and youths as a mentor. I also want to play roles to make Brain Education an alternative to the existing education in Korea that seems lost, and I would like to expand O2O Brain Education content business to allow many people in Korea and the world to benefit from Brain Education.



Julie Miao, CEO at U-DAP Solution China

## The value of Brain Education for kids education in China



Julie Miao, CEO at U-DAP Solution China, spoke about today's education in China, educational policies, and the potential of Brain Education in education market under the title of "the value of Brain Education for kids education in China." Depicting the edu-fever in China, she said "in China, the symbol of wealth is not a Louis Vuitton or Chanel, or Rolex. It's their children. Chinese parents spend a huge amount of money on their children's education, having them take summer classes or private teaching, to differentiate themselves." In large cities like Beijing and Shanghai, they usually take five or six supplementary lessons even on weekends.

She said "ancient Chinese philosopher Confucius found four elements of education: doctrine to establish life goals and visions; moral to manage and train the self to realize the vision; virtue to love the self and others; and arts to learn skills. Today's education in China is too much inclined towards the arts, neglecting the doctrine, moral, and virtue."

Too much focus on acquisition of knowledge makes both students and parents suffer, and the Chinese

government is aware of this problem. In September, at the National Education Congress Chinese president Xi Jinping presented an orientation to improve the quality of education centering on the completion of character and individuals' talent development. Miao also mentioned changes in Chinese view to education. "Jack Ma, the former president of the Alibaba Group that has driven changes in Chinese lifestyle, recently resigned and revealed his intention to serve as an educator to help children play more freely and grow as talents with a good character."

"With Brain Education, we aim to help children find their true value and be the master of their brain to realize what they dream with confidence." Her five-year-old business U-DAP has two centers in Shanghai, and many students find it effective to improve self-discipline, persistence, self-motivation, and relationship with parents, according to Miao.

### Best Practice Sharing



## Serenade Norman, instructor at Power Brain Wellbeing, UK

# My experience as a Brain Education Leader in the UK and my vision



Serenade Norman, Brain Education Leader at Power Brain Wellbeing in the UK spoke about her activities in the UK and her vision.” Talking about what brought her to the Brain Education Leader course, she said “I have worked as a physiotherapist, teaming with doctors, counsellors and social workers to treat children in complex chronic and neurological condition. I saw them somewhat improving but hardly fully recovering, which made me believe that I was missing something.” Then she presented clinical cases where she treated the mental and psychological causes hidden behind symptoms patients experienced by applying Brain Education activities.

She also showcased stories of her colleagues in the UK who completed the Brain Education Leadership course that is the most well-known Brain Education

instructor course in the USA. One of them, Claire Alexander Moore said “with Brain Education, children have opportunities to look into themselves and manage their emotions. The greatest benefit of Brain Education is that it helps children find their true self and understand what they really want.”

Currently the Brain Education Leaders in the UK are focusing on introducing Brain Education to public education through Power Brain Wellbeing with the aim to bring changes to the existing exam- and score-centered school system. Norman presented a pilot project in an elementary school in the UK in 2016. “Children aged 7 and 10 participated in Brain Education three times a week for five weeks. The results showed that they could manage their emotions better and developed a positive attitude.”

“Now I’m working in London, but I’m from Malaysia. One day I will be coming back to my home country to teach children on Brain Education, change their parents, and make positive influence on society.”



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