

# THE GLOBE

2016 Summer

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KDI School of Public Policy and Management



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# Project-Based Learning Pointing the way for future education

External Relations and Development Division



March 2016, Google DeepMind and AlphaGo dominated news headlines just as it dominated professional Go player Se-dol LEE. Not only did the match between AlphaGo and Lee show just how far artificial intelligence had come but it also forced people to face the elephant in the room: will human beings become obsolete?

According to a recent study, roughly 47% of all jobs in the United States over the next 10~20 years might be at risk due to automatization. Confronted by a seemingly dire outlook, the importance of education to equip current and future generations with the right type of knowledge and skillset has come to the fore. One solution can be a learning method known as ‘Project-Based Learning (PBL)’. Quite intuitively, PBL involves students solving projects with his/her peers. Students propose projects themselves, and find solutions themselves. This, in theory, enables students to learn academic content in a more organic setting and develop problem solving skills which can take a back seat when applying more traditional pedagogical methods. Perhaps most important is the fact that PBL can do all of this without adversely affecting academic achievements measured using traditional metrics.

Take, for instance, a school class that focuses on the topic of ‘Democracy and Elections’. In a traditional setting, students would

rely on the teacher using textbooks to transmit knowledge on democracy and elections. In a PBL setting, students can come up with a project on perhaps ‘Student council elections’ and develop election pledges, debate with other candidates, and carry out trial elections as part of the project which will help them learn not only the academic concept of democracy and elections but also the dynamics of those two concepts and how to solve potential problems that may occur during the process.

KDI School Professors Ju-Ho LEE and Booyuel KIM – along with Dr. Yoonsoo PARK from KDI and Professor Syngjoo CHOI from Seoul National University – recently published a report “Education Reform through Project-based Learning (PBL)” on KDI FOCUS, a research publication by KDI. With regards to PBL, Professor Ju-Ho LEE said, “Not only is Project-Based Learning an important starting point for education reform in Korea, it is also at the core of such reform.”

According to the report, PBL enhances the 4Cs of student competency – Communication, Collaboration, Critical thinking, and Creativity. To prove its impacts, PBL was applied in two middle schools in the Daegu city for seventh’s graders. The ability to communicate and cooperate among students was measured both

before and after the experiments to gauge PBL’s effectiveness. Results were compared to three other middle schools within 2km of the subject schools.

Prior to their PBL classes, teachers at the two subject schools went through a three-day PBL training program. This helped teachers understand what PBL is, learn relevant PBL class procedures, and develop effective PBL questions. In addition to the training program, consultation sessions were held every two weeks to help teachers hold more effective PBL classes.

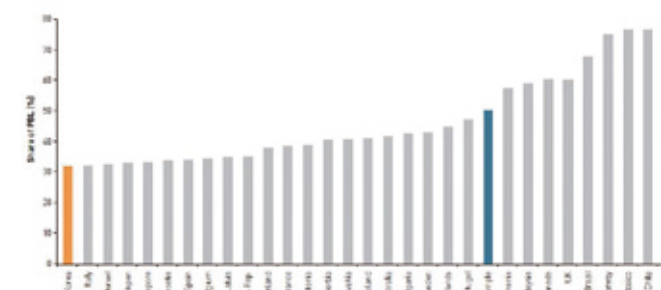
As for the students, a baseline survey was carried out at all five schools (678 students from two PBL schools and three comparison schools) in August, 2015 to measure their communication and cooperation competencies. An endline survey was carried out once again in December, 2015.

According to study results, PBL improved an indicator for communication by 20%p and an indicator for collaboration by 8%p while having no negative effects on academic performance in reading, English, math, and science. This PBL study is significant due to the fact that it was able to improve communication and collaboration among students in such a short period of time (one semester). These results were reported in detail to the President of the Republic of Korea and Senior Secretary to the President for Economic Policy at a public Economic Council.

What then, is the situation in Korea? According to an OECD survey in 2013<sup>1)</sup>, Korea was ranked the lowest among all countries surveyed in terms of the proportion of PBL class activities. Not only did Korea lag behind advanced economies but it also ranked below developing countries such as Mexico and Malaysia.

At the root of this problem is the fact that Korean education is geared towards achieving high scores for university admissions.

**Figure 1. OECD survey results for PBL (2013, TALIS)<sup>2)</sup>**



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Specialization  
Labor Economics, Education and Social Policy, Science and Technology Policy  
Prior Professional Experience  
2015-Present Commissioner, International Commission on Financing Global Education Opportunity  
2010-2013 Minister of Education, Science and Technology of Korea  
2004-2008 Member of the National Assembly of Korea  
Academic Background  
1990 Cornell University, Ph.D. in Economics  
1985 Seoul National University, Master of Economics  
1983 Seoul National University, Bachelor of Economics



**Booyuel KIM** (Republic of Korea)  
Specialization  
Development Economics and Sustainable Development  
Prior Professional Experience  
2013-Present: Fellow, Center for Development Economics and Policy, School of International and Public Affairs, Columbia University  
2014-2015 Postdoctoral Research Scholar, Columbia University Earth Institute  
Academic Background  
2014 Columbia University, Ph.D. in Sustainable Development  
2009 Columbia University, Master of International Affairs  
2003 Handong Global University, Bachelor of Economics

Students are trained to memorize and regurgitate information in the form of multiple choice questions during examinations. With the advances in artificial intelligence expected to help computers deal with these single-layer problems more effectively than mankind, it is imperative that our future generations become more adept at solving multi-layered problems with more creative solutions. In that regard, developing policies that incorporate PBL into school curriculums is imperative. Professors LEE and KIM believe there are four strategies to promote PBL in Korean classrooms: 1) take a phased approach to increase the number of schools using PBL modules; 2) offer teacher training and consulting programs tailored to each school for more effective PBL; 3) implement PBL modules during the free semester period; and 4) offer incentives for teachers to implement PBL.

There is no denying that the Korean education system was one of the most powerful growth engines that lifted Korea out of extreme poverty. Times, however, have changed which means that Korea now needs to find a new direction for its education system and PBL is a promising option there is. <sup>THE GLOBE</sup>

1) Surveyed countries: Australia, Belgium (Flanders), Brazil, Bulgaria, Chile, Canada (Alberta), Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Iceland, Israel, Italy, Japan, Korea, Latvia, Malaysia, Mexico, the Netherlands, Norway, Poland, Portugal, Romania, Serbia, Singapore, Slovakia, Spain, Sweden, UAE (Abu Dhabi), UK (England) and US (excluded from the research as the data did not meet the requisite standards)

2) OECD, TALIS 2013 Results: An International Perspective on Teaching and Learning, OECD Publishing, 2014.





Professor Kye-Woo LEE presents at the Lee Jong-Wook Seminar

# Impact Evaluation Lab at KDI School hosts “Impact Evaluation of the Dr. Lee Jong-Wook – Seoul Project in Lao PDR Seminar”

External Relations and Development Division



Professor Jeong-Ho KIM presents his findings at the Seminar

Funded by the Korea Foundation for International Healthcare (KOFIH), the “Dr. LEE Jong-Wook—Seoul Project in Lao PDR (Lee Jong-Wook Project)” was launched in 2010 to upgrade the educational capacity in medicine at the University of Health Sciences (UHS) in the Lao PDR and to ultimately improve the overall health of the Lao people.

Over a five year period, Seoul National University College of Medicine (SNUCM) worked with UHS to retrain approximately 80 UHS professors at SNUCM. Faculty advisors from SNUCM were also dispatched to UHS to facilitate education and research in Lao PDR. Initially planned as a five year project, plans are in place to extend the program to a total of nine years.



## Did you know? The Dr. LEE Jong-Wook – Seoul Project in Lao PRD was inspired by the Minnesota Project

During the 1950s, SNUCM was able to learn advanced medical technology through the “Minnesota Project” using ODA funds from the International Cooperation Administration in the US. This very project had a significant impact on Korea and subsequently inspired the Dr. LEE Jong-Wook – Seoul Project in Lao PDR.

Named after the late LEE Jong-Wook, former Director-General of the World Health Organization, the LEE Jong-Wook project has been hailed as an exemplary model of Korean-designed Official Development Assistance (ODA) in the field of medicine.

As part of the Project, more than 10 UHS faculty members were dispatched to SNUCM in order to advance their medical training and enhance their knowledge in other related fields such as public health policies. To help these UHS participants implement what they learnt at SNUCM back in Laos, the Project provided textbooks as well as lab testing equipment.

The Impact Evaluation lab at KDI School has been evaluating the outcome and impact of the LEE Jong-Wook Project since 2011. A key aspect of this Project was the fact that KDI School used ‘Real-time impact evaluation’ for the first time in Korea for ODA projects. KDI School’s impact evaluation focused on two aspects: a) the learning outcomes of UHS students; and b) improvements to the clinical practices of young physicians in Lao PDR upon graduating from UHS.

The Impact Evaluation Lab at KDI School presented its findings and released a final impact evaluation report on the LEE Jong-Wook Project at the Fraser Place Namdaemun Hotel on June 29, 2016. Professor Taejong KIM, the Managing Director of Development Research and Learning Network at KDI School, began the Seminar with an opening

speech and invited KDI School Professor Kye-Woo LEE for a presentation on the “Real-time impact evaluation of the LEE Jong-Wook – Seoul Project in Lao PDR.” Professor Lee then turned the stage over to Ajou University Professor Jeong-Ho KIM for a session on “Analysis on the academic achievements of University of Health Sciences students and the LEE Jong-Wook – Seoul Project in Lao PDR.” The Seminar wrapped up with a discussion session and some Q&As.

According to KDI School’s final report on the LEE Jong-Wook Project, students achieved greater advancement in subject courses taught by recipients of the LEE fellowship compared to subjects taught by non-fellows. Also, results indicated that the LEE Jong-Wook Project indeed led to better health care for the Lao people. One thing that remains to be seen, however, is whether the LEE Jong-Wook Project is cost-effective enough compared to other alternative programs. Given its findings, KDI School recommended that the Project should be scaled up. The School also urged SNUCM to measure the knowledge of participants before and after the program more rigorously in order to obtain a more accurate idea regarding the impact of the Project.

Meanwhile, the Impact Evaluation Lab at KDI School was established in 2011 in order to support evidence-based policymaking using objective and scientific research on the outcome of ODA projects. Recently, KDI School signed an agreement to evaluate the impact of ODA projects by the Korea International Cooperation Agency (KOICA). The Lab helps policymakers make informed decisions about the ODA projects they undertake and develop measures to improve the services they extend to developing countries around the world.



# Leveraging knowledge to deliver actions for change

## 2016 Asia Leadership Program on Sustainable Development and Climate Change

Kilton PORTUGAL (2014 MDP, Mozambique)



Group photo of participants at the Asia Leadership Program 2016

From May 23 to 27, 2016, the face-to-face annual event of the Asia Leadership Program on Sustainable Development and Climate Change took place in the Grand Ambassador Hotel, Seoul. With the purposes of enhancing the knowledge and leadership capabilities of policymakers and practitioners in the Asian Development Bank (ADB), client countries came up with actions in support of sustainable development and also in response to climate change. The Asia Leadership Program on Sustainable Development and Climate Change was divided into three parts: The first part was the pre-event activities which took place from April 15 to May 20. These activities included completion of the three e-learning courses relevant to three main sectors (energy, transport, and water) and drafting action plans that address real challenges in their current sectors or projects. The second part of the program was the face-to-face annual event held between May 23 and 27. The last part of the program was the post-event activities which included the sharing of feedback and insight, as well as networking with members of the group and participating in the upcoming Knowledge Sharing Series events.

Aside from welcoming the participants, the first day of the face-to-face annual event covered an overview of the Asia Leadership Program and its knowledge sharing activities, regional capacity development

strategies, and how it identifies areas of collaboration and partnership. The first day was also dedicated to describing global challenges, updates on ongoing activities, and giving a “big picture” overview. The overview highlighted the potential of green growth in achieving sustainable development amidst the challenges brought about by climate change and other environmental factors. Moreover, the participants were able to share regional experiences and successful practices in leadership and partnerships towards achieving sustainable development without environmental damage.

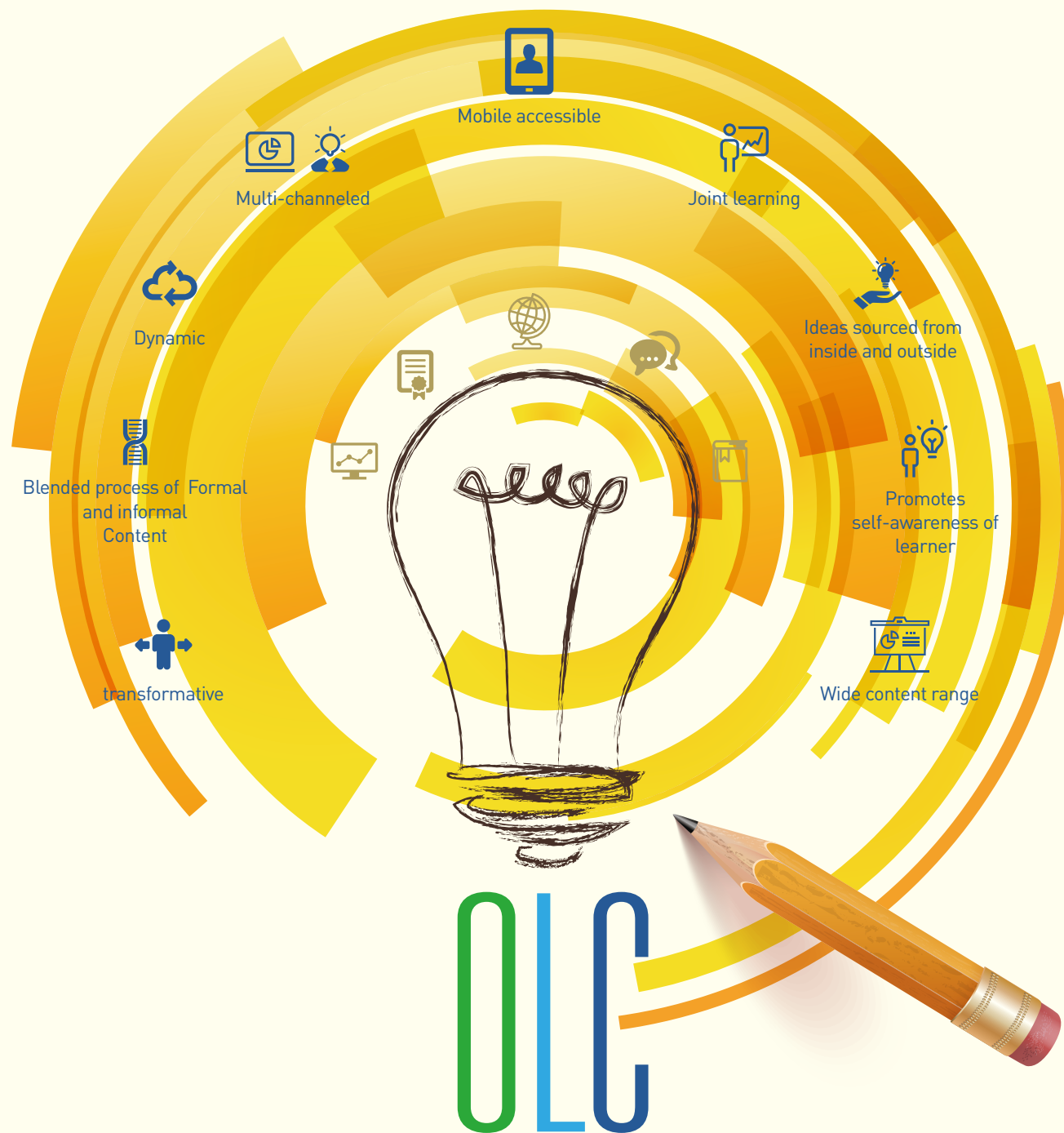
After discussing their regional experiences, the participants shared their insights, the acquired lessons, challenges encountered, and identified actions needed including areas for collaboration to successfully implement sustainable development and climate change mitigation. The face-to-face annual event continued on to present various financing options for sustainable development and climate change projects with discussions on access procedures. Following this, there was a prescription of the actions, requirements and future steps for sustainable development and climate change in the context of leadership, technologies, innovation and partnerships as a result of global policies and agreements.

To close the program, the moderator reviewed the objectives of the 2016 annual program, summarizing the highlights of the five-day activities as well as the feedback and insights from the participants. It was followed by a distribution of certificates and closing remarks by Ryu FUKUI (Head of the Sustainable Development and Climate Change Department of the Asian Development Bank), Hong Tack CHUN (Dean of KDI School), and Victor YOU (Principal Knowledge Sharing and Services Specialist from the Sustainable Development and Climate Change Department of the Asian Development Bank). THE GLOBE



Sub-groups at the session analyzed several case studies





## KDI School heads into the next chapter for remote-learning with the new Open Learning Campus Korea

Arifenie FITRI NUR (2016 MPP, Indonesia)

The Development Research Team at KDI School helped launch the Open Learning Campus (OLC) Korea at the Westin Chosun Seoul on June 24, 2016. As the second OLC worldwide, OLC Korea is expected to play a crucial role moving forward with the Ministry of Strategy and Finance of the Republic of Korea acting as the main partner for OLC.

OLC is an online learning platform supported by the Korea-Leadership, Learning and Innovation (LLI) Global Program on Knowledge Sharing (KGKS) in partnership with the World Bank Group (WBG). Over the past five years, statistics show that WBG produced more than 6,000 digital learning activities that reached over 350,000 users across 190 countries.

OLC reflects recent WBG initiatives aimed at processing knowledge into academic modules that can be incorporated in diverse learning platforms such as Massive Open Online Courses (MOOCs), e-courses, webinars, and podcasts. The new OLC platform certainly fits the bill and is expected to

help WBG reach an even wider range of users around the world with an extensive repository of resources including WBx Talks (recordings of seminars and talks), WBA Academy (facilitated or self-paced online courses), and WBC Connect (web portal with access to experts in each field). This interactive and open learning resource is based on well-established digital learning platforms such as the Massive Open Online Courses hosted by EdX and Coursera. OLC aims to turn knowledge and experience in the development field accrued at various partner organizations (including KDI) into learning modules that will help provide policy-makers and other stakeholders with immediate and effective learning.

More important is the fact that KDI School participated in turning such knowledge and experience into usable learning modules for OLC. So far, the WBG has acquired 14 case modules for its OLC platform.

As a featured partner to the World Bank OLC, a selection of e-learning contents on the Korean development experience created by KDI's Multimedia Team and KDI School's e-Learning Team are available on OLC.

Meanwhile, the first OLC was launched in Washington D.C. on January 12, 2016. Anyone can join and log on to the website and gain access to the wealth of information available at OLC. <sup>THE GLOBE</sup>



KDI School President Joon-Kyung KIM takes a group photo at the OLC Korea launching event



# KDI School launches a brand new E-education system and unveils new courses for iTunes U

Eun Hye (Grace) CHOI (2015 MPP, Republic of Korea)



Learn about the brand new E-education system and fresh contents available on iTunes U. Take advantage of all the free tools and resources available and make the most out of your studies!

## The brand new E-education system at KDI School

KDI School, like many academic organizations in recent years, has launched a brand new “E-education” system to offer quicker access to the School’s academic services. This new interactive platform allows students to connect and collaborate with their peers much more conveniently which ultimately helps them study more efficiently and effectively. It also aims to reflect the individual needs of new students who may need to attend foundational courses such as basic math and economics courses online. In the near future, KDI School also hopes to incorporate ‘Turnitin’ to help prevent improper citations or unintentional plagiarism before submitting them for a course.

Not only is the new E-education system great for students, it’s also a significant upgrade for KDI School’s professors and alumni members. E-education is designed to support KDI School’s alumni by giving them easy access to special lectures, lecture series, public talks, and non-degree programs offered by the School, with these events being recorded and uploaded to the platform regularly throughout the year. It functions like a remotely accessible, self-paced classroom which helps professors reach a wider audience with their courses and keeps alumni members close to the School even after graduation.

## KDI School now on iTunes U

E-learning courses developed by KDI School are now on iTunes U. 20 classroom-like lectures or documentary videos on Korea’s developmental experience by experts from KDI School and KDI are available for Apple users. KDI School on iTunes U allows the School to share Korea’s knowledge and experience in its socio-economic development to a wider audience.

Some of the more popular contents available on the platform include, “Public-Private Partnership,” “The Role of Vocational Training,” and “Reform on Transportation System.”

KDI School hopes that the site will become a gateway to further knowledge for its alumni and students to help them continue their studies anytime, anywhere.

All materials are online, free, and publicly available. For more information, please visit KDI School on iTunes U ([itunesu.kdischool.ac.kr](http://itunesu.kdischool.ac.kr)). Should you have suggestions or inquiries regarding KDI School on iTunes U, please contact the e-Learning Team at [js\\_jang@kdischool.ac.kr](mailto:js_jang@kdischool.ac.kr) THE GLOBE

Lecture Title	Duration	Download Size
1. Introduction to Public Dispute Resolution	00:05:14	10.0 MB
2. The Role of Public Dispute Resolution in Consolidating Democracy	00:05:14	10.0 MB
3. The Role of Public Dispute Resolution in Consolidating Democracy	00:05:14	10.0 MB
4. The Role of Public Dispute Resolution in Consolidating Democracy	00:05:14	10.0 MB
5. The Role of Public Dispute Resolution in Consolidating Democracy	00:05:14	10.0 MB
6. The Role of Public Dispute Resolution in Consolidating Democracy	00:05:14	10.0 MB
7. The Role of Public Dispute Resolution in Consolidating Democracy	00:05:14	10.0 MB
8. The Role of Public Dispute Resolution in Consolidating Democracy	00:05:14	10.0 MB
9. The Role of Public Dispute Resolution in Consolidating Democracy	00:05:14	10.0 MB
10. The Role of Public Dispute Resolution in Consolidating Democracy	00:05:14	10.0 MB





## The K-Developedia Team at KDI School hosts “brown bag event”

Marian GRASS (2015 MPP, Egypt)

K-Developedia is an online database that brings together all kinds of information on Korean development. Perhaps intuitively, the ‘K’ in K-Developedia stands for Korea, while ‘Developedia’ is combines development and encyclopedia. It contains more than 35,000 resources in the form of theses, papers, multimedia resources, statistics, videos, conferences and journal articles. K-Developedia was launched by KDI School in 2012 funded by the Korean Government and the Ministry of Strategy and Finance. It contains comparative data from more than 40 countries and through this channel, it expands its resources by comparing data between Korea and other countries. There are 1,545 indicators on Korea’s economy including employment, population etc. Thanks to its

outstanding services and resources, K-Developedia was selected as a major governmental web-portal in economics by Cheongwadae (the Korean Presidential office).

On May 11, the K-Developedia Team organized a “brown bag event” for the students at KDI School. The Globe met with Communications Officer Ms. Jee-eun SUNG to talk about the event and K-Developedia.

### 01 Can you introduce our readers to the K-Developedian program?

We have a student ambassador program called “K-Developedian” that started in 2014. Now, we have four K-Developedian programs where each program involves 10 to 15 students from in and out

of KDI School. Their main job as K-Developedians is, of course, to promote K-Developedia to our target audience using various methods both on and offline. Currently we are in the process of selecting the 5th K-Developedian ambassadors from a wider spectrum of countries to gain some more diversity.

### 02 Why did you come up with this event?

We started this event several years ago, maybe once or twice a year, to introduce K-Developedia to students. We thought students should be our primary target since they could use it as an important tool for their studies and research activities. Every year, we welcome new students so it’s crucial that we continue this event and introduce this extremely useful resource to our students or other users that may access K-Developedia.

### 03 Who is the K-Developedian program for?

We target the global community, specifically those who are interested in development issues. These might include students but also government officials in developing countries. We want to help our users learn about the Korean experience in development to achieve growth of their own. We have researchers from all over the world contribute to K-Developedia which helps us achieve our goal. This is why we use English as our main operating language.

### 04 What were you hoping to achieve in this meeting?

The ultimate goal, as always, was to raise the awareness of K-Developedia among students to help them use it even more extensively in their research. This is why we are trying to teach them how to use the system more thoroughly. The secondary goal was to invite students to interact and become familiar with our staff. As you know students generally meet with the staff from the Academic Affairs and Student

Affairs Divisions only. K-Developedia staff doesn’t have same opportunity to meet students. So the brown bag event was one way to establish a good relationship.

### 05 What were some of the main challenges you faced while preparing for the event?

I always enjoy arranging these events. It’s an exciting chance for us to meet students and promote what we do at the K-Developedia Team. I’d say the trickiest part is always the timing. As you know KDI School students are usually busy with coursework since we run on a trimester system. Sometimes unexpected events happen that may derail our schedule much like how the MERS epidemic did last year. It broke out after we arranged for everything so the event had to be postponed because students were concerned about meeting and eating together in a group.

### 06 What is next for K-Developedia?

At the moment, we’re working on a new project called Asia Development Open Access (ADOA). As you can probably infer from the name, we’re planning to create a repository of knowledge on development in Asia and open it up to the public. It’s still on the drawing board but we hope to have something tangible by next year. We’re cooperating with the Institute of Development Studies (IDS) at the University of Sussex in the UK. We signed an MOU with IDS back in 2015 to collaborate for a “Global Open Knowledge (GOK) hubs project.” We hope our new ADOA initiative can play a significant role in pushing along GOK as well. We’re fairly happy with the progress we’ve made so far. Also, in terms promoting K-Developedia, we held information sessions to government officials from more than 15 countries and we hope to continue our promotional efforts moving forward. <sup>THE GLOBE</sup>

# Special Interview with Professor Dongchul CHO

Eun Hye (Grace) CHOI (2015 MPP, Republic of Korea)



Professor CHO at his new office at the Bank of Korea

Professor Dongchul CHO has been with KDI School since 2006, specializing in macroeconomics and international finance. Professor CHO received his BA and MA both in economics from Seoul National University and earned his Ph.D. also in economics at the University of Wisconsin, Madison. Recently appointed as a member of the Monetary Policy Board at the Bank of Korea (BOK), The Globe sat down with Professor CHO for an exclusive interview.

**Grace** I understand that you started working for the Bank of Korea as one of its Monetary Policy Board members on April 21, 2016. Can you tell us what your typical day looks like as a member of the Monetary Policy Board?

**Dongchul** I spend a lot of my time reading reports on the Korean economy especially developments in the financial markets and real economy situations along with several analysis reports so that I can present my views on the current economic situation and views on

which stance we should have in terms of monetary policy.

Also, as one of the members of the Monetary Policy Board, I have many internal meetings on major issues concerning the operations of the Bank of Korea. Monetary Policy Board meetings are held once a month on monetary policy decisions which are televised to the general public.

**Grace** How does life at the BOK differ from your life at KDI School or KDI?

**Dongchul** The biggest difference from KDI School is the fact that I no longer teach. And when compared to KDI, I am no longer expected to do my own research. Rather, I'm expected to read and digest many reports, and make critical political decisions and comments that come with a lot of responsibilities. In a broader context, I was a research supplier at KDI however I am now a research consumer at BOK.

**Grace** In your perspective, what are the advantages and disadvantages of KDI School? And what do you think should change to maximize KDI School's full potential?

**Dongchul** First of all, I think one of the greatest advantages of KDI School is that all lectures are completely in English. That enables us to reach a wide range of learners. Also, the student body is drawn from a highly selective pool of government officials with actual policy making experiences. The School has a multicultural environment in which students can share different views over global



development policies.

In terms of disadvantages, I wish KDI School had a much closer relationship with KDI so that students can be more actively involved and learn from the policy researches done by KDI. In doing so, I think KDI School can give students the opportunity to learn how to apply what they've learnt from class to actual policy researches done by KDI.

**Grace** What was your favorite subject to teach? Is there a different course you would want to teach to KDI School students in the future?

**Dongchul** Macroeconomics. That's the subject where I emphasized critical thinking and real-world applications of the concepts and issues we studied from class. I enjoyed providing the fundamental knowledge and applicable tools to students and then enhancing students' self-awareness of how important the theories they learnt from class is to the real world. If given a chance to teach again, I'd like to teach the Korean economy from a macroeconomics perspective. I want to pay more attention to enable my students to think logically and clearly of real-life examples so that the students can actually apply the theories to their own home countries and to the real world.

**Grace** Can you recommend a research paper you've written to our students?

**Dongchul** My research papers come in many different types. I wrote more readable papers at KDI and more technical papers at Texas A&M University. So I would recommend "Aggregate Demand Gap: Based on a simple structural VAR model", published in the Economics Letter, to students who want examples of real-life applications. Additionally, I'd recommend "Overcoming the 1997-1998 Crisis; Macroeconomic Policy Adjustments" to those who are interested in Korea's developmental experiences.

**Grace** What is your long-term goal as an economist? Is there anything else you want to pursue/achieve?

**Dongchul** Recently, so-called populist political parties are on the rise disrupting conventional wisdom and normal global trends. I believe that these populist policies can be misused by certain political contingents to pursue their own narrow interests instead of the national interest. So, to overcome populism, the general people should also be educated in economic issues, and ultimately understand that populism is indeed bad.

I think that the current trends prevailing across the globe are dangerous, and people seem to be forgetting the most important rationale of economics. I would like to remind the public how important economics is to making the right choices in life. In terms of teaching, my ultimate goal is to do what I can to help KDI School graduates, CEOs, financial market analysts, and news reporters, who are all opinion leaders, to help them make fundamentally sound decisions. In doing so, I hope to make some positive contributions to the development of Korea.

**Grace** Please give KDI School students a last word of advice.

**Dongchul** Don't stay only in the library. See more, feel more, and experience more from Korea. Try to think critically, widely, and realistically. Textbooks are important, but linking what you learnt from class to the real world is more important. Ideas that cannot be found in books are what can change the world. Don't just memorize. Keep asking the question "why?" I like to say, "Know how, know what, know why" and only at this level you can lead other people as policy makers and get to truly explore a better world. THE GLOBE



# KDI School students volunteer as 1-day elementary school teachers in Sejong

Marian GRASS (2015 MPP, Egypt)

For the second time this year, KDI School students volunteered as 1-day teachers at elementary schools in Sejong City. As part of an initiative to stimulate more interaction between international students at KDI School and the local community, six international students visited Jongchon Elementary School on May 16 and 17 during the first half of 2016 and Areum Elementary School and Dowon Elementary School during the first half of 2016 while seven international students visited Dowon Elementary School and Areum Elementary School on July 12 and 15 during the second half. KDI School plans to hold more volunteer sessions in October to continue its commitment to the local community in Sejong.

The Globe interviewed three students (Ibrahim Haail ABDUL RAHMAN, Emmanuel Uduak EKANEM, and Jullianny Bayarone BATRES GONZALEZ) who

volunteered in the 1-day teacher program.

## 1. Can you introduce yourself to our readers?

**Haail:** My name is Haail. I'm a 2014 MPP Student from the Maldives and a National Institute for International-Education Korean Government Scholarship Program (NIIED-KGSP) scholar.

**Emmanuel:** My name is Emmanuel and I'm a 2014 MDP candidate from Nigeria. Like Haail, I'm also a NIIED-KGSP scholar.

**Jullianny:** I'm Jullianny and I'm a 2016 MPM student from El Salvador. I actually participated in the NIIED-KGSP program in 2011 and started studying my first Master's degree on Korean Language Education, graduating in 2015.

## 2. Can you describe the activities you did as part of the volunteer program?

**I** I was asked to share some information



about my country to the students. I also explained how I managed to reach to KDI School. One of the most important goals of the presentation was also to encourage students to study hard and think outside the box.

**E** I basically provided and shared various cultures and lifestyles from my beloved country (Nigeria) using Korean. After that, there was a discussion session between me and the students as they sought to learn about Nigeria.

**J** As a volunteer, I prepared a presentation with basic information about my country, such as the location, language, currency, touristic places, and so on. Also, I had time to explain who I am, how I came to Korea, why I was studying at KDI School, and my future dreams. Particularly in my case, I taught the children about my country's language and traditional dance. At the end of the presentation, I handed out some traditional cookies and candies during the Q & A session.

## 3. What did you learn from the program?

**I** I came to know that Korean kids are very active in class and are very eager to learn new things.

The questions they brought up were very inquisitive. The Korean government provides great facilities and the schools were equipped with great facilities for students.

**E** I learnt how to be more patient as I taught elementary school students. It also reminded me again that global sustainable development goes beyond just economic development or environmental security.

**J** I thought I was going to deliver information that was completely new to students. However, once I started my presentation, many of the children replied to the questions so confidently, which made me think they already knew about my country. It made me so happy to know that children learned about El Salvador in advance and were looking forward to hearing about the country from a native.

## 4. Were there any challenges?

**I** There were some English words or descriptions which were a bit difficult to explain in Korean in some situations. Other than that, there weren't any difficulties.

**E** The only thing I could call a challenge is the fact that I first had the fear of how to teach or discuss in Korean. However, I was able to overcome that fear with time and the warm reception we received from the school.

**J** The main challenge maybe was to use vocabulary and information at an easier level for elementary students. For that reason, my slide presentation was full of images and pictures rather than graphics and words. I would also like KDI School to open this opportunity to more international students. I would suggest international students who cannot speak Korean get a friend who can speak Korean to interpret during their presentation. That could be a good idea to involve more international students, and to let children learn about more countries. <sup>THE GLOBE</sup>





# KDI School's Latin American and Caribbean Forum rolls up its sleeves for Ecuador

Chiindi CHIPUTA (2015 MDP, Zambia)



6:58 pm, April 16, 2016. The “ring of fire”, a 25,000 mile-long hot bed of seismic activity, generated a 7.8 magnitude earthquake that struck the coastal region of Muisne in Ecuador, immediately killing hundreds of people and injuring thousands more. Countless people were stranded in the rubble, devastated and hopeless. Private individuals and aid agencies alike began rescue and relief efforts days after the earthquake. For the local citizens, charity began immediately. For the citizens abroad, they had to scramble for what they could and send help back home. The latter contingent mobilized pop-up fundraising ventures to raise funds in order to help as many people as they could back home. This was the case for the Ecuadorian students Rigoberto CARVALLO and Andrea CEVALLO in the Latin American and Caribbean Forum at KDI School. With the help of the Latin American and Caribbean Forum, a South American Forum at KDI School with a membership of over 20 students, Rigoberto and Andrea quickly embarked on fundraising campaigns. The Forum employed both on and offline means to raise funds, first using donations boxes on campus and posting bank account information for donations on bulletin boards.



Members of the Latin American and Caribbean Forum at the Sing-Sing flea market.

Thanks to these efforts, they were able to raise roughly KRW 900,000.

Soon after, Facebook became the face of the Forum’s online efforts while the flea market became another great place to carry out some face-to-face fundraising activities. In recognition of the Latin & Caribbean Forum’s humanitarian objectives, the Sejong City Government and Sing-Sing market which hosted the flea market event agreed to waive any participation fees for the Forum and helped members promote their campaign. At the end of the day, the Forum was able to raise about KRW 480,000 which was donated to the Ecuadorian Embassy in Seoul.

In the true sense of unity and community, the Latin and Caribbean community at KDI School, with help from students from non-Latin/Caribbean countries, prepared desserts and sold traditional souvenirs to help raise funds for the earthquake victims. According to the facilitators, the most memorable aspect of the event was the sense of community and how students from over 70 different countries were able to come together to help a country in crisis. “This is an example of a good of family, community and friendship in its true form,” and “a friendship that stretches beyond borders” they recounted.

With the positive feedback and coordination received, the Forum indicates that it is always willing to continue its fund-raising efforts to provide relief for not only Ecuadorian earthquake victims, but also other areas around the world hit by natural disasters. Through the joining of hands from different continents to help the victims of a country in crisis, one realizes working together leads to success and that is the beauty of KDI School.



# KDI School Law Forum

## It is the spirit and not the form of law that keeps justice alive

Maryanna Wangare KIBOI (2016 MDP, Kenya)

It is almost next to impossible for anyone to engage in a meaningful discussion or debate about issues of governance and development devoid of any discussion about how law affects social and economic development. The Law Forum at KDI School is committed to uphold integrity in the legal profession, good governance, promotion of the administration of justice, equity, and the rule of law so as to achieve socio-economic development around the world.

The main objective of the Forum is to bring together legal practitioners in KDI School so as to create a lifelong network of lawyers with development experience that can always reach out to each other even after graduating from the School. The Forum provides an avenue for lawyers and other interested parties in KDI School to exchange ideas, analyse or debate issues of interest and thus stay engaged with the legal profession. It is also committed to assist and advise KDI School community on all matters touching, ancillary or incidental to law and development. To celebrate its inauguration, the Law Forum contributes the following article to The Globe:



### “Brexit: UK and EU’s legal rocky relationship”

by Daniel ADYERA (2016 MPP, Uganda)

Over the past forty four years, the EU has had tremendous effect on the lives of British nationals in a myriad of ways, from trade deals, legal functions, human rights, and immigration issues among others. The recent referendum had its own repercussion on the UK and uncertainty looms over all socio-economic dynamics between the EU and UK. However, let’s focus on

something rather different. Let’s take a brief look at the UK/EU legal relationship, something that the media attention has been aloof from.

The UK has had its long standing history and tradition of Parliamentary sovereignty, a constitutional doctrine that lies at the heart of the British constitutional and legal frame work, politics and governance. Parliamentary Sovereignty was first coined by a British constitutional legal scholar A.V. DICEY in three prongs that state:

- No UK Parliament may be bound by a predecessor nor be bound by a successor;
- That the UK Parliament is the supreme law making body and has unlimited law making powers on any subject matter; and
- No person or body including a court of law may challenge or question the validity of a law passed by the UK Parliament.

Sir Leslie Stephens (1882) in an attempt to explain the unlimited powers of the UK Parliament used an extreme example to illustrate this point. He said that Parliament has “powers to legislate to put blue-eyed babies to death.” Sir Ivor Jennings once stated that Parliament can legally “make a man into a woman.” All these examples are of course theoretical though pinpointing the supreme and unchallenged law making turf that the UK Parliament enjoyed or will soon enjoy yet again.

It is with the third strand that has caused a rivalry between the UK and the EU, a challenge that did not settle well with traditional Britons who were later to be labelled “Euroscptics” because of their fear of the erosion of the British traditional domestic values and practices by the EU.

But how and when the UK joined the EU? While some countries like South Africa have a monism approach to international law, UK has a dualist approach, meaning that no international law becomes part of its domestic law without being legislated upon by the UK Parliament to take effect in its jurisdiction as part of their municipal law. After a series of thoughts and debates as whether to join the EU (then known as the ECC) or not, the UK made its first application to join the EU in July 1961 but finally joined in 1973 after UK parliament passing the European Communities Act 1972 (ECA).

Whether the British government balanced the effects of this move against the smooth operation of their legal system bearing in mind UK’s Parliamentary supreme law making powers is a question to ponder on because the Court of Justice of the European Union (CJEU) had already set a precedent in the German case Internationale Handelsgesellschaft mbH v Einfuhr- und Vorratsstelle für Getreide und Futtermittel (1970) concerning the conflict between the national legal system (law) and EU law where the CJEU held that the validity of EU law cannot be challenged on grounds of national laws. This case reiterated CJEU’s earlier decision in the case Van Gen den LOOS (1963)

where it clearly held that “Community (EU) law created a new legal order in international law.” The above cases and many others, establish EU legal supremacy over national law, meaning that EU states have “limited their sovereign rights albeit in limited field.”

While enacting the ECA, the UK Parliament seemed to have respected EU supremacy over its own national laws under s.2 which provides that “Community law shall have direct applicability in the United Kingdom.” The effect of this section is that EU law shall be part of UK law without any need of the UK Parliament legislating upon it thereby making EU a supreme law-making authority over the UK Parliament. Here is where the legal dilemma emanates for those entrusted to interpret the laws, the Judges.

Traditional, UK judges have adhered to and cherished the long standing tradition of Parliamentary sovereignty as was well expounded by DICEY. One may simply claim that this should not be a challenge for the judges since it is the same Parliament that enacted the Act and it is natural that they should respect Parliament’s wishes because one body including judges can challenge an Act of Parliament. But this was not so in practice. The Judges continued to protect UK laws even with direct challenge and confrontation with EU law. A classic case is the R (Factortame Ltd) v Secretary of State for Transport (1991), a case that involved conflict between UK’s Merchant Shipping Act 1988 (MSA) and an EU Directive that allowed for free access of fishing waters for all EU citizens. Here a Spanish ship was required to have a license before fishing in UK waters something that the fishermen claimed violated their rights under EU law. In a series of court sessions and appeal stages, English judges could be seen trying to uphold UK law over EU law, something they know they shouldn’t because of EU precedents in the above cases and better grounding still, the confines of s.2 of the ECA 1972.

Even with the referendum in favour of the Brexit, UK’s exit is not final because the legal process of exiting has not been adhered to yet. There are two processes to be done; one is by triggering of Article 50 TFEU and second by Parliament repealing the ECA, thereby annulling its effects in the UK. Before all this is done, Brexit referendum results are legally ineffective per se. But UK judges may seem to be a bit at ease now that they have less hustle and tussle of which laws to uphold. THE GLOBE

# KDI School promoting Internship Opportunities

## A Way to test Drive a Career

Kilton PORTUGAL (2014 MDP, Mozambique)

Work experience after graduation or during the graduate program can be a great way to test drive a career or get students' foot in the door. In addition of being surrounded by several Ministries and Government Research Centers, KDI School has agreements with diverse institutions which provide internship opportunities to its students. According to Hwan Hee JEONG, Alumni and Career Development Coordinator, students have access to more than 20 internship placements at organizations such as the Sejong City Government and KEPCO E&C. This diverse range of internship placements can help students hone their professional skills in a real work place environment. Mohamed NEJMAOUI (2015 MDP, Tunisia) and So Jeong (Lisa) JEONG (2015 MDP, Republic of Korea) shared their internship experiences with The Globe.

### 1. Can you introduce yourselves to our readers?

**Nejmaoui:** I am Mohamed and I have a Master's degree in Applied Geophysics. I'm currently pursuing a Ph.D. in Geosciences at the Faculty of Sciences of Tunis and a Master's degree in Development Policy at the KDI School.

**Jeong:** I'm Lisa, and I'm also a MDP student at KDI School. I was recently selected for the Korea-EU academic mobility program called GLiMPSE so I'm getting ready to study for a year at ESSEC Business School in France.

### 2. Where did you work and how did you know about this internship?

**N** I worked for the Korea Gas Corporation (KOGAS), a Korea public company that was established by the Korean government in 1983. This internship was part of my scholarship, KOGAS Global Fellowship.

**J** I worked at the Korea Labor Institute in Sejong City. KLI directly requested interns at KDI School and I was one of the lucky few to get selected.

### 3. What did you learn from your work that would contribute for your future career?

**N** I worked as Assistant in the Overseas Plant Business Development Team. There, I learnt how to manage time at a workplace, especially in a

big corporation like KOGAS. I also improved my negotiation skills as well as my teamwork.

**J** As a general applicant at KDI School, I didn't have any prior work experience so getting a taste of how the inner dynamics of a national-level research institute looked like was invaluable to me. More than anything, I was able to improve my interpersonal skills dealing with different people and learning how to conduct myself in a particular organizational culture.

### 4. What was the biggest challenge of this position?

**N** I believe that the biggest challenge I faced was the language barrier, especially because at that time I wasn't too competent in Korean.

**J** I think molding myself into an organizational structure was challenging. As a student, you can pick and choose what you want to do, where you want to be, and who you want to be with. But in a professional workplace such as the KLI you have expectations and rules you have to adhere to so that was a little difficult at first.

### 5. To whom would you recommend this internship?

**N** I would recommend this internship to those who are interested in the energy field, particularly in the production and supply of natural gas.

**J** I recommend this if you want to work at a research institute moving forward. I think the skills you pick up can help you not just in the field of labor issues but also other subjects as well. I think the research skills, interpersonal skills etc. can be carried over to different organizations. THE GLOBE



Mohamed NEJMAOUI  
(2015 MDP, Tunisia)



So Jeong JEONG  
(2015 MDP, Republic of Korea)



External Relations and Development Division

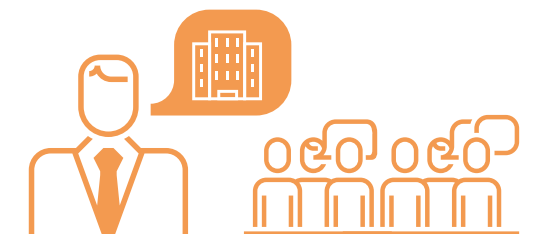
External Relations and Development Division



According to SEO, work opportunities at international organizations including UNESCO is divided into international/national professionals (from P1 to P5, and D1 to D2 grades) and general service positions (G grade). Regular employees can be recruited via open job postings while young professionals can be recruited through schemes such as the Young Professionals Programme (YPP). International organizations also have contract employees (consultants), or employees dispatched from governments or relevant authorities (temporary positions). Job posting details can be found on the UNESCO CAREERS website. Internships at international organizations are funded by various government ministries in Korea such as the Ministry of Environment or interns have to work without pay. Meanwhile, National Commissions for UNESCO are special entities that promote UNESCO activities in member countries and act as bridges between UNESCO and member states. At present, the Korean National Commission for UNESCO is working towards three objectives: supporting education in underdeveloped nations, developing next-generation global leaders, and contribute towards peace in the Korean peninsula and East Asia.



To write an impactful self-introduction essay for job applications, HA advised students to write how you fit the job description rather than going on about how great of a person you are. Understanding the job requirements and coming up with a logical explanation as to how you can fulfill those duties are the hallmark of great applications HA insisted. HA also said to be specific when offering examples. Bringing key ideas and arguments to the front of the essay, according to HA, is a better idea to keep the evaluators and recruiters engaged and interested in your application. <sup>THE</sup> GLOBE





# Campus Life

## The Glo-Book Campaign

The Globe is beginning a book reading campaign by asking KDI School faculty members recommend books for their students. The campaign also works in close cooperation with the Central Library at KDI School to ensure the recommended books are available at the library.

To kick start the campaign, The Globe asked Professor Man CHO (Associate Dean of Planning and External Affairs) to recommend a book for the inaugural installment.

Professor CHO: I recommend “Good to Great: Why Some Companies Make the Leap... and Others Don’t” by Jim C. COLLINS. Among many things, COLLINS shows what type of leadership an organization needs to succeed and achieve something extraordinary which fits in nicely with what we want to do at KDI School – develop successful global leaders.



**Title:** Good to Great: Why Some Companies Make the Leap... and Others Don't

**Author(s):** Jim C. COLLINS

**Publication date:** October 16, 2001

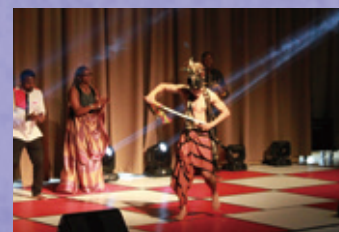
**Publisher:** William Collins

**ISBN:** 978-0-06-662099-2

Read the book and share your comments and reviews with The Globe ([hb\\_kim@kdischool.ac.kr](mailto:hb_kim@kdischool.ac.kr))

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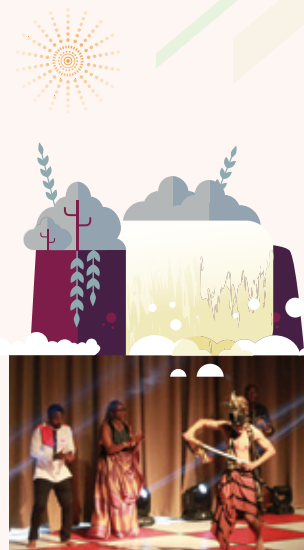
# 2016 Song & Dance Festival

## KDIS' Different Cultures Moving to the Rhythm Of Song and Dance

Chiindi CHIPUTA (2015 MDP, Zambia)



The entire room was filled with fiddles, pianos, guitars, different melodies in the different African, Asian and Latin American dialects. Bringing the popular k-pop dance of Korea to the auditorium was the group called the Smart Tables and KDI School Pop. The Saman dance also known as “the dance of a thousand hands” of Indonesia was performed by the Samaners. Additionally, the Azonto, Makosa, Masai and Kigodoro dances from the all over the African continent including Cameroon, Uganda, Kenya, Tanzania, Malawi, were performed by the Power Girls and the African Rhythm Groups. The Salsa, Tango, Bachata dances, the oriental and belly dances of Latin America as well as Egypt were meshed together by a Mexican and Columbian duo. The Debke of Palestine, the



Bharatnatyam of India, the Dhandi Jehun of the Maldives, the folk dance of Vietnam were performed by the Culture Hotspots Group. The festival also included some mad guitar skills from Korea's Bruce LEE and Cote d'Ivoire's Joel. The golden voices of Korean GMP students, the Southeast Asian Shades of Light a.k.a Men in Black, D-Trio and Cote d'Ivoire's DJ Soro and Joel embraced the audience.

Taking first prize was the choir of GMP students, who sang a beautiful Korean song in harmony and intonation while wearing the Hanbok dress characterized by its vibrant colors. The group was led by a very professional choirmaster, Lewis KWON, and in the background, Korea's rich history played on the big screen indicating the hardships of the Korean War to modern day Korea's growth miracle.

In second place was another Korean group, the Smart Tables. Unlike the historic performance of the first place holders, this one was more representative of modern day Korea, performing an all-encompassing 20th century dance genre exhibiting a vast spectrum of musical and visual elements, the K-pop. The ladies dressed in red tops and black skirts defied expectations and won second place.

The school-wide Song and Dance Festival is by far the grandest, most significant entertainment event at KDI School. With roughly 200 students from over 50 different countries, the festival brought together over 50 unique cultures from Asia, Africa, the Americas, and Europe. Filled with a group of students, the Dean, Associate Deans, professors, KDI School staff performing the allemande dance, pomading, bouncing, swinging and singing to the content of their hearts, this was a once-in-a-year event organized by KDI Schools administrative staff on July 8, 2016.

Acknowledging the intensity of KDI School's summer semester, the Dean announced in his opening speech, “you need a break from the studies and we have organized this event to relieve you of some of the academic pressure. We promise, you won't be disappointed.”

Taking the awards to Africa, the judges granted the third place to the Power Girls. Clad in split skirts resembling the Hawaii Garlands Grass, the ladies from Cameroon, Rwanda, Uganda, Kenya and Ghana performed a range of dances from around the African continent. Characteristic of all African dances of stomping, energetic movements and Africa's lifestyle were carefully merged in the third-place dance group.

Winning the global award were Indonesia's Saman dancers, the Samers. With gold brocade wrapped around their bodies, the dancers consisting of not only Indonesians, but Russians as well moved their hands, fingers, heads, eyes and bodies with supple grace and in perfect unison with each other. This team was unique as it was the only team that performed without music but created a rhythmic sound by tapping on the floor of the auditorium.

“It is nice to come to KDI School and experience this much diversity in song and dance for free before I go back home in two weeks,” says Binita from Bhutan. What did she like best? “It's not one thing, all the groups were amazing, am blown away.” “I was so impressed with all the teams. We do a lot of intellectual stuff here, but we need a break,



and this was amazing” exclaims Sophea from Cambodia. It was wonderful to see song and dance, two inseparable parts of the same activity merged in one at the festival for students to enjoy.

The movements of the singers, dancers and the audience - from whatever form or culture – were overflowing with joy, vitality, vibrations, radiation, and emotions. Dancers danced their bodies out, just as much as the singers and guitarists sang and played their hearts outs. At the end of the day, everyone was a winner. And as the Dean had predicted, the audience was not disappointed. Though different, they all moved to the same rhythm of song and dance.

THE GLOBE





# Seoul city tour and DMZ field trip for KDI School students

Kilton PORTUGAL (2014 MDP, Mozambique)



## Spring Break in KDI School of Public Policy and Management: Seoul City Tour

The heavy rain on Friday, May 6, 2016, did not prevent a group of seventy-four students from participating in the Seoul City Tour organized by KDI School to celebrate the end of the spring semester and the start of the spring break. The tour had been planned to cover Gyeongbokgung Palace, Bukchon Hanok Village and the Dongdaemun Market, however the students were only able to visit Gyeongbokgung Palace and Bukchon Hanok Village due to the unfavorable weather conditions of that day. The first destination on the tour was Gyeongbokgung



Palace, commonly referred to as the Northern Palace because of its northernmost location compared to the neighboring palaces of Changdeokgung (Eastern Palace) and Gyeonghuigung (Western Palace) Palace. Gyeongbokgung Palace is arguably the most beautiful, and remains the largest of all five palaces in Seoul. There, students were able to improve their knowledge about the Joseon Dynasty and had the unique opportunity to observe the daily lives

of the royal families that once resided in this palace.

After enriching the students with the history of Gyeongbokgung Palace, the event provided the students with the opportunity to experience Korean food in a traditional Korean restaurant nearby which provided a buffet based on Korean dishes.

After a generous Korean-style meal, the tour continued on to the Bukchon Hanok Village, home to hundreds of traditional Joseon-style hanok houses, with many of these traditional houses operating as cultural centers, guesthouses, restaurants and tea houses. The visit to Bukchon Hanok Village provided students with a unique opportunity to experience, learn and immerse themselves in traditional Korean culture.

One participant of the event, Elena GERASIMENKO (2015 MDP, Russia) found the event to be a great opportunity for

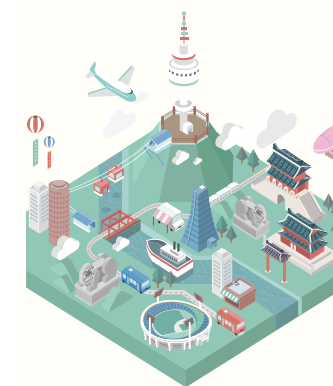
improving students' knowledge about Korean culture. Another participant, Cornelly WALCOTT (2015 MPM, Guyana) found the event to be very well organized, relaxing and informative. During the tour, Cornelly enjoyed the historical aspects as well as the opportunity to see and experience Korean culture.

## Field Trip to DMZ: Nourishing Students with Korean War

In order to celebrate the Korean Memorial Day (June 6), KDI School organized a trip to the Korean Demilitarized Zone (DMZ) for seventy-nine students. The DMZ is a buffer zone which was established on July 27, 1953 upon the signing of the Armistice Agreement during the Korean War.

During the trip, KDI School students had the opportunity to visit the Nuri Peace Park (Imjingak), the Third Infiltration Tunnel, Dorasan Observatory and Dorasan Train Station. The Peace Park was established in 1972 immediately after the declaration of the joint South-North armistice, and exhibits various relics and monuments related to the Korean War and subsequent South-North confrontations. At Imjingak, the students enjoyed a variety of sculpted artworks.

The visit to the Third Infiltration Tunnel was the most challenging and exciting moment of the trip due to its features and context on which it was created. A prime example of the South-North confrontation, the tunnel was discovered in 1978 and was dug by the North Korean army to spy on the South Korea. The tunnel is 1.64 kilometers long, two meters high and two meters wide.



After the visit to the Third Infiltration Tunnel, the students went to the Dorasan Observatory where they learned more about the Korean War and had an indirect encounter with the North side by seeing the North Korean village of Kijong-dong, Dorasan Mountain, and the barbed wire fences of the Southern Limit Line. The Dorasan Observatory visit was followed by going to Dorasan Train Station, one of the northernmost railway stations on the Gyeongui Line, connecting Seoul to Sinuiju, a city in North Korea. The station is located in the zone that strictly restricts general civilian access.

Jordan MATONYA (2015 MDP, Tanzania) considered the event to be very interesting and informative about the history of the war between the two Koreas and for understanding the current tension in the DMZ area. Jordan suggests increasing the number of participants and selecting a day which would not intrude on class hours, while Falestin NOUBANI (2016 MPP, Palestine), says that besides giving a feeling of adventure, the event was well organized and managed. Falestin found many enjoyable things in the trip such as the visit to the Third Tunnel which reminded her of the eighty plus infiltration tunnels existing in her own country, Palestine. THE GLOBE





# Step Into KDI School's High-tech Campus

Chiindi CHIPUTA (2015 MDP, Zambia)



With high-tech powerhouses like Samsung and LG to its name, Korea has become a global hub for cutting-edge technology. With a chance to build a brand new facility in 2014, KDI School was able to incorporate some advanced technological elements throughout the campus.

The Globe took a closer look at some of those high-tech features that affect the daily lives of students including the new Central Library mobile application which functions as a control tower for life at KDI School as well as other high-tech services such as the e-attendance system, class seat assignment, high-tech book library with moving book shelves, book sanitizers, dual projection system, lighting boards, and the e-pay system. With so many new features, finding your way around them not only saves the students much needed time, but also relieves stress.

## KDI CL application

Let's begin with the Central Library (CL) app. The CL app is a multi-purpose software that allows you to access several key functions at KDI School. To install, simply go to your Google Play Store or App Store, type in 'KDI CL' in the search screen and download "KDI CL." Then, login in with your student ID number and password.

Once you've logged in, what appears is a diverse range of cool features of the app granting you access to KDI School's digital world; the on-line library, e-pay system, notice board for KDI School announcements, contact information for KDI School faculty, and library seat assignment. Additionally, the app has a QR code that students can use in the absence of a student ID card.



## e-Attendance system

Classes at KDI School usually allocate 10~20 marks of the final grade as class attendance marks. Missing class without a legitimate excuse results in a penalty so attendance can be a critical element. To ensure a flawless class attendance system, the School has installed the e-Attendance kiosks outside every classroom. The kiosks house an automated attendance system specifically developed to manage the administration of

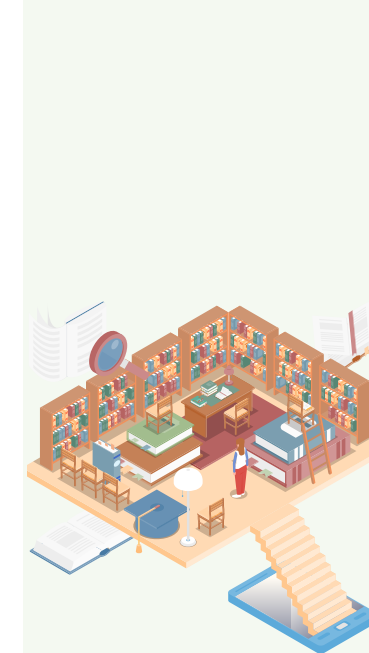
class attendance in such a way that no errors can be made. The system allows the user to mark their own attendance, choose and change their seats.

What then, is the role of a Class Assistant (CA)? The introduction of this system should not be mistaken for having replaced the role of CAs. With a possibility for students to mark their attendance without actually attending, the CA's job in this regard is to work together with the system and double check who has attended and who hasn't using a traditional class roster. To avoid students from lining up to use the system just before class, the machine automatically opens 20 minutes before a class session and it takes less than one minute to use.

How does it work? Students can swipe their Student ID cards on the e-Attendance kiosk, touch on any unoccupied seats appearing on the screen usually in white and brown if occupied, and touch the "ok" button on the pop-up screen.

## Classroom environment

Once in class, students are in high-tech heaven. Each classroom features a central console that controls the computer, projection systems, audio and video output. Key functions can be accessed with just a touch of a button so anyone can use sophisticated functions without having to learn the functions in advance. In particular, the dual projection system installed inside classrooms enable professors to put up two entirely different screens simultaneously. For instance, a video clip can be played on one screen while a power point slide can be put up on another. This makes for a more engaging and dynamic learning experience for students.



## Comprehensive Library

On the other hand, the School's library has been pampered with new cool technology of its own with a book capacity of over 5,000 hard cover books, magazines and journals. New 30 mobile racks have replaced the old stationary model that had a book limit of only 3,500 printed books. At the press of a button, the shelves move to display a range of book choices. Also, since the library closes at 9:00pm (the reading area is open 24 hours), the School has a 24/7 library where students can reserve the books online and the librarian places those books inside a kiosk. Students can use their student cards to check out their books outside working hours. Furthermore, the KDI (research institute) library features a book sanitizer, allowing the reader to not only acquire knowledge from their favorite book, but do so in a germ free manner.

These high-tech features certainly make for a more convenient experience on campus. Although, a word of warning. You get used to them, it could make for a difficult adjustment without them. THE GLOBE



# A trip to Gwangyang and Suncheonman Bay with my fellow scholars

Arifenie FITRI NUR (2016 MPP, Indonesia)

Most international students who come to KDI School are generously sponsored by various scholarship programs. KDI School itself offers two scholarship opportunities – the Seoul G20 Global Leader’s Fellowship (full tuition, higher monthly stipends, round-trip airfares) and the Global Ambassador Scholarship (full tuition, monthly stipends). The former is offered to public officials at the division head level or those with over six years of professional experience while the latter is open to all overseas students.

KDI School also has other external scholarship offers including the KOICA scholarship (full tuition, monthly stipends, round-trip airfares; for government officials recommended by KOICA), POSCO Asia Fellowship (full tuition, monthly stipends, round-trip airfares; for government officials from Asia), KOGAS Global Fellowship (full tuition, monthly stipends, round-trip airfares; for candidates from KOGAS designated countries), NIIED GKS-KGSP (full tuition, monthly stipends, round-trip airfares; for NIIED eligible candidates), IDB-KLSP Scholarship (full tuition, monthly stipends, round-trip airfares; for government officials from Latin American and Caribbean countries), FSS-KFB-KDIS Scholarship (full tuition, monthly stipends, round-trip airfares; for government finance officers from Asia), Colombo Plan Scholarship (full tuition, monthly stipends, round-trip

airfares; for government officials recommended by the Colombo Plan), and the KOICA-MDI Scholarship (full tuition, monthly stipends, round-trip airfares; potential researchers for the Myanmar Development Institute). Once the candidates pass the very competitive screening process and arrive in Korea, they’re often taken through orientation by their sponsors. For instance, KOICA has an orientation session that gathers all KOICA sponsored students coming to Korea. In my case, as a POSCO scholar, I had the unique opportunity to visit POSCO’s steel mill in Gwangyang and the Suncheonman Bay area.

On May 26, Anggita Hayu NOVANTI (2016 MDP, Indonesia) and myself took the bus down to Gwangyang along with other POSCO scholars in Korea. At the Gwangyang steel mill (the largest steel mill in the world), we learnt about the company’s management philosophies – integrity, fairness, and trust. POSCO arranged a workshop among all POSCO scholars to discuss their experiences in Korea. In front of the Chairman of POSCO TJ Park Foundation,

which hosts the POSCO Asia Fellowship program, I was given the chance to present my own experience in Korea. In all, eight scholars made presentations, four of which were from Korea and four of which were from overseas. Such interaction between young and talented Korean and overseas people is the purpose of the POSCO scholarship. By the end of the workshop, I was able to make friends from Yonsei University, Sogang University, and Ehwa Women’s University. Following the visit to POSCO’s Gwangyang steel mill, we headed over to Suncheonman Bay on the next day. Covered by coastal wetlands, Suncheon Bay located

I (Arifenie FITRI NUR) had a chance to present my experience in Korea at the workshop.



Gwangyang is home to the largest steel mill in the world.

in Suncheon-si has functioned as a natural ecological reserve to protect local wildlife and ecosystem from pollution.

Suncheonman Bay is especially renowned for the flocks of migratory and other native birds it attracts. With an abundant source of food, thanks to its pristine natural environment, there are 220 bird species and 25 endangered animal species inhabiting its waterways.

Now, if you plan on visiting Suncheonman Bay privately walk along Palma-ro street across Suncheon Bus Terminal towards the bus stop. Then, take bus number 67 and get off at Suncheonman Bay. Tickets cost KRW 8,000 per person and the Bay is closed on Mondays, Seollal (Lunar New Year’s Day), and Chuseok (Korean Thanksgiving Day). Spotted not far from the ticket entrance, visitors will come across the Suncheon Bay-Eco Museum. The Museum will satisfy your curiosity over what types of flora and fauna lives in the Bay. Suncheonman Bay Ecological Park also has Yongsan Observatory which takes roughly 40 minutes on the walking trail and gives you a breathtaking panoramic view of the Bay that features a golden wave of reeds.

Another way of taking a trip through Suncheonman Bay is by taking a boat ride. For just KRW 7,000, you will be given a 6km round-trip through the wetland without the hike up the mountain. You will have an opportunity to view the extended mud flat, reed colonies, and migratory birds from up close.

My trip to Gwangyang and Suncheonman Bay helped me interact with other POSCO scholars and deepen my understanding about Korea and its people. I’m sure I’m not alone in feeling that the scholarship opportunities at KDI School and the opportunities it provides is a blessing. I hope all scholarship groups can participate in such activities to improve their experience in Korea. <sup>THE GLOBE</sup>



# Dive into Hallyu over the summer break

Arifenie FITRI NUR (2016 MPP, Indonesia)

I won't lie. Studying at KDI School is not a walk in the park. With its trimester system, you do have to be dedicated to your studies and put in a lot of work if you want to be successful during your stay in Korea. All of which makes the summer break even more special!

I'm sure every single one of my classmates are making plans to travel around but just in case some of them haven't been able to because they were busy preparing for exams and assessments, I've come up with a few recommendations.

Now, "Hallyu" (Korean cultural wave) has taken the global market by storm. Korea's sophisticated entertainment and pop culture best known through its K-dramas, K-pop, and movies has become a magnet for tourists from overseas to Korea. Hallyu fever is also among KDI School students. Patricia Pearl ASIYEDU a MPP Student from Ghana, said "Korean drama has become popular in Ghana for six years

now. It is really popular among youth."

Another student, Chia-Wei CHANG (2016 MPP, Belize) expressed that Hallyu is amazing because they continue to improve and put something new on the table. "The best thing about it is the fact that K-pop is not stagnant," CHANG said.

The phenomenon is not just a tempest in a teapot. It's expanding its horizon beyond K-drama and K-pop into other industries such as fashion and beauty products. "Hallyu is having a huge impact on the economy because people want to buy Korean product more and more," Zhazgul ARYSTANBEKOVA, MDP Student from Kyrgyzstan, said.

According to the Korea Trade-Investment Promotion Agency (KOTRA) and the Korea Foundation for International Culture Exchange, Hallyu added KRW 12.4 trillion to the economy in 2015.

Given the Hallyu fever in KDI School, MDP student CHANG says that the open studio sets across Korea can be excellent summer holiday destinations.



## 1. KBS Suwon Center

The Korean Broadcasting System (KBS) center in Suwon reveals what goes behind the scenes of several K-dramas. As one of the top national broadcasting stations in the country, KBS produces many genres of dramas. The place is divided into different sections such as the art production facility which features six studios, editing rooms, and dubbing rooms, as well as facilities to support makeup and the production of shows such as rehearsal rooms.

The KBS Drama Center in Suwon also offers a guided tour. Individual tours are held on Saturdays at 10.30, 13.00 and 15.00. Meanwhile, Group tours are available on Mondays at 10.00 and 15.00, and from Tuesday to Friday at 10.00, 13.30, 15.00 and 16.30.

Entry is free but visitors need to register no later than three days before their visit. One potential obstacle is the fact that the tours are provided in Korean only. So it's best to go with a friend who can speak Korean.

Visitors will have the opportunity see the actual film studios. Most of the site features film sets that depict homes from the past. You can see the intricate details very well, so it feels like you've been transported back in time to a real home rather than a film set. Above the set, you'll also see hundreds of light fixtures and cameras suspended from the ceiling.

## 2. Suncheon Drama Film Set

The drama set, located in Suncheon, Jeollanam-do shows Seoul as it was during the 1950s to 1980s. Some movies such as "Sunny" were produced at the Suncheon Drama Film Set. Also, K-pop hit "East of Eden" invested KRW 25 billion into the Suncheon Drama Film Set to film roughly 50 episodes.

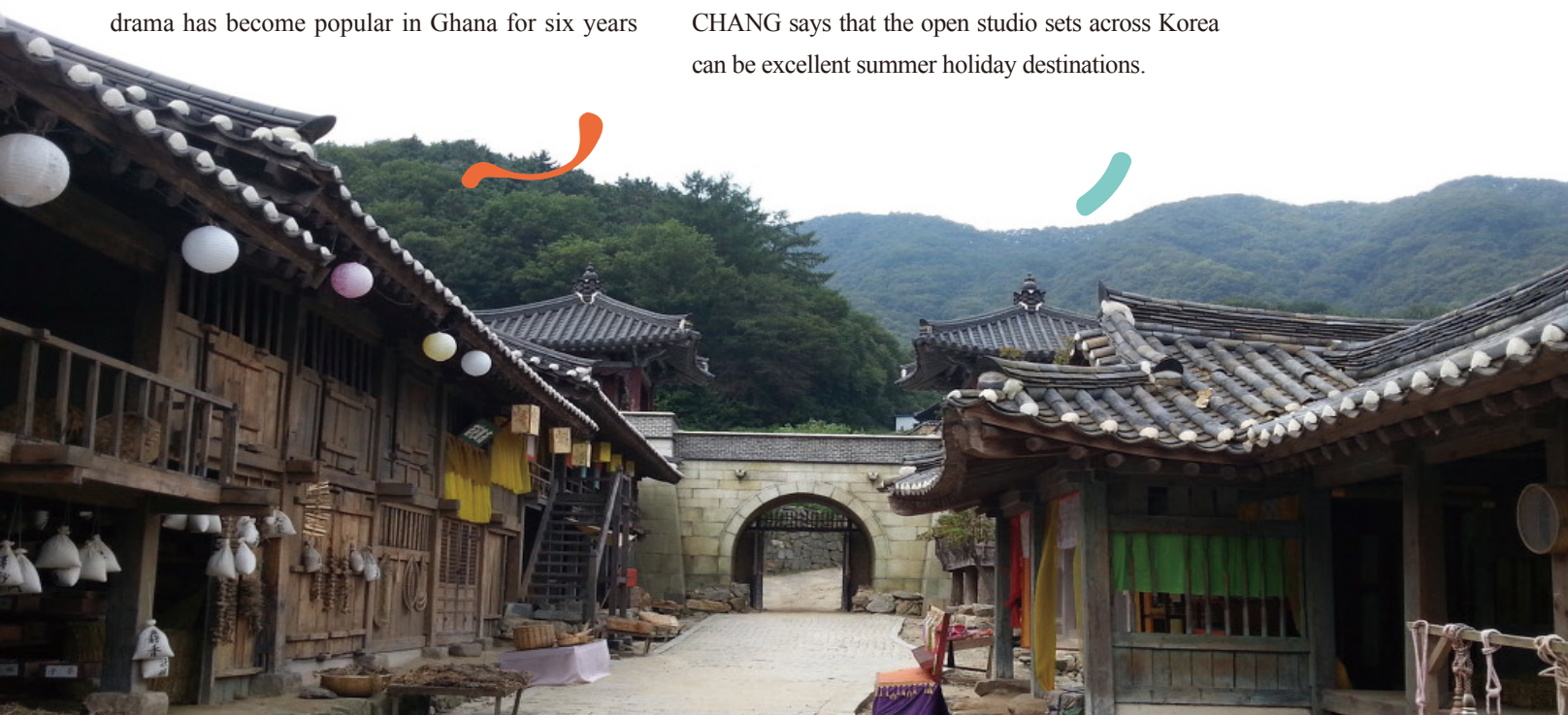
Admission fees are KRW 3,000 per person and a fun little feature is that you can rent an old Korean school uniform for just KRW 1,000. With a grand old theater, Jeil Brewery, and a fire station, the Film Set is a perfect place to take photos.

## 3. Dae Jang Geum Park

Based on the original K-drama hit, "Dae Jang Geum (Jewel in the Palace)", there's a large outdoor complex with replicated royal palaces, houses, and castles highlighted by a replica of Injeongjeon Hall (one of the main buildings in Gyeongbokgung Palace in Seoul). Along with Dae Jang Geum, Dae Jang Geum Park located in Yongin-si, Gyeonggi-do is home to several other K-drama hits such as the "Great Queen Seondeok", and "Moon Embracing the Sun."

Admissions will cost KRW 7,000 per person which includes a chance to wear Hanbok (Korean traditional clothing) for photo sessions. Visitors can also participate in archery, flag making, and top spinning.

So there you have it! If you're into Hallyu or if you'd like to learn more about Korean culture, take a trip to one or all of these destinations over the summer break. THE GLOBE





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We Shape The Globe





# KDI School Spring 2016 Alumni Sporting Event

Marian GRASS (2015 MPP, Egypt)

The alumni network at KDI School is one of its most prized assets. Far reaching, both domestically and internationally, it is imperative for the School to keep in touch and manage its alumni members. One of the most important alumni events during the first half of each year is the KDI School Alumni Spring Hiking Event.



Unfortunately, the long-held tradition was interrupted last year due to the outbreak of MERS. Faced with the unexpected risk of having the event cease in existence, KDI School decided to do something a little more unique and special in lieu of the incumbent hiking event. The School, therefore, invited alumni members to Sejong city and KDI School's brand new campus for a Sports Day Event. The event was drawn up along the line of thought that alumni members, primarily those residing in Korea, could come for a nice relaxing day and even bring their families for some fun sporting activities and a nice fulfilling meal together.

The event got under way on May 21 (Saturday) 2016. The full-day event included a round-trip chauffeured bus service to KDI School's brand new Sejong Campus, a host of sporting activities, alumni luncheon, and KDI School campus tour. A total of 56 alumni members attended the event in addition to KDI School staff and faculty members.



To minimize the risk of injury, the School came up with some fun and unique sporting events such as the shoe toss game (throwing a shoe into a hoop suspended in air with your foot), piggy bank race (using a broomstick to steer a plastic piggy bank around a circuit), and a water bowl race (running while balancing a bowl full of water on top of your head).

The ensuing School tour took alumni members around the campus facilities including the KDI history hall, the Global Development Learning Network center (KDI School serves as the global secretariat for GDLN), the Central Library. Alumni member Junsik HA said, "It's hard to fathom. Compared to what we used to have in the old campus in Seoul, this is so much better. If I had the choice, I'd definitely study here." Some alumni members even sat down to use some of the new computers and equipment inside the library such as the 24/7 library kiosk.

Dong-wan KANG, KDI School alumni and current staff member at the School's Planning Division said, "It's truly great to see some old and familiar faces at School. I was a little worried because the event didn't take place last year. But overall, I think this year's event was a huge success. I definitely look forward to participating again next year."



Given the success of this year's sporting event, KDI School now has two options for its spring alumni event – hiking or sports day. The School expects to decide on its direction based on feedback from alumni members moving forward. <sup>THE GLOBE</sup>

Additional photos can be found on the KDI School Archives:  
<http://archives.kdischool.ac.kr/handle/11125/18441?page=1&order=DESC&offset=0>



# Alumni News Update



## Sun-Hee BYUN

2011 MPP, Republic of Korea  
Sun-Hee BYUN was promoted to Deputy Director at Economic Planning Division, Busan Metropolitan City



## Jae-Pil CHOI

2007 MBA, Republic of Korea  
Jae-Pil CHOI was promoted to Branch Manager at Yeoksam-dong Branch, Woori Bank



## Jum Mun KANG

2008 MPP, Republic of Korea  
Jum Mun KANG was promoted to Director (3rd Grade) at Citizen Happiness and Education Bureau, Daegu Metropolitan City



## Seon-Joo KANG

2007 MPP, Republic of Korea  
Seon-Joo KANG was promoted to Acting Deputy Director at Division of Planning and Coordination, Incheon Metropolitan City



## Byung-gyu KIM

2003 MPP, Republic of Korea  
Byung-gyu KIM was promoted as a Secretary at International Exchanges Agency, Gwangju Metropolitan City



## Chu Ja KIM

2005 MPP, Republic of Korea  
Chu Ja KIM was promoted to Director at Culture, Sports and Tourism Bureau, Daejeon Metropolitan City



## Jang-Ho KIM

2001 MPP, Republic of Korea  
Jang-Ho KIM was promoted to Deputy Commissioner at Local Finance Policy Division, Ministry of the Interior



## Kwang-Hwi KIM

2006 MPP, Republic of Korea  
Kwang-Hwi KIM was promoted to Deputy Commissioner at Local Autonomy Planning Division, Ministry of the Interior



## Yong-Suk KIM

2005 MFDI, Republic of Korea  
Yong-Suk KIM was promoted to a 1st officer at Korea Trade-Investment Promotion Agency (KOTRA)



## Woo Jung KIM

2008 MPP, Republic of Korea  
Woo Jung KIM was promoted to Secretary at Division of Long-term Care Insurance Management, Ministry of Health & Welfare



## Yangji KIM

2013 MPP, Republic of Korea  
Yangji KIM was promoted to Secretary at Petroleum Division, Ministry of Trade, Industry and Energy



## Eun-hyung LEE

2012 MT, Republic of Korea  
Dr. Eun-hyung LEE earned tenure at Kukmin University in Korea



## Hong Gun LEE

2004 MBA, Republic of Korea  
Hong Gun LEE was promoted to pre-Branch Manager, Industrial Bank of Korea



## Sang Cheol LEE

2007 MPP, Republic of Korea  
Sang Cheol LEE was promoted to Head of Planning and Management (Director General) at Office for Development and Settlement of Sejong City, Office for Government Policy Coordination



## Young Hwan LEE

2011 MPP, Republic of Korea  
Young Hwan LEE was promoted to Secretary at Energy Industry Division, Ulsan Metropolitan City



## Jun Hyun PARK

2009 MPP, Republic of Korea  
Jun Hyun PARK was promoted to Researcher, Knowledge Network Team, Korea Environment Institute



## Si-Jung PARK

2005 MBA, Republic of Korea  
Si-Jung PARK was promoted to pre, Industrial Bank of Korea



## Weol-Hun PARK

2002 MPP, Republic of Korea  
Weol-Hun PARK was promoted to Administrator at Council Secretariat, Daejeon Metropolitan City



## Seung-Je WOO

2009 MPP, Republic of Korea  
Seung-Je WOO was promoted to Secretary at Center for Creative Economic Innovation, Daejeon Metropolitan City



## Bo WEN

1999 MPP, China  
Bo WEN was interviewed at the 11th Asia Europe People's Forum in Ulaanbaatar.  
<https://youtu.be/wlJqaQQh1Bo>



## Anais Gabriela FAURE DE PAZ

2012 MDP, Guatemala  
Anais Gabriela FAURE DE PAZ published an article titled "2016: A Pivotal Year for South Korean Diplomacy" on The Diplomat



## Peter MESZAROS (2014 MPP, Slovakia) & Silva Zlatkova MIHAYLOVA (2014 MDP, Bulgaria)

Peter MESZAROS and Silva Zlatkova MIHAYLOVA got married and had a daughter, Hana MESZAROSOVA, in 2015



## Alumni Gatherings

KDI School alumni members continue to gather around the world. Since May 2016, six alumni gatherings took place – in Bhutan, Cote d'Ivoire, Hungary, Korea, United States, and Uzbekistan. In particular, the alumni gathering in Hungary was hosted by Professor Sohn Wook who was in Budapest to attend a briefing session for the Knowledge Sharing Program in Hungary. With these alumni gatherings, KDI School is committed in maintaining a close-knit alumni network all over the world.



Bhutan



Cote d'Ivoire



Hungary



Korea (Ministry of Health and Welfare)



United States of America



Uzbekistan

## Staff and Faculty Updates



Professor **Cheol LIU**

Professor Cheol LIU received his Ph.D. in Public Affairs from Indiana University in 2013 with double-majors in public finance and public policy analysis. Prior to his studies in the US, Professor LIU received his MSc. in Economics at London School of Economics (LSE) in the UK. Additionally, Professor LIU holds a Master's Degree in International Studies and Bachelor's Degree in Humanities from Yonsei University in Korea. Professor LIU's previously worked at Indiana University-Purdue University at Indianapolis and the City University of Hong Kong. At KDI School, Professor LIU will offer courses relevant to financial resource management and budgeting in public sector at the School.



Professor **Giyoung LEE**

Professor Giyoung LEE holds a Master's Degree in Interpretation and Translation (Korean-English) from the Seoul University of Foreign Studies. Professor LEE previously worked at the Ministry of Strategy and Finance and Sony Computer Entertainment America.



**Hyunkyung SHIM**

Hello, I'm Hyunkyung SHIM from the Admissions Division at KDI School! I'm very honored to be part of KDI School. I hope to build valuable networks with many international students and alumni. If you need help or questions regarding international student recruitment, feel free to contact me!

## New Book by KDI School Faculty

Professor Soonhee KIM and Associate Professor Changyong CHOI have published a new World Bank book! The book on Korea's e-governance experience is available for free so follow the URL information below to download an electronic copy of the book.

For more details, please refer to the following:

**Title:** Bringing Government into the 21st Century  
- The Korean Digital Governance Experience

**Authors:** Soonhee KIM, Changyong CHOI, Tina George KARIPPACHERIL, Robert P. BESCHEL Jr.

**Publish date:** June 2016

**Summary:** The book is a collaborative work between the World Bank and KDI focusing on Korea's experience with e-governance.

**URL:** <https://openknowledge.worldbank.org/handle/10986/24579>

**ISBN:** 978-1-4648-0881-4

**e-ISBN:** 978-1-4648-0882-1



Professor **Soonhee KIM**



Professor **Changyong CHOI**





# We Shape The Globe

: Comments from student reporters

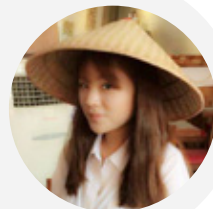


**Chiindi CHIPUTA** 2015 MDP, Zambia

I have worked for The Globe for two semesters, each with its own great events to write about, from the Korean Folk Village trip of the spring semester, to the Song and Dance festival of the summer semester, working for The Globe has allowed me to fulfil my dream as a writer. As a reporter, each event sparked its own creative process, allowing me to interpret the performances as I saw them from my own perspective. This was the main highlight of my time at The Globe. I have learnt to not only attend events for enjoyment, but to learn while I enjoy.

**Eun Hye (Grace) CHOI** 2015, MPP, Republic of Korea

In addition to studying at KDI School, I've had the pleasure of working for The Globe ever since my first semester at KDI School and it sure was an experience that I will treasure in my memory for as long as I live. I had the real pleasure of learning more about the different activities and programs that KDI School has lined up and the opportunity to meet and talk to some great scholars. I truly consider myself very fortunate for having the chance to work for The Globe. I have enjoyed working as The Globe's reporter and I know that this experience will greatly serve me in my future career.



**Arifenie FITRI NUR** 2016 MPP, Indonesia

The six-week course program in the summer semester is really tough. Therefore meeting the deadline is not easy. Nevertheless, I thoroughly enjoyed working for The Globe and can say that I have some very valuable experience under my belt. I am able to expand my skills in multitasking, writing, reporting, communicating and learning to face diversity. Working with The Globe offers a unique experience compared with my previous job in journalism. I am truly grateful for this opportunity. For those all of students whom graduated in summer, I congratulate them. Wishing you all the best for the future.

**Marian GRASS** 2015 MDP, Egypt

My first semester as a reporter for The Globe has come and gone so quickly. Preparing for the Song and Dance Festival, coursework, and reporting for The Globe was certainly a handful. But it was fun! I learned more about K-Developedia, I learned how our alumni members get together in Korea, and I got to talk to my fellow students who volunteered as teachers at nearby elementary schools. Writing something about them and representing them in a way was truly a pleasure for me. I'll look forward to my next semester as a reporter.



**Kilton Jose Luis Lauter PORTUGAL** 2014 MDP, Mozambique

Working with The Globe helped to improve my talent for writing and reporting, credentials that suggest proficiency in research and critical thinking and skills which are crucial to reporting. In addition to the foregoing, my grammar, spelling and typing skills have also been improved. Apart from my professional development, The Globe also impacted my social development, as staff members were like my family, even though they were from different parts of the world. Interacting with them provided me with knowledge of several cultures and countries. I can now say that I am a more mature person, not only professionally, but individually and this is partly due to my work with The Globe during my studies here at KDI School.

