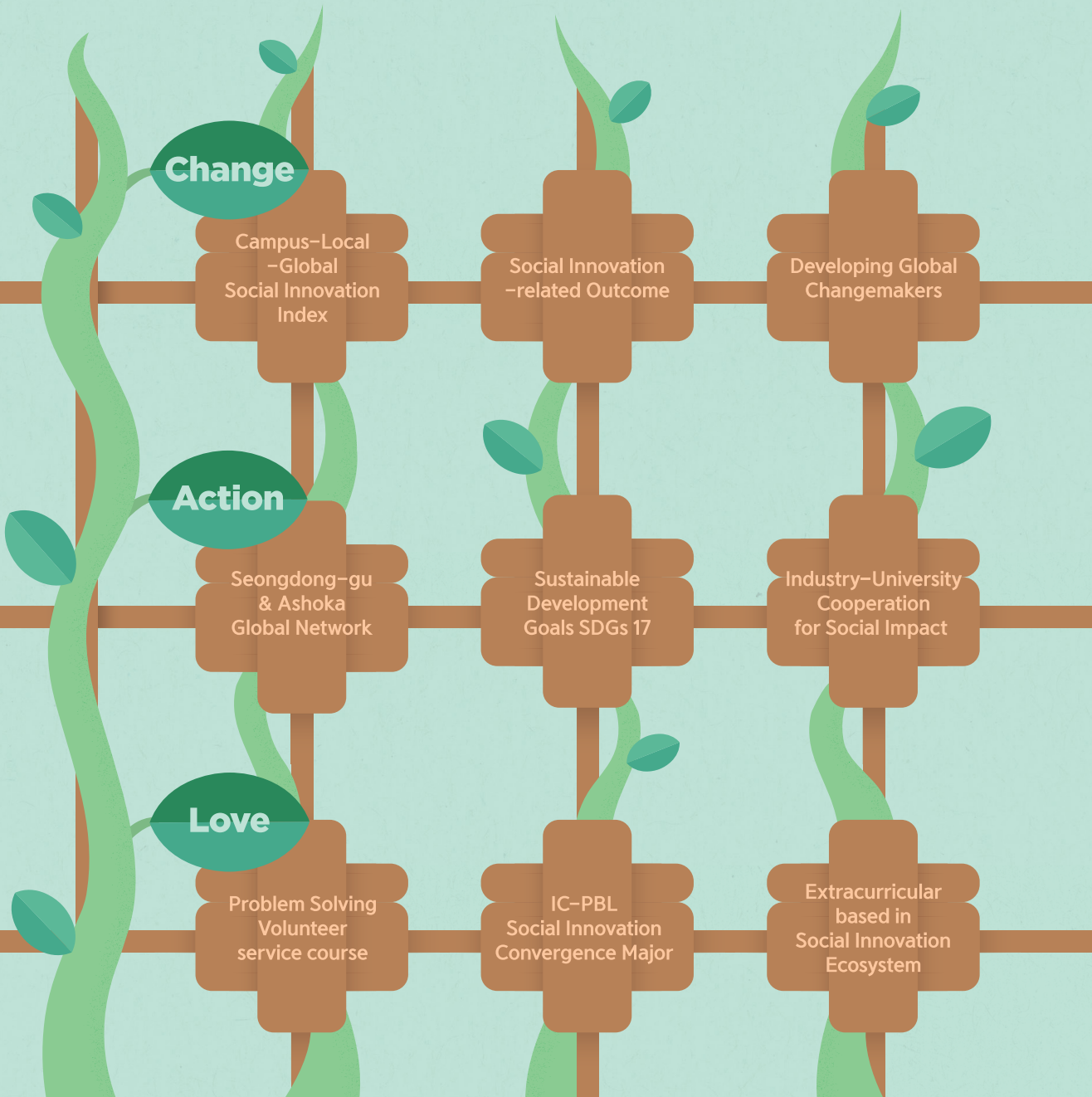


Hanyang Social Innovation Center



| | | |
|--|--|--|
| L.A.C – HYU’s Social Innovation System that is Changing the World | | <ul style="list-style-type: none"> ▪ Greetings from the Chairperson 4 |
| Part 1 Love: | Setting the “Social Innovation” Agenda | <ul style="list-style-type: none"> ▪ Curriculum programs: Major in Social Innovation, community service curriculum courses 7 ▪ Non-curriculum programs: Non-curriculum community service courses available 11 |
| Part 2 Action: | Proposing a Direction for the Agenda | <ul style="list-style-type: none"> ▪ Expanding the social innovation value chain: Global Social Innovation and Social Entrepreneurship 13 ▪ Developing talented individuals for sustainable social innovation: APYE 15 ▪ Creating an ecosystem for global social innovation 24 <ul style="list-style-type: none"> 1) Ashoka U Network 2) Publication of SSIR (Korean Edition) ▪ Creating a collective impact 28 <ul style="list-style-type: none"> 1) Community Social Innovation Platform: SDGs Changer’s Lab 2) HYU Corporation L.A.C Studio 3) Seongdong “Good Store” Project |
| Part 3 Change: | Producing Social Innovation-related Results | <ul style="list-style-type: none"> ▪ Improving the social innovation index 37 ▪ Producing talented individuals for social innovation with the capacity to be inclusive and connected 38 <ul style="list-style-type: none"> 1) Play Changemaker: Volunteer group for recreational activities 2) Changemaker Mentoring Camp 3) Hope and HYU Leader Group ▪ Spreading social innovation programs 44 <ul style="list-style-type: none"> 1) Volunteer service programs aimed at societal issues –LUNA, Living Lab, YCM 2) Donation for Education Fair 3) Distribution of business-based social innovation programs-KAINA 4) Seventeen Hearts Festival ▪ HYU’s social innovation at a glance 58 |

HYU's Social Innovation System that is Changing the World LAC

Love · Action · Change

Since 1994, the year Hanyang University (HYU) established the first-ever university-led volunteer group in Korea, the University has been developing talented individuals willing to put their love for society and community into action with its “Social Innovation Changemaker” development program.



Greetings from the Chairperson

In order to strengthen the link between the University's social contribution activities and academic majors, to expand the University's global social contribution, and to ensure sustainability of its social contribution activities, HYU upgraded the structure of its Volunteer Corps community service group, bolstered its human resources, and innovated the University's social contribution programs.

In 2017, HYU announced its HUGE Initiative. HUGE was developed to educate students with innovative ideas, and run programs capable creating new networks for students. Ultimately, HUGE is a human resource development system, which hopes to fund students looking to execute their ideas using these networks and grow into talented individuals equipped with the innovativeness and expertise to transform our society.

This year's Annual Report introduces some of HYU's social innovation systems – LOVE, ACTION, and CHANGE. The Report also illustrates what kind of university HYU aspires to be and what role it is looking to serve in today's globalized society, and it shares news on the achievements of HYU and its Social Innovation Center were able to enjoy over the past year.

The 2019 Annual Report consists of the following features:

- Introduction to curricular courses and non-curricular courses to strengthen the foundation of social innovation (LOVE)
- Introduction to the social innovation value chain and the sustainable social innovation-type talent development program, both of which have been growing and expanding as initiatives to set a specific direction of HYU's social innovation agenda (ACTION)
- Achievements regarding social innovation attained through HYU's well organized systems (CHANGE)

We would like to express our sincerest gratitude to all of those who participated in HYU's social innovation initiatives. We hope your effort and exemplary actions featured in this Annual Report can contribute to the development of the University's social contribution activities and change the world moving forward.

Myung-jik Kim Executive Vice President, Academic Affairs

Chairperson of the Volunteer Corps

Part 1

Love
Action
Change

Building the social innovation agenda

Creating an ecosystem for social innovation with curricular and non-curricular courses

Curriculum

The power to change the world starts here – Major in Social Innovation

In April 2018, Hanyang University (HYU) joined “Ashoka U,” East Asia’s first global network of socially innovative universities. In doing so, it secured its status as an institution that develops “Changemakers” equipped with three core competencies: Public Mind, Creative Value Creation, and Global Networking. HYU was able to join Ashoka U thanks to its new Major in Social Innovation program and a curriculum system that combined curricular and non-curricular programs to integrate the concept of social innovation into its system.

The Major in Social Innovation program is open to students who have completed at least one semester. Once a student earns 36 credits in their major program, he/she receives a Bachelor of Social Innovation degree. Also, students can receive up to 15 credits for subjects overlapping with their major. The curriculum is features lectures on the foundational theory of social innovation, practical sessions on solving social problems, and field practice semester (“changemaker action learning” program). Foundational theory of social

The Major in Social Innovation program aims to develop multi-talented individuals capable of solving social issues using their expertise and practical skills in the fields of social economy and social innovation. The program also aims to produce social entrepreneurs who can develop, connect, and implement various social ecosystems in a better way.

The Major in Social Innovation program aims to develop multi-talented individuals capable of solving social issues using their expertise and practical skills in the fields of social economy and social innovation. The program also aims to produce social entrepreneurs who can develop, connect, and implement various social ecosystems in a better way. Here, “social innovation” refers to innovation for societies and economies. It specifically looks at the overall process of creative problem-solving applicable not only in Korean society, but also in societies around the world. The Major in Social Innovation program allows students to demonstrate their efficiency, effectiveness, sustainability, and fairness. The program is designed to be compatible with a variety of other academic fields and majors. This helps strengthen the abilities of changemakers at HYU and strengthen their practical capabilities to change the world for the better moving forward. In addition, it differs greatly from other academic programs in that it is available as a minor degree program. Even if students chose the program as a minor, the university offers the same curriculum used for the Major in Social Innovation program, rather than offering the program as a long/short-term curriculum program simply associated with the subject of social innovation.

innovation consists of lectures designed to help students develop an understanding of social innovation and empathy for the community, while the practical problem-solving sessions consist of a hands-on program that uses real social problems and asks students to find appropriate solutions. Finally, the “changemaker action learning” program allows students to develop social innovation-related skills as they run their own projects for one semester at a socially innovative company or international development site. Students majoring in the Social Innovation program can participate in programs linked with Seongsu Valley and NGOs in Korea and abroad, and are given priority in non-curricular social uses real social problems and asks students to find appropriate solutions. Finally, the “changemaker action learning” program allows students to develop social innovation-related skills as they run their own projects for one semester at a socially innovative company or international development site. Students majoring in the Social Innovation program can participate in programs linked with Seongsu Valley and NGOs in Korea and abroad, and are given priority in non-curricular social innovation courses. Moreover, students can receive training and start-up-related advice directly from experts on the subject of social innovation working in Korea and abroad.

HYU recruits new students for the Major in Social Innovation program every semester, and has established its own social innovation curriculum committee to build a program that reflects the opinions of students every semester. This prevents the curriculum from becoming stagnant and helps the University improve its Major in Social Innovation program. Beginning in the spring semester of 2020, in cooperation with the Seongdong-gu Office, HYU has created new courses – “sustainable cities” and “social living labs” – to develop social innovators who not only understand various theories behind social innovation, but are also familiar with real-life situations in the field. According to lecture evaluations at the end of each semester, the Major in Social Innovation program far exceeds the average score of lectures offered at HYU, proof that students are highly satisfied with what they are learning in lectures featured in the Major in Social Innovation program.

Furthermore, the Major in Social Innovation program offers a variety of non-curricular programs in addition to curricular subjects. It also has self-directed employment programs (“SC Sharing Club” and “Start-up SC Sharing Club”) that enable students to enter the workforce in across a variety of fields by developing working and entrepreneurship skills. This makes sure HYU produces individuals who excel in classrooms and work with confidence in the real world. Most notably, the Major in Social Innovation program has programs that expose students to subjects they cannot experience in regular non-curricular programs (e.g. domestic/international social issues, social economy issues,



Major in Social Innovation program – Open session

ecosystem for social innovation, etc.) at HYU. These unique non-curricular programs help produce talented individuals familiar and competent in future social innovation issues, who approach issues regarding the 4th industrial revolution from different perspectives.

Since the first semester of 2018, the Major in Social Innovation program has gradually become a popular program at HYU. In 2018, the University admitted 37 students for the program, whereas in 2019, it accepted 61 students, more than double the figure in 2018. Moreover, by making more courses publicly available, more students in other majors have started to take courses offered through the Major in Social Innovation program as electives. As of the first semester of 2020, 48 future changemakers are enrolled in the Major in Social Innovation program, getting ready to change the world in the near future.



Major in Social Innovation program – Pre-semester party

Curriculum

Volunteer service course: The foundation of Hanyang University’s social innovation

#3S_Strategy #SDGs17 #ProblemSolving #AllStudentsTogether #ChangeTheWorld

Hanyang University requires all students to take its “volunteer service course” to help each student develop his/her capacity to innovate our society and change the world by becoming an active participant in social issues. The volunteer service course gives HYU students a chance to dive into the real world where a diverse range of people live in harmony, and it also sets the expectation HYU has for its students as future leaders who can consider a wide range of societal issues as they lead people into the future.

Students enrolled in the volunteer service course must complete two hours of required preparatory training first, then they can go to the place of business or establishment of their choosing to volunteer for a total of 30 hours. Once they have completed their volunteer work, students must write an essay detailing how they felt during the course. Students who fulfill these requirements are awarded one credit attached to the volunteer service course.

The Social Innovation Center hopes to develop the volunteer service course as a program that prompts Hanyang University students to become global citizens and become leaders by participating in social issues, rather than just another graduation requirement.

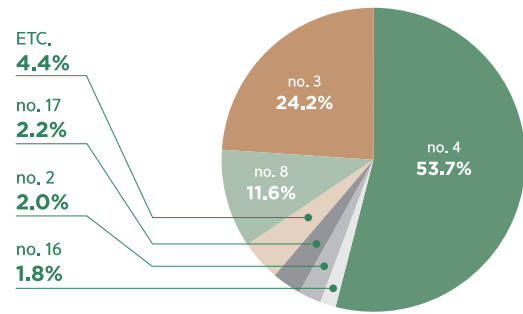
The volunteer service course is a practical course that fits the founding philosophy of HYU. All HYU students are required to take and complete the volunteer service course in order to graduate. It is offered four times a year—during the first semester, summer session, second semester, and winter session. In 2019, 3,258 students took the volunteer service course and worked with various organizations in the real world.

must be attained between 2016 and 2030. With its volunteer service course, HYU offers its students an opportunity to think about and participate in solving issues people all over the world are facing at the moment.

HYU is a leader in social innovation in domestic universities. As such, since 2018, it has interfaced its volunteer service course with the 17 Sustainable Development Goals (SDGs) agreed upon between 192 UN member countries, which



SDGs, Sustainable Development Goals



2019 Volunteer service course – SDGs most selected by enrolled students

In 2019, HYU students were most interested in “Quality Education” (SDG no. 4) (1,967 students, 53.7%), followed by “Good Health and Well-being” (SDG no. 3) (886 students, 24.2%) and “Decent Work and Economic Growth” (SDG no. 8) (424 students, 11.6%). A remarkable 89.5% of the student body at HYU selected these three SDGs as priorities, an indicator of the enthusiasm they have for learning, the commitment towards providing people with better lives, and the willingness to experience various occupations in the field.

One thing to note is the fact that in 2019, HYU reduced the number of initiatives linked to SDGs with less focus on problem-solving – SDG no. 8 (Decent Work and Economic Growth/2018: 22%), SDG no. 12 (Responsible Consumption and Production/2018: 8%) – and increased the number of initiatives linked to SDGs that allow students to identify and solve social issues in the real world by themselves – SDG no. 3 (Good Health and Well-being/2018: 4%), SDG no. 17 (Partnerships to achieve the Goal/2018: >1%). This resulted in a significant increase in students participating in initiatives geared more towards problem-solving compared to the previous year.

Despite its success in transforming the volunteer service course from a course students “have to take” to a program that invites students to become global citizens, participate in solving social issues, and become real leaders, HYU is looking to improve its programs for future students. Under its mid/long-term “3S” (Smart – Specialization in Education/Research/ Department Offerings; Social Innovation – Specialization in Social Innovation/Industry–Academic Cooperation; Start up – Specialization in Start-ups/Job Creation) strategy, HYU is looking to develop talented individuals with the requisite problem-solving skills and empathy to innovate our society with its volunteer service course.

Since 2020, the volunteer service course has gone from offering students a chance to simply experience social issues to offering students an opportunity to participate and solve social issues themselves. HYU will also introduce a new template (featuring sections to write about identifying issues, analyzing the causes, developing solutions, and implementing solutions) for the essays students have to write once their volunteer work is complete. This is expected prompt students to think deeper about issues and find ways to solve them on their own.

HYU uses its “design thinking” and “problem-solving maker” programs at establishments where students can volunteer to help students gain deeper insight and build more interest in their local communities. Based on this, HYU students can grow into leaders and partners who search for sustainable and practical solutions in various corners of our society.



Winter session, 2019: Volunteer service course training session

Non-curricular Non-curricular courses

The Social Innovation Center offers a variety of non-curricular programs in addition to its curricular programs aimed at laying the foundation for social innovation and creating a sustainable ecosystem at HYU. Students actively participate in programs that are tailored to their interests or majors. On occasion, students play leading roles in planning for and creating new programs. In this process, students not only develop leadership, but also gain deeper insight into the concept of social innovation and build their skills as changemakers. In other words, they take the leap as individuals. In 2019, the Social Innovation Center offered the following non-curricular programs.

In 2019, approximately 350 students participated in non-curricular programs at HYU to help make a difference. The Social Innovation Center will continue to support these non-curricular programs until the efforts of its students can transcend HYU’s walls and impact the world.

| Program | No. of Students | Program Description |
|---|-----------------|---|
| Hope and Hanyang University Leader Group | 109 students | Each team participated in a project to suggest solutions to a particular social issue, and helped create a “plastic-free” campus for HYU |
| 2019 APYE (Asia Pacific Youth Exchange) Korea | 23 students | Students helped adolescents improve their understanding of SDGs, and devised new policies and projects based on SDGs |
| Changemaker Mentoring Camp | 89 students | Students hosted a mentoring camp to teach adolescents with marginal access to education, and raise their awareness on SDGs |
| Social Start-up Club | 40 students | Students joined a network of other students hoping to start up a social venture company |
| Test Living Lab | 18 students | Students used technology to solve issues plaguing local communities in Seongdong-gu |
| Volunteer Group for Recreational Activities | 58 students | Students hosted a mentoring camp and used unique learning modules for local adolescents to increase their awareness on the 17 SDGs |
| LUNA | 17 students | Students participated in a solar-powered street light project designed to solve energy problems in a village (in the Philippines) identified through the APYE program |

Part 2

Love
Action
Change

Proposing a Direction for the Agenda

Expanding the social innovation value chain

Global Social Innovation and Social Entrepreneurship Cradle of talented individuals capable of innovating our society

#Start-upTraining #ProjectExperience #Step-by-stepProgram #Don'tBeScaredAboutStart-ups

The Global Social Innovation and Social Entrepreneurship (Social Venture Start-up program) was designed to develop talented individuals who can work on the global stage to build the right ecosystems for social innovation. In creating the program, HYU focused on the fact that most of the unique ideas presented by its students did not lead to tangible results and died while students were writing up their proposals. With the Social Venture Start-up program, students not only get to plan a project, but systematically follow the process to create a sustainable social venture that creates social value.

The Social Venture Start-up program is the “cradle” for talented HYU students with the capacity to innovate our society.

Venture Start-up Club” that forms a network for start-ups and provides support for related student activities: “Social Venture Start-up Education (Boot Camp),” where students can learn practical skills required in commercializing ideas; “Social Venture Competition,” which is a competition for social venture start-up idea for start-up teams who have successfully developed their ideas into actionable plans; and “Funding Support for Commercialization in Korea and Abroad,” which provides seed money for start-up teams that have produced tangible results.

Ultimately, HYU hopes to draw attention to the concept of “social value creation” and discover new ideas for social innovation project. The Social Venture Start-up Club is a place where prospective entrepreneurs looking to build companies that create social value. Students interact with each other at the Social Venture Start-up Club, they create new teams, and produce prototypes. The Social Innovation Center continues to recruit new Club members, and it is encouraging students to build teams and participate in start-up courses as well as start-up competitions. It also supports various activities required in starting up new businesses. In 2019, eight teams (40 students) participated as members of the Social Venture Start-up Club.

When students become members of the Club, they carry out market research as prospective entrepreneurs and receive practical start-up training, including ways to develop ideas into full-fledged start-up plans. Members spend three to five days learning about marketing, financing, and pitching ideas. In 2019, a handful of HYU’s international and domestic students joined together as a team to create the “Hanyang Red Lion Global Internship Project,” which featured activities required by Chinese companies. The project helped students build their capacity and seek job opportunities on the international stage.

Prospective entrepreneurs trained in entrepreneurship at the Social Venture Start-up Club can enter the Social Venture Start-up Idea Pitching Competition once they have developed their ideas sufficiently to prove that their plans can indeed be commercialized in the real world. On November 30, 2019, a total of 17 prospective entrepreneurs competed in the Social Venture Start-up Idea Pitching Competition. The Competition invited expert start-up mentors to help students practice how to pitch their ideas to potential investors.

Teams that produce good results are eligible to receive seed money from HYU. In 2019, team KMK received KRW 11,000,000 for its service contract to develop a medical service brokerage web platform in Kazakhstan and Korea. KMK signed a contract with Maromav, a start-up from HYU. With its new contract, KMK is expected to establish a strategic interface for resources by collaborating with start-up teams created at HYU. Team DONUUT received funding to develop a used goods sales platform for college students (server fees only), and to purchase cloud services. After an on-campus promotional event to promote the App in 2019, HYU offered souvenirs and snacks to a local children’s center. Although promotional events have been postponed due to the COVID-19 pandemic in 2020, the University plans to continue these events this year.

Part 2 Proposing a Direction for the Agenda

Thanks to these efforts by HYU to nurture these social entrepreneurs, in 2019, 40 new club members were recruited to the Social Venture Start-up Club. Furthermore, based on prototype production, the project has produced much more tangible results compared to 2018. Featuring HYU graduates who have completed all of the requirements at the Social Venture Start-up program, team KMK is in the process of registering itself as a corporation sometime during the first half of 2020 using the funding it received from HYU.

Through the Social Venture Start-up program, HYU intends to help students choose the level of experience they want to expose themselves to as they take part in managing and operating a project aimed at solving social problems. From 2020, the Social Venture Start-up program will become a two-track program. Students with plans to commercialize their ideas will form one track, while students looking to develop themselves as individuals using the experience of starting up their business without being incorporate their business will form the other track. HYU will provide support tailored to each track. The Social Venture Start-up program is the “cradle” for talented HYU students with the capacity to innovate our society. It aims to free as many students as possible from the fear or burden associated with starting up their own business, and to help students grow as individuals equipped with the ability to innovate our society through various project experiences.

#Hanyang Red Lion Global Internship Project

The Hanyang Red Lion Global Internship project began recruiting and selecting candidates from November 14 to November 28, 2019. From November 30 to December 28, students selected for the project went through a domestic program to prepare them prior to their departure, and between December 29, 2019, and January 18, 2020, students completed a local program in Shanghai. HYU covered all accommodation expenses, airfares, and training expenses required for the project. Students were divided into two tracks, the “Corporate Track” where students performed tasks for companies planning to enter the Chinese market, and the “Start-up Track,” where students developed their own ideas for starting up a company.

The project involved the following steps: HYU selects students, creates teams, and matches students with corporations. Before traveling to Shanghai, China, teams on the Corporate Track have face-to-face meetings with project managers at their assigned companies to go through what students have to prepare for. Meanwhile, teams on the Start-up Track, under the guidance of the Start-up Mentor Group, develop business models and local action plans.

Upon arriving in Shanghai, HYU hosts briefing sessions on the Chinese market for each sector to help students establish a project execution plan. Once the students are ready to participate in their respective projects, entrepreneurs in similar fields offer guidance regarding the overall process of executing each project in the field. These entrepreneurs also coach students on how to establish and prove hypotheses from the perspective of experts specializing in the Chinese market. The Shanghai Center manages each project on a weekly basis and asks students for intermediate and final reports. In the case of students on the Corporate Track, project managers at each company are responsible for working with students in real-time. Before returning home, HYU invites students to a presentation to select the most outstanding team for the overall project and one outstanding team for each track.



2019 Hanyang Red Lion Global Internship Project Final Presentation

After the conclusion of the project, the LINC+Business Group Industry-Academic Cooperation Education Center funds start-up teams that succeed in advancing their business models. Also, HYU secures expert advisors, including the Shanghai Start-up Mentor Group, entrepreneurs, and expatriates in China to provide ongoing team-by-team consulting services to successful teams.

Developing talented individuals for sustainable social innovation: “APYE” produces young and talented students to change the world

In mid-August, with summer in full swing, 143 young students from four countries (Vietnam, the Philippines, Korea, and Thailand) gathered inside the Lion's Hall at HYU's ERICA campus to learn and apply concepts of social innovation. The ten-day Asia Pacific Youth Exchange (APYE) event, which got under way from August 19 to 27, 2019, was organized and hosted by the Social Innovation Center and Urban Youth Academy in order to raise awareness regarding UN's Sustainable Development Goals (UN SDGs) among young adults in Korea and abroad. The Asian Development Bank and UN Development Program also helped organize the event. For more details, HYU interviewed Park Chan-gyeol (Sophomore, Major in Social Innovation, School of Architecture), who participated in the 2019 APYE.



Park Chan-gyeol
(Sophomore, Major in Social Innovation, School of Architecture)

I decided to participate in the APYE because the spirit of the program, “Empowering YOUTH,” really felt exciting to me.

Q. Hello. Can you introduce yourself to our audience and tell us what motivated you to participate in the APYE program?

A. Hi everyone. My name is Park Chan-gyeol, and I'm working to become an international environmental aid worker. I decided to participate in the APYE because the spirit of the program, “Empowering YOUTH,” really felt exciting to me. I have had the same dream since I was a child. It might seem a little too overwhelming or idealistic, but my dream is to “Create a world where everyone is happy.” And by everyone, I mean people and animals or nature in general. But, for a while, it was just a dream. I had no idea how to make that dream come true. In high school, I thought my academics should come first. I told myself I could do anything I want once I got to college. Those hopes quickly evaporated, however, once I actually got to college. I felt so confused and lost. My confusion was driven by my anxiety about how I should use the things I learned with my undergraduate degree to fulfill my dream. My worries were growing by the day. So, when I found out about the APYE program, I decided to apply for it. I applied because I needed to get out of my comfort zone and face reality. You could say it was a decision made out of desperation. But that desperation about my murky future became the decisive factor that drove me to the APYE program.

Q. How did the APYE Korea program go in 2019?



APYE Day 1 Opening Group Photo

A. Last year's APYE programs featuring the 17 SDGs were held in Vietnam, the Philippines, and Korea. In particular, Korea focused its program around the theme of "The Life of Multicultural Families and Foreigners" based on SDG no. 10 (Reduced Inequality). If you divide the program into three parts, the first part was a two-day "Leadership Development Session." Participants who applied for the APYE program in Korea gathered at Hanyang University's ERICA Campus to learn about SDGs, sit through workshops on Korea and its local communities, go through APYE case studies, and learn about the concept of "design thinking." For the second part, participants were sent to Seoul, Ansan, or Daegu for a five-day "Local Immersion Session." Teams of five to six students traveled to different places to analyze problems that seem to be affecting each neighborhood. In my opinion, this second part is the most important part of the APYE program. Students get the opportunity to contact multicultural families, local residents, police stations, government offices, etc., to interview them or request information and materials. Students also get a chance to ask local experts who live in each community to identify issues that may need solving. The final part was a major symposium. Students who were scattered across the country gathered at the Hanyang University's Seoul Campus, and each team presented their findings. After that, the Culture Night event gave students a chance to celebrate the APYE program.

Q. What did you do during the leadership development session?

A. It was a great opportunity to work with experts from a variety of fields. We learned what we needed to know in terms of knowledge and what type of mindset we needed not only as participants in the APYE program, but also as future global citizens. As for the most memorable thing, the lecture on "SDGs: A Blueprint towards a sustainable future" comes to mind. I learned how the 17 goals set for the sustainable development of human civilization are currently being applied by governments, civic groups, and curriculum programs in each country. We also learned that real heroes aren't just scientists and activists. The lecture taught us that people changing our society every day live among us. It gave us confidence that we could become one of those real heroes! The second thing that comes to mind is the "COMMUNITY ENGAGEMENT: Mindsets & Attitudes" lecture. I was able to practice the manners and attitudes of dealing with locals in advance and learned the skills that could help create a friendlier atmosphere. At times, the concept of SDGs can seem overwhelming, which is why it might feel detached from everyday life. However, with this lecture, we realized that those goals are "promises" that shed light on problems we might inadvertently overlook in reality, and that ultimately, they are to ensure the happiness of humankind.

Finally, when I sat through the "MULTICULTURALISM IN SOUTH KOREA" lecture, I became ashamed of myself. It made me realize how indifferent I had been to the lives of multicultural families in Korea. With more and more people migrating to Korea over the years, the issues they faced must have grown as well. But I thought I understood their plight with a few sentences I read from a textbook in high school. Not only that, this lecture helped participants from other countries such as China and the Philippines to understand the way Koreans think and the environment for multicultural families in Korea. I think the leadership development session is important because it teaches students things they didn't know, and because the team activities in lectures create a natural connection between participants from different countries. Overall, it helped us realize that we have the power to change the world. That helped everyone participate in subsequent programs much more enthusiastically.

Q. It seems like you worked in teams. How were teams selected?

A. Participants create the overall base for how teams are selected. First, during the APYE selection process, applicants select which country they are most interested in. Students can list up to three choices. Then, the organizing committee puts students into teams of five to six students to work on projects involving the country the students in that team listed as a preferred country. Here, each team is given at least one student from the country the team is assigned to. I was one of them. It gave me a chance to help foreign students who couldn't speak Korean communicate with local residents, and explain non-verbal aspects of Korean culture to my teammates. The rest of the team is organized based on the nationality of students to ensure maximum diversity. In my case, my teammates were from the Philippines, Thailand, China, and India.

Q. Can you tell us more about your teammates?

A. I really miss them. From the Philippines, we had Sam, who was very smart. From Thailand, we had Ninnart, who had a knack for breaking the ice, and Jonathan, who was great at analyzing things. Finally, from China, we had Boya, who was very gentle and charismatic. Each had unique personalities. But we were able to combine them all and channel our personalities into completing our project successfully. As for our proposal, we came up with something called "AFKO." It was a sustainable network for African migrants in Korea. In Korea, Ansan-si, especially Wongok-dong, is a hot spot for foreigners in Korea. Despite Ansan's reputation as a multicultural community, African immigrants were being marginalized from the rest of the international community. We came up with the idea when we interviewed "B" from Kenya. She said she had gone through a nine-year court battle to divorce her husband in Korea. We worked in the field and searched online to find out why it took her so long to get divorced. According to the Ministry of Justice, in January 2019, 83% of the immigrant population in Wongok-dong, Ansan-si, was made up of Chinese, Uzbekistan, and Russian immigrants. The African immigrant community was so small, it did not show up in the statistics at all. Inevitably, there was a severe shortage of legal counseling services and administrative/welfare support available for African immigrants. The African community did not have cultural community groups that could help them push through the hardships of living away from home either. We wanted to work with the smallest minority group among all of the ethnic minorities in Korea. That is why we created the AFKO project.



Q. It seems understanding local issues is very important!

A. It really is. I won't go into detail because we did so many things, but over the course of five days, we met numerous people in communities face to face and got an idea of what types of issues people were facing. At the same time, understanding local issues gave us the opportunity to set the direction of our project and settle on a specific item to focus on. Our team traveled around Wongok-dong for two to three hours at a time in local communities. Search engines and lectures from experts are helpful. But I think interacting with people and taking action in the field are better ways to learn. In particular, going out into local communities gave us a chance to bond with people, focus more on the situation, and commit more towards solving their problems.

Q. What was the most memorable program?

A. For me, I remember meeting with local residents the most. At first, we didn't know what specifically we were going to do. Everyone seemed curious when we arrived at Hanyang University's ERICA campus to meet the local residents. We grew even more curious when we were told to keep out name tags at the door. Then they told us. Everyone had to dance! Once I checked my name tag at the door, I felt like I was just another person living this world together with all of these people rather than Park Chan-gyeol. Everyone let go of the things

that defined them, including nationality, age, gender, and social status, and joined hands to go round and round in a massive circle. We sang, we ran, we lay down on the floor, we laughed, and we hugged each other as we danced. By the time I picked my name tag up again, I realized two hours had flown by, just like a happy dream. Normally, to bond with another person, people talk to each other. But during that session, we learned that embracing each other was better than using logic to communicate with another person.

SDGs are “promises” that shed light on problems we might inadvertently overlook in reality, and goals that ensure the happiness of humankind

Q. How was your presentation session at the symposium? You must have been very nervous.

A. I stayed up all night for a few days doing my fieldwork and preparing for the presentation at the same time. When I was getting ready for the presentation, I was really nervous. But once I stepped onto the stage, I saw familiar faces in the audience, and that calmed me down. I think I felt secure because I had grown so close to everyone over the course of ten days. I kept my eyes peeled and made eye contact with people in the crowd. It went pretty well. It's been half a year already, but I do think about the APYE program from time to time. In my opinion, APYE is a beautiful program because it plants the seed of “possibility” in our society, and because that “possibility” has the potential to change the world for the better. Meeting people from different places who have lived different lives for the first time, finding common issues in communities, and working to develop project models late into the night were all great experiences. At times, we were forced to go back to square one after getting feedback from facilitators and local residents. But we were able to debate with our teammates and find new solutions. Although APYE is over, I still carry the lessons I learned through the program with me at all times.

One of the 2019 APYE award-winners, Seoul Team no. 9, proposed the “Super Ann” project. It featured a number of activities designed to improve the emotional well-being of children from multicultural families, who often struggle against social discrimination, and give them a chance to learn about themselves and the society.

Unfortunately, Park's team was not selected as an outstanding project. Nevertheless, they felt proud of what they were able to achieve, and experienced the joy of working together to help local communities. Ansan Team no. 3 (AT3), Daegu Team no. 6 (DT6), and 9 Seoul Team no. 9 (ST9) were selected as the most outstanding projects at the 2019 APYE.

Q. What aspect of APYE did you feel like it needed some improvement? What feedback would you like to give to the organizers of next year's APYE?

A. First of all, I think they should change the way teams are asked to present their projects at the APYE symposium. Everyone was pressed for time because there were so many teams to get through. It would have been much better if participants had the chance to ask and answer questions. Second of all, the evaluation group featured experts and professors from various disciplines. But I think it would be a great idea if students could participate in the evaluation process as well. I think that might help students focus more on their presentation and come up with solutions and perspectives from more angles.

Q. What would you like to tell students who are hesitating to participate in the APYE?

A. “Just do it!” It is such a good opportunity to find out just how much potential you have inside you. Students often don't realize how much potential they have. But every one of us is a seed that can change the world. You might be worried that your foreign language skills are not good enough, or you might have problems adapting to an unfamiliar environment. Or you might be hesitating for a variety of other reasons. APYE is a great opportunity to find what you can do for the world we live in. If you are a person who trusts yourself and takes on challenges to become a great person, you should definitely apply for the APYE program.

Park summed up APYE as a program that “helps people dive into the vast sea together.” She says that when people who are interested in solving problems scattered across the world gather together, they can turn a sea of problems into a sea of solutions with endless options to choose from. If this interview inspired you to go out and solve social issues, why not apply for next year's APYE



APYE Asia Pacific Youth Exchange at a glance

DAY 0

Arrival and orientation



Orientation



APYE participants arriving at the host country



Interview with local residents and survey

DAY 1~2

Opening: Leadership development training sessions

team-building workshop, design thinking workshop

Leadership development training session



DAY 3~8

Local immersion

Interview with local residents and surveys, project design, activities with locals, expert workshop

Project design



Activities with locals

Expert workshop



APYE Asia Pacific Youth Exchange at a glance

DAY 9

Symposium



Symposium opening



APYE completion ceremony



Symposium closing



Pitching

Creating an ecosystem for global social innovation

AshokaU Network: Hanyang University, “a leader in global social innovation” with the “AsokaU Network”

Since joining the “Ashoka U Changemaker Campus,” the first global social innovation university network in East Asia, HYU has created and offered innovation capacity building programs for its staff and students to innovate HYU’s academic programs and develop global leaders. It is of great significance in that it connects students with resources at some of the world’s best universities in the field of social innovation, and provides new learning opportunities to help students keep pace with changing trends.

In July, HYU co-hosted a two-week social enterprise consulting camp with the Foreign Trade University, a prestigious university in Hanoi, Vietnam. Under the supervision of Professor Shin Hyun-sang at HYU’s Business School, 14 undergraduate students held consultations with existing and prospective social enterprises in Vietnam in collaboration with students from the College of Foreign Studies at the Foreign Trade University. The faculty and management team featured of experts from a variety of fields from the AshokaU Network.

| Name | Affiliation |
|----------------|------------------------------------|
| Jacob Fohtung | Babson College |
| Zahin Hussain | Hanyang University MBA |
| Lee Ho-young | Columbia University |
| Kim Kwang-wook | Asia Foundation |
| Lee Jae-myung | Asia Foundation |
| Shin Hyun-joon | Harvard University |
| Park Sang-wook | Harvard University |
| Shin Hyun-sang | Hanyang University Business School |

Table 1. List of Camp Faculty and Management Staff

The program was also reported in the Vietnamese media, and garnered significant interest in Vietnam. In particular, in the case of local social entrepreneurs, who were the beneficiaries of the consulting program, they rarely have the opportunity to develop more sophisticated business models or gain expert knowledge required for more business opportunities. The majority of participating companies hoped for continued exchange with HYU and were highly satisfied with the content provided over the course of the program.

Furthermore, HYU has also worked with universities in North America affiliated with the Ashoka U Network. The University worked with the Simon Fraser University in Canada, Arizona State University in the US, and SP Jain School of Management in India, all of which are Ashoka U Changemaker Campuses, to develop a joint social innovation program. Under this social innovation program, ten faculty members and students at each school complete four class modules on entrepreneurship, global social innovation, empathy, and impact to help students develop a wide range of competencies required on the global stage.

As such, HYU is focusing on interacting and collaborating with Ashoka U Network-affiliated universities around the world that are leading the way in social innovation. Thanks to its global social innovation network spanning from the United States and Canada to India and Vietnam, corporations and organizations across the globe are paying close attention to the changemakers from HYU.



Customized consulting for social entrepreneurs in Vietnam: Impact Consulting Camp



Hanyang University’s Changemakership spreads all over the world through the Ashoka U Network

Customized consulting for social entrepreneurs in Vietnam: Impact Consulting Camp

Creating an ecosystem for global social innovation

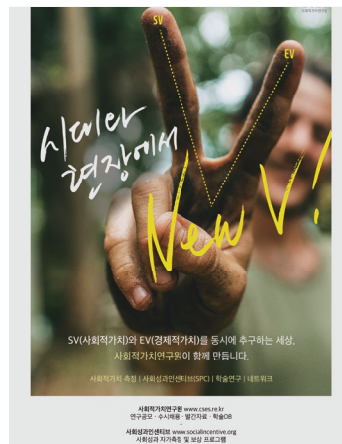
Publication of SSIR (Korean Edition)

In February 2018, HYU signed an exclusive contract to publish Korean editions of the Stanford Social Innovation Review (SSIR). SSIR is a quarterly journal published since 2003 by Stanford University, a world-renowned university, and a leader in the field of social innovation. Over the past 16 years, it has amassed a strong readership base in the US and abroad. Each semester, HYU publishes one translated edition of the SSIR, which deals with social issues across various categories such as non-profit management, charity, joint citizenship, and social change. In 2019, the University published two SSIR volumes in Korea, and it also hosted an international conference focusing on the SSIR. As the only Korean university to hold the publishing rights for SSIR in Korea, HYU is solidifying its status as an Ashoka U Changemaker Campus by sharing trends in social innovation and communicating with global networks.

The 2019 SSIR Korean edition was translated and published using personnel available at HYU itself. A pool of undergraduate students majoring in Social Innovation provided a rough translation of each edition. This gave them an opportunity to come face to face with social innovation-related content and produce results pertaining to social innovation. Then, this rough translation of each SSIR was reviewed by professionals in the Korean social sector and scholars in relevant fields to make sure the translation was accurate and insightful. Once each edition was translated and reviewed, HYU sold subscription rights through its L.A.C. Studio (an HYU corporation). To date, a number of companies, including POSCO, Shinsegae, SK, and CJ, have subscribed to the SSIR and bought advertisements in the journal.

The SSIR 2019 Global Impact Conference held during the second semester of 2019 got under way between October 29 and 30 at the HYU Paiknam Academic Information Center and Library. The event, which focused on "Expanding collective influence for sustainable development: Insights and Challenges," led to multiple MOUs related to the subject of social innovation. Before the main event, HYU signed an MOU with Chosun Ilbo's "The Beautiful Foundation" to build a social contribution platform. The MOU, aimed at delivering qualitative growth of social contribution and social responsibility, featured provisions on the development of social contribution education projects for businesses and local communities,

and the publication of social contribution/social responsibility -related research content. For the Conference, HYU invited speakers from more than ten countries, including the US and China, and it attracted more than 150 participants. It signed an MOU with the Social Service Network (SSN), which co-hosted the event, for sustainable social innovation. Together, HYU and SSN announced their plans to generate a collective impact on a global scale



Spring 2019 Issue

In 2020, the Social Innovation Center is looking to re-establish the overall process of the SSIR project. It will outsource the publication processes to take advantage of the expertise and speed of a dedicated publishing house, and add new programs to give current students to participate in the project. Please check out the SSIR Korean edition, which celebrates its third year in 2020.



Hanyang University issued two editions of the Stanford Social Innovation Review (SSIR) in 2019 based on its exclusive contract with Stanford University to publish Korean editions of the SSIR in Korea. Hanyang University also hosted an international conference on **Collective influence for sustainable development: Insights and Challenges** based on the SSIR.

SSIR Global Impact Conference

Creating a collective impact

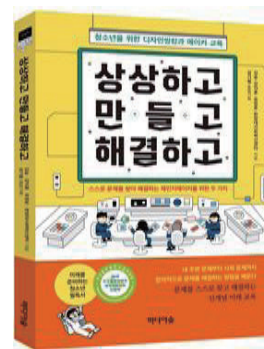
Harmony between “design thinking” and “community innovation,” CMG community social innovation platform – SDGs Changer’s Lab

To produce individuals suited for the 4th industrial revolution, universities and other training institutions must instill a sense of entrepreneurship, collaboration, innovation, and creativity in its students, and provide education that focuses on “design thinking” and on producing changemakers. In fact, “maker space” programs, design thinking programs, social venture programs, and project learning education programs based on the idea of “design thinking” are actively being applied to the education field all over the world. Overall, these programs are being hailed as training models tailored to producing individuals equipped with the competencies necessary in the 21st century. HYU’s development program fully meets the needs of the times.

From 2018 to 2022, the Korea Institute of Startup and Entrepreneurship Development, an affiliate of the Ministry of SMEs and Startups, is planning to create 350 As of 2018, in line with the global trend from 2018, it plans to build 350 “maker space” organizations in line with relevant global trends. In addition, the Seoul Metropolitan Government is expected to invest KRW 10 billion until 2022 to develop learning programs focusing on entrepreneurship and distinctly Korean “maker” education for children and adolescent students.

Moreover, HYU developed a “maker” education program based on its assessment of the current Korean “maker” education landscape, which mostly features simple experiences and flaws found in top-down systems, to make sure students can develop competencies required in the future with activities developed based on design thinking. Ultimately, this program – “SDGs Changer’s Lab” – is a social education solution for makers to help them learn how to solve social problems. With the TMD Education Group, MYSC, 3D Plus, Makers, Purdue University, as well as other domestic and foreign makers, it focuses on the 17 SDGs set by the UN.

In terms of its content, the program features hands-on activities involving SDGs, design thinking, tinkering, makers, and social ventures. It is designed in a way



Maker textbook
“Imagine, Create, Solve”



SDGs Literacy Board Game Kit

that makes it easy for teachers in charge of educating makers. It features the following: 1. Maker textbook (Thinker) “Wonder Book”; 2. SDGs Literacy Board Game Kit; 3. Maker Board Game Kit; and 4. Maker textbook (Maker) “Imagine, Create, Solve.”

Field test results suggested that adolescents and teachers were extremely satisfied with these kits and books. Upon collecting feedback from users, HYU applied its insights to develop customized programs tailored to each learning venue. Currently, HYU is developing a maker teacher training course with the Kyowon Campus. As part of the process, HYU is working with the TMD Education Group, a partner institution, to strengthen the content that reinforces facilitating and making methodologies.

Moreover, HYU developed a “maker” education program based on its assessment of the current Korean “maker” education landscape, which mostly features simple experiences and flaws found in top-down systems, to make sure students can develop competencies required in the future with activities developed based on design thinking.

There are a number of factors that prompted HYU to commercialize the SDGs Changer’s Lab program. First, the decision to commercialize the program was driven by the surge in demand for maker education. Based on some thorough market ecosystem analysis, HYU predicted that more than 1,000 maker spaces and similar educational venues will be created by the government by 2021. Another factor was the rapid increase in demand for design thinking and maker education aimed at boosting creative problem-solving skills, which coincided with the rise in popularity of SW education.

The second factor that pushed HYU to commercialize the SDGs Changer’s Lab program is its unique content. HYU’s “SDGs Changer’s Lab Program” focuses on the theme of “social venture,” which is not covered by other learning programs, and helps young people engage in changemaker activities using their skills to solve social problems. This is different from the equipment and SW coding-oriented maker programs offered at other organizations. Furthermore, HYU has an excellent understanding of SDGs, social problem-solving identification experience, prototype making, and mock entrepreneurship experience. This gives the University an advantage in helping students develop creativity and the ability to converge different aspects, both of which are competencies needed in future societies. Based on these factors, HYU aspires to produce talented individuals using its nationwide network and programs based on the principles of design thinking.

Meanwhile, the Social Innovation Center was looking to make the above program a core learning program for on the topic of innovation for adolescents, and subsequently apply the program to a wider audience, including college students, young adults, and middle-aged adults. The current goal is to supply the program to more than 22,000 schools (elementary, middle, and high schools) nationwide, as well as after-school facilities, 4th Industrial Revolution Experience Centers, Maker Space establishments, and other training centers across the country for individuals tailored to future challenges. Moreover, the Social Innovation Center

plans to distribute the program to youth educational support organizations, including career experience centers, creative education centers, youth training centers, and regional children’s centers, in collaboration with the TMD Education Group. For college students and young adults, this program can be applied in the form of entrepreneurship

education and innovation training either in full or in part. The Center expects to supply other organizations looking to train professional speakers and lecturers for women returning to the workforce after childbirth and middle-aged people.

The SDGs Changer’s Lab Program categorizes modules into nine teaching aids, books, and educational programs that can be used immediately to meet the needs of various educational facilities. These modules include the following:

Teaching Aid

1. SDGs Literacy Board Game

- A board game that helps learners understand the 17 SDGs in an easy and entertaining manner

2. Maker Kit

- A board game kit that helps learners produce creative prototypes
- A kit that helps learners design creative ideas capable of solving global problems, community problems, real-life problems, etc.

3. Social Venture Board Game (TBD)

- A mock start-up kit focusing on the development of a profit model that addresses the sustainability of solving social problems

Textbook Book

4. Wonder Book Program Book

- Official SDGs problem-solving workbook that helps learners improve their skill set by solving problems affecting six planets

5. Maker – Textbook for beginners (TBD)

- A book for teachers and parents that can help learners understand maker activities

Learning Program

6. Introductory Program (Immersive Type)

- Literacy class to help learners experience the SDGs Changer’s Lab program

7. Camp/Hackathon

- Camp/competition-type activities that help learners experience the SDGs Changer’s Lab program

8. Mid-term Program (8-12 sessions)

- Learning program that can be adopted at the school level (Free-semester system, creative career program)

9. Remote Teacher Training Program

- Professional program (academic credit recognized for teachers) for SDGs Changer’s Lab training

2020 놀이봉사단 Play Changemaker



Confident in its readiness for changemaker education, HYU partnered with various changemaker partners such as the TMD Education Group, Da Vinci House, to develop its business in creative ways and distribute its products more efficiently. In addition, as a new changemaker group, HYU developed a new learning “SDGs Changer’s Lab” based on design thinking. Subsequently, it manufactured 1,000 “SDGs Literacy Board Games” and “Maker Kits” each among the nine modules described above.

HYU also piloted the “Play Changemaker Camp” based on the teaching aids and programs the University developed. For the face-to-face track of the program, HYU offered four sessions during the month of December 2019, and for the online track, it offered the program for three months from July to October for adults, college students, high school students, and elementary/middle school teachers. Not only that, it collaborated with multiple high schools and local governments between January 21 and February 1, 2020, to host a series of learning program sessions.

The real-world application of the module was a success. Mentors stated that they felt like they had taken a step forward as facilitators by learning theories of play methodologies. Moreover, participants raised their awareness of the community through creative mentoring activities based on play, making, and reading with local children and adolescents. In addition, mentees stated that they were able to bolster their understanding of social innovation, which they had never thought about before. In addition, mentees said that the camp could be used as a stepping stone for personal growth.

The Social Innovation Center established a vision to expand the size of the project by producing promotional materials and carrying out public relations/marketing activities featuring early success cases. Under this vision, the SDGs Changer’s Lab project will make various types of program-related attempts, such as hands-on programs, camp-type programs, and academy-type programs in connection with public institutions, NGOs, and schools, and continue to secure credible references. Please look forward to the future developments of HYU, which is poised to become a game changer itself in finding talented changemakers.



Creating a collective impact

HYU Corporation L.A.C Studio

At HYU, there is a company that earns KRW 300 million in sales every year (based on the cost of sales as of February 28, 2020). That company is the L.A.C Studio. Since it first opened in November 2018, L.A.C Studio's ultimate goal has been to create a virtuous cycle for social innovation-related infrastructures.

Changing the world with a board game! Key player behind the scenes: L.A.C Studio promotes SDGs in a fun and entertaining way!

Over the years, several games have kept Korean mobile phone users up all night. The SDGs Literacy Board Game was inspired by HYU's pursuit to create a game that could deliver positive learning benefits while entertaining its users. The most important thing to remember when playing this game is the fact that it values cooperation. All users have to do is play the SDGs Literacy Board Game to become familiar with SDGs and the meaning of social innovation. The L.A.C Studio is using this game in its learning programs on local communities and sustainable development to change the world.

"Sustainable Development Policy Salon" featuring the SDGs Literacy Board Game with the people of Suwon

On October 31, 2019, the Suwon City Government hosted the "Sustainable Development Policy Salon" at the Suwon Convention Center. The event offered a platform for people to discuss how Suwon City and its citizens will reflect their sustainable development goals in the city's policy. Here, L.A.C Studio was given a chance to lead a session at the Salon. L.A.C Studio designed the session to help participants understand the goals of sustainable development by utilizing the Literacy Board Game, and to raise awareness among Suwon citizens regarding the city's 2030 goals for sustainable development. An official from Suwon City said in an interview, "We believe the participants at the Policy Salon had a meaningful time learning the concept of 'sustainable development' and thinking about ways to solve various problems."

Planting seeds of changemakers at Jeju National University's College of Education

The second example refers to the "Play Changemaker Workshop" hosted by the College of Education at Jeju National University on December 15, 2019. The SDGs Literacy Board Game proved to be a popular teaching aid at this Workshop as well. The game, which shares practical teaching methods with participants, was used in order to strengthen the teaching capacities of students at Jeju National University's College of Education. When used correctly, the board game can be deployed as more than just a one-off practice tool. It can continue to serve as a teaching aid for college students, and practice can improve each student's ability to use the game to their advantage. Workshop participants said that the board game might potentially help them promote the importance of teaching the principles of global citizenship and develop students who can become future changemakers. Similar to how local communities and the education sector in Korea are looking to strengthen their policies and capabilities using the SDGs Literacy Board Game and the Makers Board Game, other communities around the world are showing more interest in the Global Social Innovation Education Program. As such, the L.A.C Studio hopes to facilitate change across a broader audience by distributing an English version of the board game this year.

The L.A.C Studio offers and promotes sustainable development programs using teaching materials, it publishes and distributes the Korean version of the Stanford Social Innovation Review, and manufactures and sells souvenirs linked to global social ventures or local small and medium-sized businesses. It invests its revenues for other social innovation initiatives, creating a virtuous cycle.

Hanyang University students and Naga City residents work together to grow KAINA

The L.A.C Studio currently offers "Changemaker Action Learning" programs as part of its efforts to establish an ecosystem for sustainable social innovation. Changemaker Action Learning is an on-the-job training program that allows participants get a better taste of the social innovation sector and earn some experience. In 2019, during the first and second semesters of the year, 11 field trainees (three extended program trainees) were sent to a social venture called KAINA in Naga City, the Philippines. Upon the conclusion of the program, L.A.C Studio continued its support and helped students work with local staff to establish a firmer foothold for the company. As a result, KAINA produced some excellent results. It was registered as a full-fledged corporation at the competent authorities, and it even opened a second store thanks to the enthusiastic support from locals. It also made local headlines, and was featured by nine different media outlets as an excellent example of social innovation. When KAINA was selected as the "Hanyang-Philippine Joint Socio-economic Development Project" by the Korea International Cooperation Agency (KOICA) in 2019, it gave HYU a smoother flow of funds. Moving forward, HYU will increase its support to the KAINA project - over a four-year period ending in 2023, HYU will carry out a year-long local survey in 2020 to turn KAINA into a sustainable business, increase the number of KAINA stores, and dispatch more people to the Philippines. With more and more individuals capable of innovating our society being recognized as leaders, the experience in creating social value and entrepreneurship learned through this program will help students grow into real changemakers in the future.

Every year since 2019, the L.A.C Studio has produced head-turning results. The driving force behind L.A.C Studio's success is its students, who have helped the company grow every step of the way. In 2020, the L.A.C Studio will continue to charge full steam ahead with its students.



Sustainable Development Policy Salon, Suwon Convention Center



Workshop, College of Education at Jeju National University

Creating a collective impact

Seongdong “Good Store” Project: How about lunch at the “Good Store” today?

“What should I eat today?” Students think about this question as they come to class, as they are sitting in classes, and as they head over to Wangsimni for lunch. With so many options to choose from HYU’s staff and students often have a hard time making a decision. To make this decision-making process easier, the Social Innovation Center launched its “Seongdong Good Store” initiative last year. As part of the initial leg of the project, 23 establishments were selected as “Good Stores.” The Good Store project, which started in 2017, aims to share and promote the value of “industry–university cooperation for social innovation” using a healthy industry–university cooperation model featuring small local businesses and HYU. It also creates a foundation for growth in the local community and HYU by raising awareness in each participating member of the program.



Good Store supporters group – Orientation session

English and Chinese. HYU also advertises its Good Stores to HYU students. It sends official letters, text messages, etc. to potential patrons at HYU or at other organizations encouraging people to use the Good Stores. In 2020, HYU will create and distribute a map of Good Stores and brochures to help students find and use Good Stores.

In 2019, the third year of the project, more students participated in the Good Store project. Students started planning for the Store Festival and discussed selecting members for the Good Store supporters group as early as October. The 13 students selected for the supporters group in November included five Store Festival supporters, two field supporters, and six translator supporters.

The “Come out and hang out” festival, co-hosted between stores near HYU and the University itself, got under way between November 21 and 22. Meanwhile, the HYU branch of Seongdong Korea Federation of Community Credit Cooperatives hosted the “Hanyang Busking for You” concert featuring HYU students. HYU believes that this year’s festival brought in approximately 300 HYU students.

The Social Innovation Center is looking to use this year’s Store Festival as an opportunity to find the right image for Good Stores, which most HYU students (main users of stores near HYU) can agree upon, in order ensure the sustainability of the project. HYU is sincerely looking forward to promoting the culture of Good Stores using various events for future Good Store initiatives.

The Good Store project, which started in 2017, aims to share and promote the value of “industry–university cooperation for social innovation” using a healthy industry–university cooperation model featuring small local businesses and HYU. It also creates a foundation for growth in the local community and HYU by raising awareness in each participating member of the program.

Good Stores for 2019 were selected based on their contributions at the Open Market Festival on November 22, and whether the store fit the concepts of the Good Store initiative for the year. The Good Store concepts for 2019 – Friendly, Communicating, Environmentally Friendly, and Willing – were selected by the Social Innovation Center and the Good Store supporters group. Here, “Friendly” stores refer to those near HYU that have provided meals for HYU students over a number of years. “Communicating” stores refer to those that help students interact with other students regardless of their nationalities, while “Environmentally Friendly” stores refer to those that refrain from using disposable products and lead the way in recycling. Finally, “Willing” stores refer to those that are willing to collaborate with HYU. The Vietnamese pho noodle house, the squid restaurant, and Geumryong restaurant noodles, all of which are well-known among HYU were included in the list of Good Stores for 2019.

Good Stores are eligible for exclusive benefits offered by HYU. First, it distributes name cards of aprons to help find specific Good Stores. In Good Stores selected for the “Communicating” category, the Good Store supporters group provides new menus written in



Team performing at the “Come out and hang out” festival for stores near HYU



Event during the “Come out and hang out” festival



Part 3

Love
Action
Change

Producing Social Innovation- related Results

Improving the social innovation index

Increasing HYU's influence across the world through social innovation: Private University Social Responsibility Index, THE World University Impact Rankings

HYU improved its foundation in the field of social innovation in 2019, examined the true nature of social innovation, and presented specific directions on how to achieve social innovation. Ultimately, HYU's continued efforts to change the world with its well-organized systems have propelled the University forward. Naturally, HYU has started to garner attention not only from people in Korea, but also people from all over the world.

#No. 1 in the Social Responsibility Index among private universities in Korea (2019)

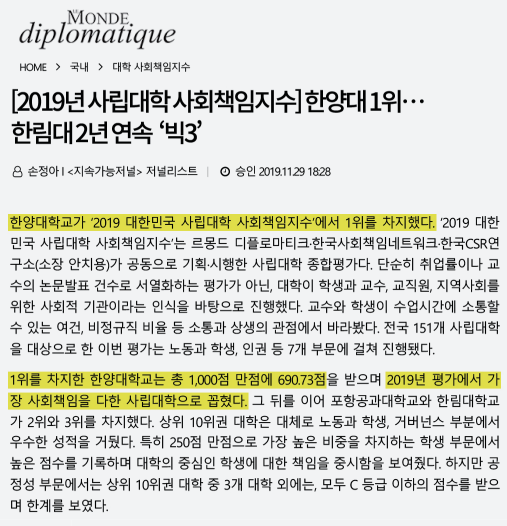
On November 29, 2019, French news magazine Le Monde Diplomatique, listed HYU as one of the most socially responsible universities in 2019 among private universities in Korea. The Social Responsibility Index for private universities in Korea, is an index jointly planned, implemented, and evaluated by Le Monde Diplomatique, the Korea Social Responsibility Network, and the Korea CSR Research Institute. Unlike other university indices, which rank universities based on simple employment rates or the number of papers published, the Social Responsibility Index indexes the values of communication and win-win based on the belief that a university has the obligation to fulfill its social responsibilities.

HYU came in at no. 1 with 690.73 points out of 1,000 points in the evaluation featuring seven criteria categories, including labor and community. In particular, HYU received high marks in the educational cost per student and the proportion of students dispatched to overseas universities. It also scored well in the environment and community sectors.

#No. 91 in THE World University Impact Rankings (2020)

In April 2020, HYU followed up its outstanding result in the Social Responsibility Index among private universities in Korea (no. 1 as of April 2019) with another surprising result. It broke into the list of top-100 influential universities in the world compiled by the Times Higher Education, a British university evaluation agency. Among countless universities spread across 89 countries, HYU came in at 91. Compared to the previous year, where HYU was ranked in the 101-200 bracket, this year's result is a marked improvement.

The World University Impact Rankings are based on the 17 SDGs set by the UN, and it evaluates how well a university is carrying out its obligations to the society. HYU scored particularly well in "Industry Innovations and Infrastructure," "Decent Work and Economic Growth," and "Clean Water and Sanitation." Its latest placement in the Impact Rankings is proof that people around the world are starting to notice HYU's efforts towards sustainable development. HYU is hoping to take an even bigger step forward into a larger world with more possibilities in terms of social innovation in 2020.



Producing talented individuals for social innovation

A volunteer group that solves social problems through exchanges between students and the community – Play Changemaker

As a higher academic institution for changemaker training, HYU provides students with opportunities to experience the “real” social economy through exchanges between the community and HYU students using its “Social Economy Leadership Course.” The course is a practical educational program that encourages cooperation between organizations participating in LAC (a social cooperative) and assigns roles based on the strength of each organization. In other words, the course represents HYU’s first step towards creating an ecosystem for a social economy.

The Social Economy Leadership course is a non-curricular program, and it features lectures on the theory behind the concept of social economy as well as games, making activities, and reading-based mentoring training and practical field sessions for children and adolescents. For the latest Social Economy Leader course, HYU hosted a “Play Changemaker” mentoring camp program. 58 Play Changemaker facilitators, selected in November 2019, received 31 hours of training from January 17 to 11, 2020. The training program featured the following:

| Session | Curriculum | Plan |
|-----------|--|--|
| Session 1 | Understanding social innovation and social values: Competencies and qualifications / Setting rules | <ul style="list-style-type: none"> Understanding the concepts of social innovation and social values Reasons to participate in social innovation Group discussions on how to deliver social values: Required competencies and qualities / Setting group rules |
| Session 2 | What is a changemaker?: People who changed the world and social economy | <ul style="list-style-type: none"> Definition and role of a changemaker Changemakers that changed the world Understanding social economy through changemaker activities |
| Session 3 | Community issues and theory on design thinking: Introducing and debating issues in Seongdong-gu | <ul style="list-style-type: none"> Learning about social problems inherent in Seongdong-gu Design thinking to improve the creative capacity to solve problems Discussion solutions for local issues using design thinking |
| Session 4 | Practical session – Solving social issues as a changemaker: Prototype configuration through window panning | <ul style="list-style-type: none"> What is window panning? Creating a plan with window panning (by group) Producing results by configuring prototypes |

The selected students were able to raise their awareness regarding the need for social innovation as a changemaker facilitator and mentor through well-organized training programs offered by HYU. At the same time, students were given an opportunity to learn what a changemaker is, and think about their own roles. Moreover, they designed a mentoring program so that mentees could use design thinking to identify and solve problems plaguing our society. Once the training program was complete, HYU hosted a mentoring camp to give students a chance to showcase their skills as facilitators.

The month-long mentoring camps got under way between January and February 2020. Five mentoring schools (Namhae Haeseong High School in Gyeongsangnam-do, Regional Children’s Center in Buan-gun, Jeollabuk-do, Hanyang University High School in Seoul, Poongsan High School in Andong-si, Gyeongsangbuk-do, and Gwangyang Jecheol High School in Jeollanam-do), each in different regions of the country, were selected for the mentoring camps.

At each mentoring camp, participants learned the underlying concepts of social innovation by studying what a changemaker is. Moreover, participants spent some time bonding with each other through various interactive programs (e.g. MBTI tests for mentors and mentees). Mentors used the SDGs Literacy Board Game from the SDGs Changer’s Lab to deliver the concept of sustainable development goals to mentees in the most effective way possible. Not only that, the mentors taught mentees on the concept of design thinking to instill “changemakership” skills that could potentially help them change the world.

At each mentoring camp, participants learned the underlying concepts of social innovation by studying what a changemaker is.

Students and staff who successfully completed the Play Changemaker program, which launched in November, hosted a reporting session to share results from

practical sessions in the field, and a meeting to discuss their achievements and areas requiring improvements. Kang Joon-ho, an HYU student who participated in the Andong Poongsan High School mentoring camp (Department of Education) said, “We had mentors from a variety of majors, which gave me a chance to look at social issues from different angles.” A student from Poongsan High School, who participated as a mentee, shared some glowing feedback in regards to the mentoring camp, saying, “I was able to learn who I am as a person, and the mentoring camp helped me decide the career I want to pursue in the future.”

Once the mentoring camps came to a close, the Social Innovation Center looked to encourage students to continue providing mentorship to children and adolescents as part of its efforts to improve the sustainability of this initiative. Moreover, to ensure smoother operation of the program, the Center discussed how to establish an activity system for each round of mentors and how to lay the foundation for a networking system between academic institutions.

Moving forward, from 2020 to 2021, the Center will discuss plans to expand its business, and it will recruit two rounds (one each for semester one and semester two) to develop mentors and give them an opportunity to hone their skills through field activities at other academic institutions. Also, with reporting sessions and surveys, the Center will continue to improve and perfect the program.



Andong Poongsan High School January 28 ~ February 1



Hanyang University High School January 21 ~ 23



Gwangyang Jecheol High School January 28 ~ February 1



Facilitator pre-session training

Producing talented individuals for social innovation

Shining light to students with marginal access to education – The Changemakers Mentoring Camp

The Changemakers Mentoring Camp is a summer volunteer camp for HYU students looking to help students with marginal access to education. Previously, the program was named Creativity Camp. In 2018, however, it was renamed the program Changemakers Mentoring Camp to make it clear the program was an offering from the Social Innovation Center. In 2019, the Center hosted the Camp twice (typically, HYU hosts the Camp once a year).

The foundational purpose of the Changemakers Mentoring Camp program is to have each team independently design and execute an educational service program to make sure they can practice sharing with and caring for marginalized students in creative ways. Furthermore, in 2019, the Camp was interfaced with Specific SDGs to help mentors and mentees develop skills as global citizens.

The 2019 Changemakers Mentoring Camp program featured the following stages: Recruitment, selection, workshop, camp preparation, launching ceremony, and camping. Here, it is worth noting that the mentor workshop stage included programs on the fundamentals of mentoring, which detailed the basic competencies a mentor should have, as well as workshop focusing on SDGs.

In the mentoring fundamentals session, author Shim Yeong-woo who published his book "Take Care of My" through HYU's L.A.C Studio was invited to share his experience and advice in regards to mentoring as a senior student. Meanwhile, the SDGs workshops showcased teaching methods using the SDGs Literacy Board Game and Makers Play Kit, both of which are designed to communicate the concept of sustainable development goals to mentees in an easy and entertaining manner.

The 2019 Changemakers Mentoring Camp featured more teams than ever. Teams such as Raonhaze, Humanist, Campi, Hanyang

ABC, and Hanyang Heart, which included existing volunteer clubs or individual participants, participated in planning unique Mentoring Camps filled with distinct aspects (e.g. career counseling programs, English education programs, etc.) Each group traveled to different parts of the country – Jeollabuk-do, Gyeongsangnam-do, Chungcheongbuk-do – to share as much of their knowledge as possible. This year's Camps, however, were not without their challenges. The Winter Camp period coincided with the COVID-19 pandemic. As a result, Hanyang Campi was forced to cancel its Camp. Instead, Hanyang Campi filmed its entire program, then sent it to the Gimje Office of Education to make sure students could at least benefit from the Camp indirectly.

The Changemakers Mentoring Camp program in 2019 featured the following:

| Category | Team | Duration | Region | School | Mentee |
|----------|---------------|------------------------------|-------------------|------------------------------|--------------|
| Summer | Raonhaze | 2019.08.05.~2019.08.09 | Chungcheongbuk-do | Chungwon High School | 29 students |
| | Humanist | 2019.07.29.~2019.08.02 | Gyeongsangnam-do | Hamseong Middle School | 34 students |
| | Hanyang Campi | 2019.07.29.~2019.08.02 | Jeollabuk-do | Gimje Office of Education | 38 students |
| | Hanyang ABC | 2019.07.28.~2019.08.01 | Jeollabuk-do | Unho Local Children's Center | 155 students |
| Winter | Raonhaze | 2020.01.28.~2020.01.31 | Busan | Yeongdo Girls' High School | 22 students |
| | Hanyang Campi | Replaced with video sessions | Jeollabuk-do | Gimje Office of Education | 30 students |
| | Hanyang Heart | 2020.01.28.~2020.01.31 | Jeollabuk-do | Wonkwang Girls' High School | 58 students |

HYU students participating in the Changemakers Mentoring Camp can serve as mentors to young children and adolescents to boost their sense of social responsibility and self-efficacy as University students. Furthermore, by playing a proactive role in planning the curriculum and including the values reflected in SDGs in the program, students can improve their leadership skills and "changemakership." HYU is looking forward to the Changemakers Mentoring Camp bringing out the best of mentors and mentees participating in the program.



Launching ceremony for the 19th Summer University Volunteer Camp



HYU is looking forward to the Changemakers



(up) Humanist Team (down) Raonhaze Team



Mentoring Camp

bringing out the best of mentors and mentees participating in the program.



Producing talented individuals for social innovation

Hope and Hanyang University Leader Group creating a culture of a socially innovative volunteer programs

The Hope and Hanyang University Leader Group is a student group supervised by the Social Innovation Center at HYU. It features project-based teams with students looking to take leadership roles in social contribution activities offered through HYU's student body. Ultimately, the Group hopes to establish a culture socially innovative volunteer programs at HYU.

Teams affiliated with the Hope and Hanyang University Leader Group are working extremely hard to take the lead in offering social contribution activities and creating a culture of volunteer service in a variety of sectors.

Projects under the Group are divided into those led by the Social Innovation Center and those led by students depending on who initiates the project. Center-driven projects are equipped with an operating system according to internal needs at HYU (e.g. public relations campaigns for social innovation activities, intra-university programs, etc.). The Social Innovation Center recruits and selects students to assign to new projects, which can run for a semester or a full year. Once a project is over, the Center reviews its results and sustainability to decide whether to extend, expand, or abolish the project.

Meanwhile, student-led projects are attractive in that individual students or groups can plan the project proactively and implement their plans together with the Social Innovation Center. In short, students can try their hand at executing official University projects designed based on their unique ideas. When a student or group submits a project application, the Social Innovation Center reviews the feasibility, social contribution, and social innovation of the project, then decides whether or not to approve the application.

These student-led projects build a sense of responsibility in students and encourage students to take the initiative in planning for activities they want to execute. Since teams can be configured to suit each project's characteristics, each individual student can play an integral role in various activities and develop their capacity to be more goal-oriented. Moreover, over the course of carrying out the project, students and their communities can assess real-life conditions critically, and address areas requiring improvement to ensure sustainable development. This, in turn, encourages students to exert transformational leadership.

Currently, the Hope and Hanyang University Leader Group features seven teams, with two new project teams joining the Group in 2020.

1) Daetris

Daetris is a micro-donation platform located near Aejimun Gate at HYU. It was developed to create a culture of donations among students, and to raise the interest level in SDGs. The Daetris kiosk is located at exit no. 2 of Hanyang University Station, which is the most frequently used access point for HYU students. The Daetris project currently has 11 students taking care of the entire project from planning and developing content to managing

the Daetris system. In 2019, it helped advertise the disabled sports platform "Playground," which provides a variety of barrier-free programs for both disabled and regular students. It was also involved in advertising "Iggi" from HYU's Business School, which raised money to provide elderly citizens living alone a healthy meal a day, and the "G Foundation," which was a fundraising campaign help teenage girls from low-income families buy sanitary products and cover their living expenses. With Daetris continuing to support meaningful initiatives, it has received multiple offers to advertise its platform or collaborate with other systems. In March 2020, Daetris worked with the "Blue Line Team" (a start-up club) to publish guidelines on preventing COVID-19. Also, Daetris is in the process of raising funds to help employees at KAINA in the Philippines, which has been forced to close its business due to the COVID-19 pandemic.



Daetris kiosk

2) Youth Change Makers

Youth Change Makers is a project aimed at developing young "changemakers," allowing high school students to learn about SDGs and the concept of "changemakership." It also gives young students a chance to experience the process of identifying and solving various problems in their local communities. In 2019, ten members of the Youth Change Makers secretariat and 27 mentees met to discuss solutions to specific social issues.

3) Media Promotion Group

The Media Promotion Group is divided into a reporters' corps and photo imaging department. The Group uses both the reporters' corps and photo imaging department to report on social innovation projects and events supervised by the Social Innovation Center. The Media Promotion Group gives students the opportunity to develop leadership by playing integral roles in planning and executing public relations campaigns for social innovation programs and events at HYU. Moreover, it enhances each student's understanding of social innovation and spurs students to participate in more volunteer programs. Starting this year, the Media Promotion Group will be reorganized to feature five reporters and five photo imaging experts.

4) Environmental Planning Group

The Environmental Planning Group conducts various academic symposiums and projects aimed at turning HYU into a green campus. Most notably, it helped install dishwashers across the campus to reduce the use of disposable products on campus, and created a flash card-type news page encouraging students to use the new dishwashers. Also, the Group has been asking more students to use tumblers on campus to create a green campus for HYU students. This year, the Environmental Planning Group will work with social innovation club SEN on a joint project.

5) Ten Spoons One Cat

Ten Spoons One Cat is a project team that takes care of the cats living on HYU's campus, and raises student awareness on living together with cats on campus to improve any preconceived notions students may have towards feral cats. In order to prevent cats from breeding indiscriminately, it traps, neuters, and returns (TNR) feral cats on campus with the Seongdong-gu Office. The team spent an active year in 2019, led by 16 senior members and 55 regular members.

SEN



6) SEN

SEN is a social innovation project team that prototypes and implements various business models based on its understanding of social problems and studies on social businesses. It also uses social values to solve various issues affecting our local communities. In 2019, it worked with Im Wan-soo from Community Mapping to create a community map for areas affected by the foul stench detectable near Majang-dong, and it led a project to install donation boxes for daily necessities inside HYU's dormitories to forward donated items to the Beautiful Store.

7) Good Store supporters group

The Good Store supporters group is a team that strives for the healthy growth of stores participating in the project by promoting their transparent management practices, generous charity work, and healthy products in local communities. The team's goal is to help local communities and HYU understand each other better through joint projects, and to create opportunities that might allow local communities to grow together with HYU. In 2019, the Good Store supporters group worked with the Merchant's Association of stores near HYU and the Seongdong Youth Platform to host the Store Festival, and it selected 20 "Good Stores." For each Good Store, the group created and distributed newly designed menus. The Good Store supporters group will continue to cooperate with stores near HYU this year to offer various activities aimed at establishing a win-win environment for HYU and local communities surrounding the University.

Teams affiliated with the Hope and Hanyang University Leader Group are working extremely hard to take the lead in offering social contribution activities and creating a culture of volunteer service in a variety of sectors. 2020 will be no different. The Group will work diligently to produce better results. In 2020, the Group will welcome two new projects - "Kidari Bank," an HYU student fund cooperative, and "Peace Supporters," a group that plans activities, cultural programs, and sports activities designed to include disabled students and other regular HYU students together. With the addition of two new teams, HYU is expecting more growth from the Hope and Hanyang University Leader Group.



Ten Spoons One Cat booths

Spreading social innovation programs

LUNA lights up the darkness

LUNA team and the Hanyang University Volunteer Group returned after installing solar-powered street lamps at a community in the Philippines suffering from energy supply issues

*Student Hwang Gyo-yeong participated in the LUNA volunteer group in the summer of 2019, and installed solar-powered street lamps at a local community in the Philippines that was struggling with energy consumption issues. The following is an essay written in the form of a journal by Hywang, who knows better than anyone about the LUNA project

LUNA, which stands for Light Up The Nation, is a project that hopes to shine a bright light, just like the moon, on marginalized and poor villagers living in the dark.

The project dates back to the APYE program in 2018. APYE, the Asia Pacific Youth Exchange, is hosted by the United Nations Development Program (UNDP) and the Asia Development Bank (ADB) and supervised by the Urban Youth Academy (UYA). It discusses SGDs, which refers to a global agenda proposed by the United Nations for young people in the Asia Pacific region.

Wakas Tanoli (Ph.D. candidate, Department of Construction and Environmental Engineering at Hanyang University) joined APYE in August 2018 with Heo Ji-yoon (Business School) and visited the Tulay Buhangin community in Quezon, the Philippines, for a two-week "Local Immersion" program. They stayed in the local area to understand its living conditions and worked on identifying daily issues affecting the community.

Wakas Tanoli and Heo Ji-yoon recorded the following observations: More than half of the residents do not have access to electricity. The other half who do have access to electricity lack the ability to use power efficiently, which puts them in a vicious cycle of energy poverty. Upon seeing issues in the local community for themselves, Tanoli and Heo returned to Korea and searched for solutions that could help the lives of people living in Tulay Buhangin. Despite having some innovative ideas, Tanoli and Heo had a hard time securing funds for their project. That is when they came across the 17 Hears Festival.

17 Hearts Festival is where HYU students share their achievements throughout the year. Most notably, the Festival features a competition for global social innovation projects. Winners typically get the opportunity to fund whichever overseas project they have planned for. Tanoli and Heo worked hard to prepare for the competition, and fortunately, their project was selected as one of the best overseas volunteer programs at the 17 Hearts Festival. Finally, Tanoli and Heo had the means to lift Tulay Buhangin residents out of their energy poverty.

Tanoli worked with Heo and a Pakistani international student named Wissal Kamil (Ph.D. candidate, Department of Convergence Mechanical Engineering at Hanyang University) and laid the foundation of the LUNA team. Then, Tanoli recruited three more students from Pakistan and the team traveled to the Philippines in January 2019 for the first leg of the LUNA project.

The phase-1 objective of the LUNA team was to invite local residents to workshops and raise their awareness on how to use electricity more efficiently. Active participation from local residents was key to the success of this initial phase. Luckily, Tulay Buhangin residents were eager to solve their energy issues. The attendance rate for the workshop was extremely high, despite some poor weather conditions. Local residents learned how to stop wasting energy, and how to lower their electricity bills. In the end, the LUNA team was able to return Korea, knowing that it improved people's awareness about electricity and how to use it efficiently.

As part of phase-2 of its project, the LUNA team installed a high-efficiency and eco-friendly solar-powered street lamp near Barangay Hall (the town hall at Tulay Buhangin) before returning to Korea. The new lamp encouraged more people to use the Hall. Buoyed by this success, the LUNA team started to work on a project to install the same solar-powered street lamps along a 2.2km stretch of road from the mouth of the village all the way to its center. To raise funds for the project, the LUNA team participated in the "2019 Summer University Overseas Volunteer Program Contest" hosted by the Korean University Council for Social Service. The project was selected as an outstanding project in this Contest, which gave LUNA team a chance to push phase-2 of its street lamp project forward.

For phase-2 of the project, LUNA team members divided their work based on their respective majors. Tanoli, who was a Ph.D. candidate in construction and environmental engineering, supervised the project, communicated with local organizations, and reviewed/managed the project overall. Heo, who was a business administration major, worked on securing investments from domestic and overseas investors. She also planned and executed various programs for the LUNA project, and took care of most administrative duties. Meanwhile, Kamil, a Ph.D. candidate in convergence mechanical engineering, dedicated his time in developing street lamp technology, and designing/assembling the street lamps. With each team member working hard in their respective fields, the LUNA team had an air-tight plan by the time they were leaving for the Philippines again. This time, they also had 15 volunteers from the HYU Volunteer Service Group looking to help the LUNA team in the Philippines.



Orientation session for selected volunteers

The LUNA team briefed HYU volunteers selected for the project on details of the program, the overall itinerary, local conditions, and precautions to help them understand the purpose of helping the locals in Tulay Buhangin and what each person will be expected to do once the group arrives in the Philippines. After a few preliminary training sessions, including pre-departure training and gender equality classes, the volunteers were ready to head over Tulay Buhangin.

Upon arrival, the volunteers were tasked with promoting the workshop prepared as part of phase-2 of the LUNA project. Tulay Buhangin lacked sophisticated networking systems, which meant that there were several households that were unaware of when and where the LUNA team was planning on hosting its workshop. Volunteers walked around the village to share details regarding the workshop and invite locals to attend the workshop. Then, the volunteers learned how to make the street lamps. First, the LUNA team organized a private workshop to teach volunteers how to make the street lamps. One the volunteers felt confident enough

to demonstrate how to make the street lamps, they were assigned to groups of local residents to teach them how to make street lamps. By doing so, locals learned how to assemble the street lamps themselves, making it possible for them to make more street lamps on their own if they can secure the required components.



Clockwise from the top left ① Visiting each household to invite them to the workshop ② Private workshop for HYU volunteers ③ Open workshop for local residents ④ Street lamps assembled by local residents

After the workshop, the LUNA team, HYU volunteers, and the villagers all worked on installing the solar-powered street lamps across the village. During this process, the LUNA team and local residents worked together to determine where to install the street lamps. They compared a route suggested by the LUNA team, which it believed to be the most effective route based on research, with a route suggested by the locals based on what they felt was the most frequently used.

Once all of the street lamps were installed, the program came to a close. On the last night at Tulay Buhangin, the LUNA team and HYU volunteers joined local children for a sports day event and some cultural exchange activities. The local children were active and curious to learn more about their new technology and Korea. In addition to sports, HYU volunteers bonded with the locals by inviting them to play the small games they brought from Korea. After the modest sports day event, the LUNA team and HYU volunteers ate snacks cooked by the locals and talked late into the night. The local children grew particularly fond of HYU volunteers after following them around for a few days. Unfortunately, it soon became time to say goodbye.

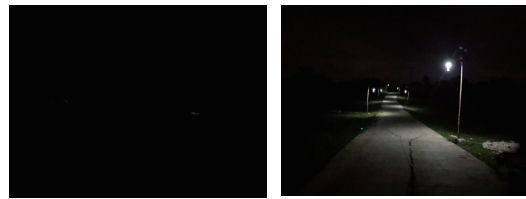
In preparing for this project, the LUNA team focused heavily on two aspects. One was to provide sustainable energy, and the other was to give locals the ability to build and install street lights themselves. That is why it chose to install solar-powered street lamps capable of generating energy without any additional processes, and that is why the team spent so much time teaching locals to assemble and install the street lamps on their own. Fortunately, LUNA team's work paid off. As seen in the photo above, a large number of local residents took part in the street lamp manufacturing workshop to learn how to make street lights themselves. Now, even if some of the lamps suffer minor failures, they can fix them on their own.

Solar-powered street lamps are easy to use and they are extremely environmentally-friendly. Solar-powered street lamps reduce our annual carbon dioxide emissions by 200kg compared to conventional coal-powered street lamps. The LUNA team installed approximately 70 solar-powered street lamps, which enabled the community to save roughly 1.5 tons of CO2 emissions per year. Solar-powered street lamps also bring economic benefits. Having street lamps improve safety at night, and having a well-lit road used by fishermen commuting to and from home at dawn or dusk boosts productivity. The ability to utilize more hours in the evening also helped locals interact with each other more, and improved their potential to develop as a community over the long-term.

LUNA changes hearts with street lamps.

Tulay Buhangin village. This is expected to have a huge impact on improving the quality of life for these families, who were previously unable to use their lights because of wear and tear or damage.

Below is a photo of a road before and after installing street lamps. Before the street lamps were installed, the entire road seems pitch black. According to local residents, they used to rely on moonlight when using their roads at night. When the moon was not bright enough, or on cloudy nights, they did not dare to venture outside. One village took a long look at the lights and said, "I want to express my deepest gratitude to the LUNA team and Hanyang University volunteers for bringing such a precious gift to our village."



Before and after installing the street lamps

The LUNA project also had a positive impact on HYU students. The following are excerpts from essays written by students who volunteered for the LUNA project.

"...Before heading over to the Philippines for this volunteer program, I have to say that part of me thought of the program as something I had to do to gain some sort of experience or achievement I can write in my resume. But once I started working with the locals, I really started to understand why we need these volunteer programs. I felt proud and happy with the fact that I could do something to help these people. If I get a chance to participate in these volunteer programs or activities in the future, I'm going to do my best to take part in them."

"...I think this project was particularly meaningful because it was led by students. Other overseas volunteer programs seemed to take little input from students. But this project was different. Also, I think that if all students work together to plan the program, and the local residents take the lead in implementing it, I think it could bring about even more growth and benefits."

Evidently, the LUNA project had a significant impact not only on the local community in Tulay Buhangin, but also students volunteers who took part in the project. By participating in a social innovation program, students were able to broaden their perspective and consider the bigger picture. Also, they now have greater potential to develop into individuals with an aptitude for innovating our society.

The LUNA project planted seeds of hopes and dreams in the hearts of local residents, and it laid the foundation for a mindset geared towards social innovation in students. The LUNA project did so much more than help the local community in Tulay Buhangin. It created a foundation upon which participating students can potentially build upon as they develop further as individuals. That makes LUNA project a genuine social innovation project.

Spreading social innovation programs

Living Lab: "Living Lab," our very own living and breathing lab

Living Lab literally refers to a live laboratory, an approach that enables students to solve social issues using various technologies. Unlike a conventional lab where researchers carry out experiments, the Living Lab is an open lab where the public (consumers) can play an active role in solving problems and producing results. The Living Lab is predicated upon the premise that local issues must be solved by local residents based on local conditions. That is why a Living Lab does not have to be confined to a research institute or university research lab. A Living Lab can be any facility where local residents gather to discuss solutions to local issues.

The Social Innovation Center signed an MOU with the Seongdong-gu Office regarding the Living Lab Project for Sustainable Cities, and it completed a pilot test of the Living Lab project in January.

The Social Innovation Center signed an MOU with the Seongdong-gu Office regarding the Living Lab Project for Sustainable Cities, and it completed a pilot test of the Living Lab project in January. For this pilot phase, HYU offered three topics – Improving the lives of single-person households; Solving traffic or mobility issues; or a free topic of choice. Students completed two weeks of intensive courses on social innovation, the Living Lab, and design thinking in January, and started working on a month-long practical project on during the third week of January. Over the course of the practical project, each group shared their progress and received feedback from experts and professionals working in the local community. The "HELP" team developed a program called the "Dream-HY" designed to match high school students concerned about their future careers with a university student expected to serve as a mentor. By forming a network between high school students struggling to settle on a future career direction with university students who can provide career-related information, the network helped high school students find answers to their questions and guide them towards building the necessary skills for a particular career. Meanwhile, "Team Seo Seong-han" came up with an income-supplementing project revolving around coffee burr for elderly citizens collecting recyclable paper for a living. Specifically, it involved elderly citizens from low-income households collecting coffee burr from cafes and delivering them to processing companies for a service fee. Team members interviewed a variety of stakeholders to get their feedback, and developed a sophisticated business model – a social venture called "Urban Miner" that uses coffee burr to produce eco-friendly fuel. Both teams are currently discussing the possibility of pushing respective projects onto the next stage.

During the winter session of 2019, the Social Innovation Center opened a Living Lab as a pilot program, then it created a social innovation and convergence course titled "Sustainable Cities and the Social Living Lab" (3 credits) for the first semester of 2020. Based on these developments, HYU is planning on creating a more advanced Living Lab with faculty members and graduate school students at the College of Engineering to push the Living Lab project to a new level. In addition, through the Living Lab project, HYU aims to develop individuals who can contribute to and innovate local communities. By doing so, it hopes to help

students hone their problem-solving skills and create new business opportunities using their ability to solve local issues as a medium. The biggest advantage of a Living Lab is that it can transcend theory-based classroom sessions, and give students a chance to develop real solutions for real local issues with

groups of experts. Participating students can help negotiate business agreements with the Seongdong-gu Office, find various models linked to corporations, civil society, and social venture groups, and get an opportunity to experience the real meaning of social innovation by solving community issues with their own ideas.



(up) Interview with local experts, (down) Living Lab meeting

The Living Lab has attracted significant public attention thanks to the fact that it is the first-ever initiative in Korea that invites a university and local government to create new courses and lead projects aimed at creating sustainable cities. HYU sincerely hopes that its Living Lab project can become a driving force for community innovation by solving community problems, and improving the quality of life for local residents.

Spreading social innovation programs

YCM: Youth Changemakers Project creates next-generation changemakers

The “Youth Changemakers” project aims to raise awareness on SDGs among adolescents, and it aims to improve the “changemakership” in each student. Members of the Youth Changemakers secretariat work as part of the Hope and Hanyang University Leader Group. They share information regarding SDGs with adolescents, who are expected to become leaders in future society, and provide them with opportunities to find solutions for social issues they were able identify. In other words, the project suggests ways through which students can become next-generation changemakers. HYU launched the Youth Change Makers project back in 2017. Then, in 2019, the project went through a major overhaul regarding the specific phases involved in the project. The Youth Change Makers project features the following:

HYU is looking forward to developing next-generation changemakers through its Youth Changemakers project, which continues to grow and evolve as a program.

Secretariat members must study their goals pertaining to sustainable development and “changemakership” independently for a period of two to three months. Members must share their opinions, study new fields, and improve their skills as mentors. Once their studies are complete, members must recruit mentees and create a platform where mentors and mentees can interact.

The event must be a two-day event with the entire process divided into two steps. The first step is a learning session. A member of the Youth Changemakers secretariat will serve as an instructor and give a lecture on the subjects of changemakership and SDGs. During the changemaker lecture, the instructor must introduce the concept of a changemaker and provide examples of changemakers around us. Meanwhile, during the SDGs lecture, the instructor must explain what SDGs are, how they were created, and give students an opportunity to explore SDGs in greater detail. The objective of this learning session to help mentees realize they can be changemakers prior to the following main session of the program.

Once the learning session is complete, the program moves on to a workshop. Mentees are divided into teams, and a member of the secretariat assigned to each team as a facilitator. The facilitator must help students discuss SDGs, select a social issue, and devise a solution. Finally, results and insights from the workshop must be shared with other participants. Each team must give their own feedback and mentors must share their feedback as well.

The six teams participating in the fifth iteration of the Youth Changemakers project each succeeded in developing a solution that could help solve the respective social issue they were able to identify. Among the six teams, Team no. 4 presented the best solution. Team no. 4 focused on the lack of self-realization

opportunities for adolescents in rural areas as their social issue. To solve this issue Team no. 4 suggested a “public after-school teaching system.” With this new

system, Team no. 4 proposed a way for students can receive textbooks for free, and enjoy additional learning activities after regular school hours without any extra financial commitment. To do so, the Ministry of Education must execute a comprehensive survey of rural students, select the right textbooks to offer, and distribute them to rural areas for free. The Ministry must also select after-school teachers with nationwide examinations, then conduct student satisfaction surveys for classes once every course is complete. Team no. 4 suggested that this policy could effectively improve the quality of public education, while reducing the need for private education. It also emphasized that its initiative could reduce education costs, and create a more even playing field for rural students.

Members of the Youth Changemakers secretariat surveyed mentees to improve the program after the workshop. The survey asked students how satisfied they were with each session, how difficult each session, was, and other feedback regarding the program or management of the program. According to survey results, the changemaker lecture was considered difficult, yet highly satisfying as a program.

The SDGs lecture session and gallery work session were also considered difficult or moderately challenging. But, again, students were quite satisfied with those programs as well. Finally, based on the survey of team projects, despite experiencing some difficulties, mentees believed that the team projects were a useful part of the overall program. Also, 77.8% of all students chose team projects as being helpful or enlightening,

Currently, HYU is planning a follow-up project where it selects teams that are willing to put advanced and sophisticated ideas into action, and connects them with university students capable of serving as mentors to give them a chance to refine and implement ideas from real-life programs. In addition, HYU has plans to expand its Youth Changemaker project from the Seoul and Gyeonggi-do area to other parts of the country, including Daegu and Jeju. If it decides to offer an expanded version of the program, HYU is expected to address previous issues regarding the timeline and venue of the project. Meanwhile, HYU has received numerous proposals from outside vendors asking for an opportunity to work with the Youth Changemakers project. That is why HYU is looking forward to developing next-generation changemakers through its Youth Changemakers project, which continues to grow and evolve as a program.



Project Group Meeting



Mentee presentation

Spreading social innovation programs

Donation for Education Fair: HYU participates in the “Donation for Education Fair” ... Praised for “changemakers” lighting up our future

HYU hosted a booth focusing on “Changemaker Mentoring is Changing the World” for adolescent students designed to direct attention to issues surrounding our environment, energy, and SDGs.

Social Innovation Center hosted booth featuring hands on activities at the “8th Donation for Education Fair” in 2019. The four-day Donation for Education Fair event, hosted by the Ministry of Education and the Korea Foundation for the Advancement of Science and Creativity, got under way at Exhibition Hall no. 2 in KINTEX, Ilsan. It served as a platform to share policies and results related to the donation of education, and a place to spread a more positive perception towards the donation of education.

This year’s Donation for Education Fair (main theme: “Light”) highlighted the importance of building a brighter future for our society and developing talented individuals. More than 140 organizations, including major corporations and universities, and 150,000 people attended the Fair.

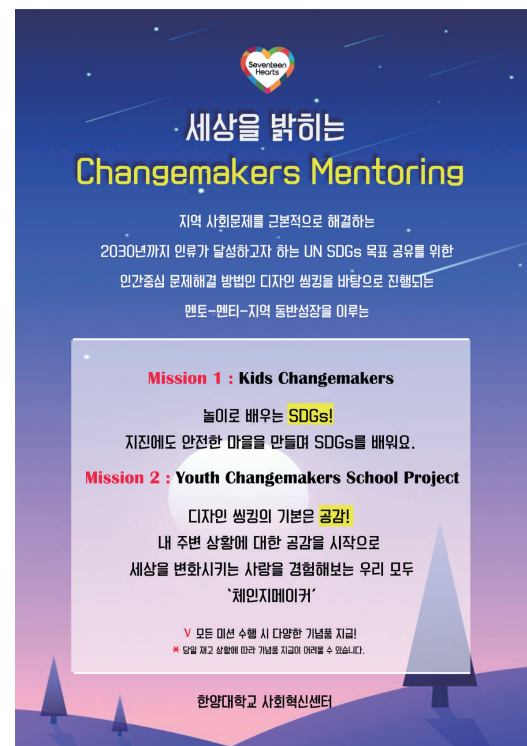
HYU hosted a booth focusing on “Changemaker Mentoring is Changing the World” for adolescent students designed to direct attention to issues surrounding our environment, energy, and SDGs. In the hands-on activity zone at the booth, HYU used SDGs-related teaching aids, the SDGs Literacy Board Game, Makers Play Board Game, and Play Aid Kit to offer visitors a taste of SDGs and changemakership mentoring. Once visitors became familiar with SDGs, the program gave visitors a chance to find SDGs that they thought were most important and find their own solutions. Meanwhile, in the exhibition zone at the booth, HYU showcased completed works, teaching aids, and some books.

The Social Innovation Center used the Donation for Education Fair as a platform to offer visitors a chance to experience academic programs on the topic of social innovation, and draw

people’s attention to the concept of social innovation as well as SDGs. Also, through the Design Thinking Methodology Program, which solves problems

centered on human beings, the Social Innovation Center shared its mentoring model aimed at ensuring accompanied growth between the mentor, mentee, and local communities.

In future Donation for Education Fair events, the Social Innovation Center at HYU plans to expand its Changemaker Mentoring Corner and host a one-day workshop. Also, it will prepare an “SDGs Play Zone” where children can learn about the fundamentals of SDGs through easy-to-understand games. HYU is eagerly anticipating the day its changemakers become active players in our society driving innovation in various communities.



Donation for Education Fair poster

Donation for Education Fair at a glance



Spreading social innovation programs

Distribution of business-based social innovation programs: KAINA

KAINA first emerged as an idea through the Social Venture Youth Exchange (SVYE) program in July 2017. Four students from HYU, including Han Seung-hoon (Financial Management), participated in the SVYE and came face to face with various socio-economic issues plaguing the women of Maogma Village in Nagasi City, the Philippines. They developed a plan featuring a Korean restaurant that hired single moms, who had to raise their children despite poor socio-economic conditions, as full-time employees. The project aimed to take advantage of the K-wave movement in the Philippines and kill three birds with one stone – teach locals how to cook Korean dishes, provide employment opportunities, and give them a chance to experience Korean culture. Han and his team (KAINA team) participated in the Social Venture Boot Camp to develop a viable business model based on Korean food services, and further developed it with the Seventeen Hearts Festival's Asia-Pacific Social Venture Competition. Ultimately, Han's dedication paid off, and his team was able to open the first KAINA restaurant in 2018. In this example, KAINA was able to satisfy five SDGs, including no poverty, gender equality, and decent work and economic growth.

In 2019, the KAINA team opened a second KAINA restaurant in the Philippines. The company has been registered as a full-fledged business in the Philippines, and it is looking to restructure itself as a cooperative corporation. The project offers HYU students a chance to gain some much-needed practical business experience with long-term (during the semester) and short-term (during holidays) programs. Students are dispatched to KAINA as trainees to earn first-hand experience in a real social business. In 2019, KAINA team increased the number of trainees dispatched to the Philippines to 11 students.

Moreover, KAINA was selected as the “Hanyang-Philippine Joint Socio-economic Development Project” by the Korea International Cooperation Agency (KOICA) in 2019 as well. Over the course of drafting the proposal for this project, Han and his teammates emphasized the fact that the KAINA project will become “a community that transforms vulnerable women into socio-economically self-sufficient women.” In other words, KAINA focused on maturing into a community capable of creating a virtuous cycle where women from vulnerable backgrounds become self-sufficient through KAINA, and then those women help other women in vulnerable situations.

Also, KAINA tried extremely hard to maintain the concept of an on-campus cafeteria for Korean cuisine. Furthermore, the success of the original KAINA restaurant showed how strong the demand for Korean food, Korean culture, and the K-wave was among local students despite Nagasi City being a relatively small city. KAINA proved that the concept of an “on-campus Korean food cafeteria” could be a profitable model. Clearly, KOICA agreed with KAINA team's vision, given its decision to choose the project as one of its supported programs.

Of course, a number of HYU faculty, staff, and students worked relentlessly to ensure the success of the KAINA project. Last year, researcher Kim Jae-gyeong at the Social Innovation Center, who worked as a long-term field trainee during the second phase of KAINA, cited “communication” as the most difficult aspect of the project. At first, Kim says it was difficult for team members to understand each other because of the different values they had. However, according to Kim, everyone did their best to discuss their thoughts and understand each other over the course of the day. At times, Kim says it was difficult to work with local Nanays (“mother” in Tagalog). This was compounded by the fact that most locals had no experience cooking Korean food or being put in a position to lead others. Nevertheless, KAINA students from HYU continued to ask local Nanays for their opinion, and helped them make their own decisions. After a while, they began to develop their own recipes and take ownership of their work.

KAINA was selected as the “Hanyang-Philippine Joint Socio-economic Development Project” by the Korea International Cooperation Agency (KOICA) in 2019.

In 2019, unlike in the previous year, HYU dispatched trainees and managers to KAINA in the Philippines. Researcher Kim Jae-gyeong says this made KAINA a much sustainable project. Considering that KAINA is still in its early stages of development, it needs a variety of resources. Trainees

and managers helped fill the gap left behind as the co-founders returned to Korea. Kim says that the trainees and managers helped with sales activities, public relations campaigns, and accounting.

Kim said, “The biggest learning I gained through the KAINA project was the fact that I realized I was a changemaker.” She says she became more confident in her ability to use her own skills and bring about change. Kim also emphasized, “First of all, people looking to work on these international projects need an open mindset because you have to work and communicate with people from different backgrounds who might have different values.” Thanks to these efforts from HYU students, KOICA decided to support the KAINA project for four years (2020~2023). This is expected to help HYU open up more KAINA stores and dispatch a stable stream of trainees to local stores in the Philippines. Now, the objective is to open 20 stores by 2023, and employ 84 local women from vulnerable backgrounds. Moreover, HYU will look to dispatch 140 trainees in total (cumulative) by 2023.

Awareness and interest in a small issue inspired the KAINA project, which in turn, changed the lives of many people. The future seems bright for KAINA. All it needs to do is keep growing all across the Philippines and into the world.



KAINA store no. 1



KAINA store no. 2

Spreading social innovation programs

Seventeen Hearts Festival: We are the Changemaker! “17 Hearts Festival”

From September 25 to 27, 2019, HYU, its partners, and other domestic and international cooperating organizations gathered together at HYU's Seoul campus (Aejeemun Square, near the Lion statue) for the 17 Hearts Festival to share their achievements in social innovation and create additional by exploring opportunities to combine social innovation programs and social corporations.

Celebrating its 4th year, the 17 Hearts Festival focused on cultivating and promoting the changemaker spirit with the slogan “You are the Hanyang Changemaker.” As a platform to give students a chance to experience and identify social innovation solutions available in everyday life, the 17 Hearts Festival was largely divided into three sections – the Changemaker Campaign, the HYU Signature Festival Content Experience Program, and the Korea Signature Social Contribution Conference.



Hanyang Plaza, refurbished for the 17 Hearts Festival

1) Changemaker Campaign

The Changemaker Campaign was a pre-festival campaign hosted before the main festival. It was split across two venues – Hanyang University Hanmadang and Haengwon Park on B1F at HYU's Business School building – and it went on for five days from September 16 to 20, 2019. The Campaign ran through four stages. First, the Campaign staff explained what “changemaker” exactly means and what its purpose is to the audience, then asked them if they would like to join the Changemaker Campaign. Campaign staff also introduced students to the 17 SDGs, and instructed them to choose whichever SDG they think is important. Third, Campaign staff printed out a label featuring the name of the student and a specific promise they made for a topic of his/her choice. Finally, Campaign staff gave away the label, tumbler, and multi-purpose sticker, and leaflet at souvenirs to the student, and asked them to tag them on SNS or follow the changemaker account. By delivering a simple but impactful message, the Campaign became a very effective tool for HYU. It secured a total of 1,048 signatures and approximately 400 posts with hashtags including “Hanyang Changemaker” or “17 hearts festival.”



Changemaker Campaign

2) HYU Signature Festival Content Experience Program

The HYU Signature Festival Content Experience Program was divided into two components—a Hands-on Experience Booth and a Play Zone. The Hands-on Experience Booth consisted of 13 booths set up in collaboration with outside organizations and student clubs. Booth no. 1 was hosted by HYU corporation L.A.C. Studio. The booth used inverted umbrellas, handkerchiefs, and copies of the book “Take Care of My Mentoring” to encourage students to sign up for the APYE program scheduled for the winter session in 2019. Sitting adjacent to L.A.C. Studio, Big Issue Korea sold its magazine, “Big Issue,” at its booth. Volunteers promoted the magazine and invited students to subscribe. The Korea Social Enterprise Promotion Agency promoted the national social venture contest, while the G Foundation hosted a charity bazaar selling clothes, used books, and other miscellaneous goods. The Korean Red Cross showcased content related to blood donation, hosted a quiz program on the topic of blood donation, and had a jigsaw puzzle (featuring its mascot) for students to put together. Touch For Good sold plastic up-cycle products, such as pots and boxes made of plastic bottles and blocks, as well as pouches made with recycled plastic bottles. Finally, Play 31 exhibited its “Key Ring to Water Pistol” project where students could create their own up-cycle plastic keyrings using plastic powder waste pulverized with a water gun, leather bits, and paper gathered through its “materials rescue” initiative.

As for student clubs, six joined this year's Festival. Ten Spoons One Cat, an affiliate of the Hope Group Leadership Group, invited students to make their own fishing rods for cats, and sold hand-held mirrors, rice cake-shaped notes, L-shaped files, and transparent photo cards. It also hosted a game inspired by its name “Ten Spoons One Cat” (meaning if ten people give up one spoon each, it can feed a cat with a full meal). Meanwhile, SK Rookie showcased a modified version of its DIY air purifier, and

offered students a chance to take part in its “Life Straw Activity Program.” Not only that, it also polled people on various social issues and surveyed students for demand in air purifiers. SEN gave students an opportunity to make their own tumbler carriers using macrame yarn, and also sold its own macrame bags and macrame yarn. Moreover, SEN had flash card-types news on how macrame bags can help protect our environment. Kidari Bank offered a money counting game with a simple quiz for an added twist. It also sold Kidari Bank merchandise and recruited members for its cooperative. The Changemaker Mentoring Camp screened the official video produced by Raonhaze and Hanyang Campi Rotaract for the 2019 Changemaker Mentoring Camp as well as other videos on various activities at the Camp. It also showcased an album of photos and outputs from the 2019 Mentoring Camp.



Full view of the booth

3) Korea Signature Social Contribution Conference

The Korea Signature Social Contribution Conference, held as an supplementary event linked to this year's Festival, featured four learning programs. On September 25, HYU screened “TEN – 10 Clues to Future Education” inside the HYU Museum Seminar Room at 10:00, 13:00, and 17:00. On September 26, HYU hosted the “Time to Open the Future” Forum at the International Conference Room (6F) inside the Paiknam Academic Information Center. On September 27, the University hosted the National Social Venture Competition at the Hanyang Institute of Technology (6F), and on September 28, HYU hosted the Youth Changemaker Camp at its 4th Industrial Revolution Center. These sessions gave HYU a chance to promote its signature conferences and bolster its social innovation network.

Thanks to the 17 Hearts Festival, HYU students learned that social innovation starts with seemingly mundane everyday activities. They posted content on social innovation activities on their SNS accounts and learned the spirit of changemakers. Moreover, this year's Festival was more significant than previous years in that it presented HYU's direction for social innovation from the standpoint of what kind of world HYU wants to create moving forward. Next year's Festival promises to be an even greater success with HYU looking to invite for-profit corporations. By generating enough profits and social impact, HYU hopes to turn the Festival into a more sustainable event. The 17 Hearts Festival continues to remind HYU students that they are the real changemakers at the University.

Thanks to the 17 Hearts Festival, HYU students learned that social innovation starts with seemingly mundane everyday activities. They posted content on social innovation activities on their SNS accounts and learned the spirit of changemakers.

Meanwhile, the Play Zone featured games selected through the “SDGs Play Contest” held between September 3 and 19, 2019, along with existing SDGs games. At the Contest, four new games were selected: the “SDGs Tray Karaoke,” “Which SDGs are important?,” “SDGs Twister,” and “Find Social Innovations with a Cone Hat.” Winners were awarded at the end of the Festival. The Play Zone gave students an opportunity to play an active part in the Festival and encouraged them to plan various programs and take more ownership of the featured events. Ideas from the Play Zone will also be reflected in future social innovation-related programs.

This year's Festival had a myriad of activities and programs to enjoy. To encourage more students to join the festivities, it hosted a “Sticker Rally” featuring signature Festival programs available at HYU. Each booth was given a unique sticker, and students were awarded prizes if they managed to collect a certain number stickers. Not only that, the Festival organizers placed photo zones, raffles, and luck-draw events across the campus to give students the best Festival experience. Together, these programs and activities provided HYU students an opportunity to approach the subject of social innovation a much easier and more enjoyable fashion.

17 Hearts Festival at a glance

Ashoka Forum



Social Venture Contest



"Play Zone" designed for easy student access



The charity bazaar hosted during the Festival



Pre-festival campaign to raise awareness regarding SDGs and promote the 17 Hearts Festival



Various booths featuring social innovation programs



Full view of the booth



HYU's social innovation at a glance

| Program | Target | Date | Operational Details and Outcomes |
|---|--|-----------------------|--|
| Hanyang Volunteer Corps | Current students | 2019.03~2020.02 | <ul style="list-style-type: none"> 4 times a year (semester 1, summer session, semester 2, winter session) No. of Completed Students: 3,258 students No. of Programs: 898 |
| Major in Social Innovation program | Current students | 2019.03~2019.12 | <ul style="list-style-type: none"> No. of Students Majoring in Social Innovation: 61 students (cumulative 146 students) Features: PBL-centric curriculum, internship linkage program, priority consideration for non-curricular programs on social innovation curriculum counseling group available |
| Book Sharing Mentoring Program | Current students | 2019.03~2019.12 | <ul style="list-style-type: none"> Details: 1:1 mentoring program for academic and emotional support (young students from vulnerable backgrounds selected by the Seongdong-Gwangjin District Office of Education and Seongdong-gu Office) No. of Participants: 23 students |
| Field training | Current students | 2019.01.15~2019.12.23 | <ul style="list-style-type: none"> Details: Capacity building program as a social innovation-type talent featuring hands-on experience and career research opportunities at industrial sites Cumulative No. of Participants: 31 KAINA trainees (including short-term volunteer work) |
| Hope and Hanyang University Leader Group | Current students | 2019.03~2020.02 | <ul style="list-style-type: none"> Objective: Create a culture of volunteer service to innovate our society No. of Participants: 109 students Outcomes: Total 7 projects, various conferences, and workshops |
| Social Economy Leadership Course (Play Changemaker) | Current students | 2019.12~2020.02 | <ul style="list-style-type: none"> Objective: Provide practical experience in the field of social economy for HYU students through Action Learning programs No. of Participants: 58 students Outcomes: 58 Play Changemaker facilitators, mentoring camps in 5 regions |
| Hanyang Red Lion Global Internship Project | Current students | 2019.11.14~2020.01.18 | <ul style="list-style-type: none"> Objective: Develop talented individuals who can help build an ecosystem for social innovation and ensure sustainability of projects that create social value on the international stage No. of Participants: 17 students Outcomes: Corporate projects targeting the Chinese market and projects proposed by start-up teams executed in Korea and abroad to push promising start-up ideas further forward |
| Living Lab Project | Current students | 2019.10.01~2020.01.31 | <ul style="list-style-type: none"> Objective: Innovate local communities in Seongdong-gu No. of Completed Students: 17 students Outcomes: 5 social innovation solutions |
| IBC Social Innovation Capstone Design Course (Distribution across HYU and other universities) | University | 2019.07.03~2019.08.21 | <ul style="list-style-type: none"> Objective: Offer advanced subjects developed based on collaboration with social innovation organizations No. of Participants: 5 current students, 21 students at other universities Outcomes: Industry-academia Cooperation Courses in Collaboration with Root Impact |
| Asia Pacific Youth Exchange (APYE) | Current students, other university students abroad | 2019.07~2020.02 | <ul style="list-style-type: none"> Objective: An international exchange program aimed at finding solutions to global social problems based on the principles of design thinking and realizing sustainable development goals through youthful energy No. of Participants: 38 students Outcomes: Global leadership developed through sharing and spreading social innovation values |

| Program | Target | Date | Operational Details and Outcomes |
|---|---|-------------------------------------|---|
| Hanyang Changemaker Mentoring Camp | Current students, middle and high school students nationwide | 2019.07~2019.08/ 2019.01~2020.02 | <ul style="list-style-type: none"> Objective: Mentoring camp to mentor adolescents from academically and culturally marginalized backgrounds on a variety of topics, including future career options and interpersonal relationships No. of Participants: 89 current student mentors, 336 youth mentees Outcomes: Development of global citizenship qualities of adolescents from academically marginalized backgrounds, and strengthening the capacity of mentees |
| Youth Changemakers Project | College mentors high school students in the metropolitan area | 2019.09~2019.11 | <ul style="list-style-type: none"> Objective: Develop Youth Changemakers No. of Participants: 27 students (10 current students, 17 mentees) Outcomes: 6 solutions to innovate our society |
| APYE in KOREA | Current students, other university students abroad | 2019.08.18~2019.08.26 | <ul style="list-style-type: none"> Objective: Asian-Pacific Youth International Exchange program to implement the Sustainable Development Goals and solve societal problems in Korean communities No. of Participants: 178 students (23 HYU students) Outcomes: Sharing of social innovation values and establishment of a foundation for community cooperation |
| Seventeen Hearts Festival | All universities and local social innovation corporations | 2019.09.16~2019.09.27 | <ul style="list-style-type: none"> Objective: A festival that shares the progress and achievements of industry academia collaboration projects between universities, local communities, businesses, and international organizations aimed at social innovation with young people in Korea and abroad No. of Participants: 1,048 persons Outcomes: Sharing of results achieved with HYU's industry-university collaboration projects with various stakeholders in local communities and on the global stage to innovate our society |
| SSIR Global Impact Conference | Social sector stakeholders Researchers and activists in the social innovation field | 2019.10.29~2019.10.30 | <ul style="list-style-type: none"> Objective: Introduce social innovation projects across Asia and prepare a forum that discusses potential collaboration options No. of Participants: 150+ people Outcomes: Guest list including SSIR publishers, editors, and social innovation activists from five countries across Asia |
| 8th Donation for Education Fair (2019) | Local adolescents and workers in the education sector | 2019.10.23~2019.10.26 | <ul style="list-style-type: none"> Objective: Sharing and demonstrating of social innovation-related learning content at HYU for children and adolescents Outcomes: Approximately 500 visitors to the HYU booth, verification of the teaching benefits delivered through the Play Aid Kit, SDGs Literacy Board Game, etc. |
| Good Store program for Seongdong-gu | Socially innovative local SMEs and small businesses | 2019.11~2020.01 | <ul style="list-style-type: none"> Objective: Aims to share and promote the value of "industry-university cooperation for social innovation" using a healthy industry-university cooperation model with small local businesses Selected companies: 23 Outcomes: Selected 21 Good Stores near the "Geumho-dong Geumnam Market" for the first year, selected 21 companies that participated in the Changemakers Group program for the second year, selected 23 companies near HYU for the third year (total: 65 companies) |
| Self-organized Summer Overseas Volunteer Service Program (Quezon City, the Philippines) | Current students | 2019.07.06.~2019.7.15 | <ul style="list-style-type: none"> Objective: A follow-up program to the APYE, and a self-organized volunteer program for international students to solve energy problems in the Quezon region No. of Participants: 17 current students, approximately 200 local residents (beneficiaries) Outcomes: Improving the mindset of local residents, and forming the foundation for long-term projects |

2019 Hanyang Social Innovation Center Annual Report

Date of Issue July 2020 | Designed and Edited by Social Innovation Center | Published by Social Innovation Center

Editorial Staff Seul Lee(Social Innovation Center), Gyuyeong Kim(Chinese Language & literature),

Soyun Kim(International Studies), Minseo Kwak(Business Administration), Mingyung Gwon(Clothing & Textiles),

Changer Park(Architecture), Bomi Lee(History), Sooyeon Lee(Business Administration), Jinwoo Lim(Financial Management),

Jaehun Choi(Business Administration), Gyoyoung Hwang(Nuclear Engineering)

Address 222 Wangsimni-ro, Seongdong-gu, Seoul 04763, Korea | Webpage hvc.hanyang.ac.kr

