



Working Together: Making a Difference.
Department of Public Information Non-Governmental Organizations



Education for Global Citizenship: An Emerging Approach to Implementing the Sustainable Development Goals

16 February 2017 • 3 p.m. - 4:45 p.m. • ECOSOC Chamber, United Nations Headquarters, New York

Moderator

Holly Shaw

International Council of Nurses and The Nightingale Initiative for Global
Health, Ph.D. RN

Speakers:

H.E. Ambassador Hahn Choonghee

Permanent Mission of the Republic of Korea to the United Nations

Jeff Brez

Chief, NGO Relations, Advocacy and Special Events
Department of Public Information

Mary E. Norton

Felician University, The Franciscan University of New Jersey, Ed.D.

Eunhee Jung

IVECA, Center for International Virtual Schooling

Daniel Perell

Baha'I International Community and The Coalition for Global Citizenship

Maxine Davila

1+One



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UN DPI NGO Relations

Webcast: webtv.un.org Website: <http://outreach.un.org/ngorelations/>



@chhahn85

Ambassador Hahn Choonghee has been the primary proponent of Education for Global Citizenship and recently convened a UN Seminar “ Global Citizenship Education: An emerging agenda for peace and preventing violent extremism and promoting sustainable development and human dignity” He serves as Ambassador and Deputy Permanent Representative of the Republic of Korea to the United Nations in New York. Ambassador Hahn has served in major positions in the Ministry of Foreign Affairs, including Director-General for Cultural Affairs (2012-2014), which is when he developed a commitment to advocacy for Education for Global Citizenship. He leads the Korean Mission’s UN consultations and negotiations on sustainable development goals and post-2015 development agenda. Ambassador Hahn received an M.A. in international relations from the University of Pennsylvania, a B.A. in French from Seoul National University and studied at University of Paris I (Pantheon- Sorbonne) in its training program.



@JeffBrez

Mr. Jeff Brez is Chief of NGO Relations, Advocacy and Special Events in the Department of Public Information. In this capacity he oversees relations with Non-Governmental Organizations, the Messengers of Peace Programme, the Creative Community Outreach Initiative (partnerships with television and film) and Special Events. His work in international humanitarian aid and development assistance has spanned more than a decade and covered a range of issues including anti-corruption, children’s and women’s rights including child soldiers, education, public health, refugee and internally displaced persons assistance, sustainable agriculture and food security, environmental sustainability and climate change. He holds a Master of International Public Policy from the Johns Hopkins School of Advanced International Studies, where he studied international economics and development.



@felicianUniv

Dr. Mary Norton is professor and Executive Director The Center for Global Academic Initiatives Felician University- the Franciscan University of New Jersey. She has served several times as an officer on the DPI/NGO Executive Committee and Chair of the 63rd Annual DPI/NGO Conference held in Melbourne, Australia. Additionally, she has received several Fulbright Awards and USAID Grants to the Middle East to develop graduate programs. She has developed educational programs in China, Iran and Pakistan where she also served as program director. In Jordan she served as a PhD dissertation advisor, and an educational consultant in Muscat, Oman. In Thailand Cambodian Refugee Camps she worked with the International Rescue Committee. She earned a BA from New Jersey City University, an MA and EdM and EdD from Columbia University, NY and Post-doctoral certificate in the Medical Humanities from the College of Physicians & Surgeons, Columbia University, NY. Her research on breast cancer among Jordanian women was funded by the University of Jordan Scientific Committee.



@ejung_iveca

Dr. Eunhee Jung is the Founder and Executive Director of IVECA International Virtual Schooling and serves as CEO of IVECA-KOREA and Co-Chair of the NGO Committee for an International Day of Education for Global Citizenship. Her expertise is in using ICTs to transform classroom activities towards globally connected teaching and learning, the virtual environment of which is cross-culturally situated to promote interculturally competent global citizens who can contribute to peace and sustainable development. She has consulted/worked with K-12 schools, universities, technology firms, NGOs, and ministries of education in the United States and 16 countries in Latin America, Asia, Africa, and Australia. In 2009, the US Distance Learning Association recognized her work with the 21st Century Best Practice Award for Excellence in Distance Learning. She earned M.Ed. and Ph.D. from University of Virginia and B.Ed. from Seoul National University of Education



@Network4better

Ms. Maxine Davila, active within civil society sector at the United Nations, since 2010, is the Founder of 1+One: Networking for a Better World, a grassroots initiative to “encourage individual responsibility, through awareness and education.” In the past she has advocated against homelessness, human trafficking, HIV/AIDS, and most recently, for the UN Sustainable Development Goals (SDGs) aka “Global Goals.” She was an official Youth Representative to the Department of Public Information’s (DPI) Youth Sub Committee planning team for the 66th UN DPI/NGO Conference, which she attended in Gyeongju, Republic of Korea. There, she produced the official DPI/NGO Youth Sub-Committee Google Hangouts and was part of the drafting team for the Gyeongju Youth Declaration, the first action document submitted by youth to be integrated with the Conference’s Outcome Agenda, themed “Education for Global Citizenship”



@dperell

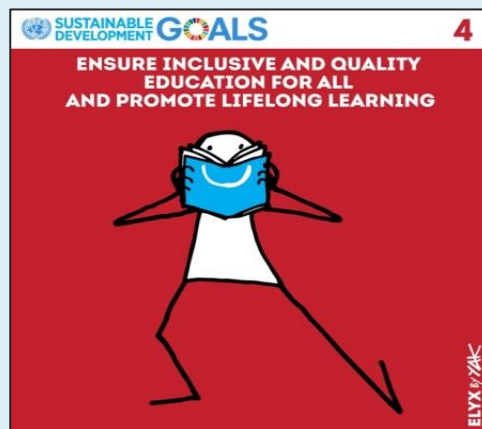
Mr. Daniel Perell represents the Baha’I International Community and serves on the Steering Committee of the newly established Coalition for Global Citizenship, which promotes and articulates the concept in order to raise the profile and share best practices of global citizenship through substantive joint learning initiatives, creating resources and encouraging members to promote the concept at the UN and other spaces. He is also one of the Global Organizing Partners of the NGO Major Group.

Moderator



DrHKShaw@gmail.com

Dr. Holly Shaw, Ph.D. RN represents the Nightingale Initiative for Global Health (NIGH) and the International Council of Nurses (ICN) and has recently served as a director on the DPI/NGO Executive Committee (2012-2016). She is Vice Chair of the NGO Committee on Mental Health, where she is the Co-Convenor of the Working Group on Refugee and Immigrant Mental Health. She serves on the Transition Leadership Team, NGO Committee on Education, Learning and Literacy and participates in many UN NGOs and CoNGO Committees, *including Working Group on Girls, CSW NGO NY, Committee on Teaching about the UN (CETAUN), and NGO Health Committee*. She has presented at numerous UN DPI NGO Conferences including Melbourne, Australia, Bonn, Germany and New York City and was involved in the planning of the May 2016 DPI Conference in the Republic of South Korea. Dr. Shaw has served for more than three decades as an expert in health and healing with a focus on crisis, trauma and bereavement as a professor, clinician, consultant, and advocate . Most recently, she has been an invited presenter in Israel, Jordan, India, Hong Kong, Shanghai, and Cambodia.





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**Education for Global Citizenship:
An Emerging Approach to Implementing the Sustainable Development
Goals**

Social Media Cheat Sheet

- At UNHQ for today's #DPINGO Briefing: An emerging approach to implementing the SDGs!!
- Let's place a global spotlight on quality education and global citizenship today! #DPINGO
- Prioritize education in policy and practice #DPINGO
- The importance of SDG #4 is to "Ensure inclusive and equitable quality education and promote lifelong opportunities for all." #DPINGO
- You don't need a passport to be a global citizen, go out and be one today!! #DPINGO
- Did you know that the Global Citizenship Education (GCED) is one of the strategic areas of UNESCO's Education Sector program for the period 2014-2021. #DPINGO



@UNDPINGO #DPINGO #Ed4GlobalCitizenship



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Achieving the Sustainable
Development Goals Together

GYEONGJU, REPUBLIC OF KOREA
30 MAY - 01 JUNE 2016



Gyeongju Action Plan

“Education for Global Citizenship: Achieving the Sustainable Development Goals Together”
Gyeongju, Republic of Korea
30 May – 1 June 2016

We, the NGO participants of the 66th United Nations DPI/NGO Conference, adopt this Action Plan so that all may realize the aspirations of the 2030 Global Agenda for Sustainable Development. Education is a human right, essential to well-being and dignity, and is key to achieving Agenda 2030. Further, an ethos of global citizenship is required in order to fulfil this bold, people-centered, universal, and planet-sensitive development framework.

In order to achieve Agenda 2030, we affirm:

- The importance of Sustainable Development Goal 4: “Ensure inclusive and equitable quality education and promote lifelong opportunities for all.”¹
- “Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship ...”²
- In the spirit of global citizenship, in which our primary identity is that of human beings, *all* people, regardless of circumstances, “should have access to life-long learning opportunities that help them acquire the knowledge and skills needed to exploit opportunities and to participate fully in society.”³
- The importance of universal inclusion, acknowledging that the absence of a particular group or identity in text can lead to the exclusion of that group or identity in policy. We have made a conscious decision not to highlight any particular group or identity to ensure full inclusion and equal treatment of *all* people – especially those in positions of specific vulnerability and marginalization. It is unacceptable that diverse group memberships and identities have been used to deny the right to learn or otherwise marginalize individuals. In education, as in all things, the basis of non-discrimination is, and ought to be, our common humanity.
- In addition to literacy and numeracy, education must advance the cause of global citizenship which:
 - promotes integrated development of the whole person emotionally, ethically, intellectually, physically, socially, and spiritually; imbued with an understanding of our roles, rights and responsibilities for the common good in service to humanity and the advancement of a culture of peace, non-violence, freedom, justice, and equality;

¹ UN General Assembly, *Transforming our world: the 2030 Agenda for Sustainable Development*, 21 October 2015, A/70/L.1

² UN General Assembly, *Universal Declaration of Human Rights*, Art. 26, 1948.

³ UN General Assembly, *Transforming our world*, Para. 25.

- inculcates a sense of care for the earth, reverence for the interdependent kinship of all life, and stewardship of all ecological systems for future generations;
 - strengthens the societal relationships among individuals, institutions, communities, states, humanity, and the planet;
 - “empowers learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive, and secure world”;⁴
 - nurtures a sense of solidarity and empathy in order to end poverty, protect the planet, ensure human rights, and foster prosperous and fulfilling lives for all.
- The pivotal role that arts, engineering, the humanities, mathematics, natural and social sciences, and technology must play to catalyze innovation and fulfill the 2030 Agenda. We further affirm the value of interdisciplinary education as a driver for creative expression and innovation.
- Education for global citizenship is an essential strategy to address global challenges as well as to promote gender equality, facilitate the eradication of poverty and hunger, build skills, eliminate corruption, and prevent violence, including violent extremism. It promotes truly sustainable production and consumption, mitigating climate change and its effects, protecting our waters and biodiversity, and preserving indigenous knowledge.
- The importance of the inclusion and participation of young people in decisions that affect their learning processes since educational systems have a profound, distinct, and lasting impact on them.⁵
- Local knowledge and best practices should be incorporated into practical educational strategies for resilient communities and sustainable agriculture. Particular targeted efforts should be made to include and empower rural people living in poverty, women, and disadvantaged groups through education. Community-based organizations must be given authentic power and capacity to prioritize needs, select projects, manage funds, and take action.
- This gathering builds on previous foundational initiatives including, but not limited to, the 2013 UNESCO Forum on Global Citizenship Education: Preparing Learners for the Challenge of the 21st Century; the 2014 UNESCO World Conference on Education for Sustainable Development: Learning Today for a Sustainable Future; and the 2015 World Education Forum: Transforming Lives through Education.

We commit to:

- An education based on creative and critical thinking that enables *all* people to actively contribute to political and developmental processes in a complex, interlinked, and diverse global society both within and beyond their borders.
- An education that teaches conflict resolution, a deep appreciation for diversity, ethical reasoning, gender equality, human rights and responsibilities, interdependence, multilingual and multicultural competence, social justice, sustainable development, and values.
- Utilize the pillars of formal education, informal education and training, and advocacy and public information as means to reduce inequalities that impede the achievement of the Sustainable Development Goals, most particularly Goal 4.
- Strengthen diverse civil-society-led coalitions around the world that contribute to the development of education for global citizenship.⁶

⁴ UNESCO, *Global citizenship education: Preparing learners for the challenges of the twenty-first century*, 2014.

⁵ See further, *Youth Declaration* from the 66th United Nations DPI/NGO Conference, 2016.

⁶ These include, but are not limited to, the Coalition for Global Citizenship 2030 based in North America, Bridge47 based in Europe, and others.

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- Promote experiential learning, interdisciplinary studies, online learning, and intercultural exchanges to prepare students and educators to become global citizens.
- Devise and implement effective capacity-building programs for education practitioners.
- Create the position of Secretary-General's Envoy to Civil Society to act as a liaison between the Secretary-General's Office and Civil Society.

Therefore, be it resolved,

We, the people gathered at the 66th United Nations DPI/NGO Conference, will continue to work in furtherance of the 2030 Agenda for Sustainable Development with a particular emphasis on promoting education for global citizenship.

We thank the people and the Government of the Republic of Korea, the Province of Gyeongsangbuk-do, and the City of Gyeongju for their heartfelt and warm welcome and for hosting the 66th United Nations DPI/NGO Conference and for their efforts to promote education for global citizenship and to achieve the United Nations Sustainable Development Goals.



Achieving the Sustainable
Development Goals Together

GYEONGJU, REPUBLIC OF KOREA
30 MAY-01 JUNE 2016



Gyeongju Youth Declaration
**66th DPI/NGO Conference “Education for Global Citizenship: Achieving the Sustainable
Development Goals Together”**
Gyeongju, South Korea - 30 May to 1 June 2016

We, the youth participants of the 66th United Nations DPI/NGO Conference, affirm that an ethos of global citizenship provides the bedrock for youth action on the promotion and implementation of the Sustainable Development Goals of Agenda 2030.

We affirm that the ultimate objective of Education for Global Citizenship is the promotion of universal participation in the construction of a prosperous world civilization. As such, we call on a re-examination of the efficacy of youth participation at all levels of decision making.

Young people are already impacting their communities every day, in countless ways and to widely varying ends. We need our desire to contribute to constructive change and to offer meaningful service to be strengthened, supported, and expanded, by our international, national and local communities.

Integrating young people into formal structures of power is of course advantageous for a variety of reasons. But simply feeding “young” voices into “old” systems, if unaccompanied by more substantive forms of participation runs the risk of degenerating into mere tokenism. Young people are needed as leaders and decision-makers not only in youth forums and special-purpose councils, but in those spaces where the course and direction of society as a whole are determined. This may well require the development of new systems of decision-making and collaboration – systems characterized by an unbiased search for truth, an attitude of cooperation and reciprocity, and an appreciation for the vital role every individual can play in the betterment of the whole.

To be effective global citizens and to contribute fully to the achievement of the Sustainable Development Goals, young people need better access to quality and affordable education, that spans the range of human faculty development, develops critical thinking and global mindedness, is inclusive of the diversity of youth, and builds moral character. However, while many current education systems are not meeting our evolving needs, we recognize that we are active agents of change and have much to contribute towards strengthening educational processes at all levels.

Thus, we the youth, commit to:

- Wholeheartedly work to implement the SDGs and empower increasing numbers of youth to take real action together.
- Harness our innovation to develop projects aimed at improving quality educational experiences for young people.
- Report regularly on our actions, reflect on the efficacy of programs aimed at youth, and share our honest learning and shortcomings.
- Take up the responsibility to mentor each other through higher educational processes and share learning opportunities.
- Build strong intergenerational partnerships with Civil Society Organisations to work towards achieving the SDGs together, in particular strengthening informal educational initiatives.
- Offer honest, measured and unbiased perspectives to policy and decision making processes, for the betterment of all, not just for young people.
- Strive to leave this planet better than we found it.

We urge Member States to:

- Make strong education systems a top priority. Consider the implementation of a universal, rigorous standard of education, that accommodates tailoring to the needs of the local context, and education for global citizenship.
- Re-think current models and structures of youth participation in decision making processes at international, national and local levels.
- Fill Youth Delegate positions at the United Nations, ensuring they represent diversity and allow for their meaningful participation with the Permanent Missions, UN processes and Civil Society Organisations.
- Commit to providing high speed internet to all countries in the world and support technological literacy of all. Recognise the emergence of e-Learning as a legitimate form of education and a transnational qualification.
- Support an enabling environment for public and private media to provide factual information to educate the population, as youth are the largest consumers of media.
- Assist in the education of parents and families, to raise their consciousness to the needs of their children and youth, to the importance of education for all, as well as human development needs such as nutrition, hygiene and health care.
- Devise and implement effective capacity building training programs for education practitioners.
- Ensure that educational environments are safe zones for all young people, including in their transit to and from educational institutions.
- Encourage stronger communication across the planet, by implementing multilingual schooling.
- Lead the way in exemplifying global citizenship through international policies, and working towards building an interdependent global civilization.