



Why Not Transform the World?

Global Citizenship Education:

Directions and Platforms for
its Implementation in Higher Education

04 November, 2016
Seoul, Republic of Korea

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01 Thank You Message



Young-Gil Kim

Chairman, UNAI Korea

The 3rd United Nations Academic Impact Seoul Forum with the theme of “Global Citizenship Education: Directions and Platforms for its Implementation in Higher Education” was very timely, as the year of 2016 is the first year that the world launches Sustainable Development Goals and 17 goals cannot be fundamentally achieved without education.

The Forum was a meaningful occasion, sharing current experiences and highlighting roles of universities to carry forward Global Citizenship Education with more than 200 participants from various countries. I was grateful for having remarkable speakers from universities, UN, government and civil society. It was a time of re-aligning our purposes by exchanging ideas, discussing future plans and building inclusive partnership.

Facing global challenges in the 21st Century, I emphasized the importance of education. Education is the fundamental impetus of sustainable development. Global Citizenship Education is a new educational paradigm to nurture honesty, integrity and responsibility, as the educational foundation. It is the only way to craft global citizens who will take responsibility for their saying, doing and writing.

I hope the 3rd United Nations Academic Impact Seoul Forum was an experience where we gained insights and found answers on Global Citizenship Education which empowers people with the mindset, value and attitude to prepare a sustainable future and ultimately transform the world.

I express my appreciation to everyone who attended the 3rd United Nations Academic Impact Forum and hope to strengthen the partnership we have built.



Young-Gil Kim
Chairman, UNAI Korea



Soon Heung Chang

President, Handong Global University

It has been an honor to host the 3rd United Nations Academic Impact Seoul Forum. The forum theme of “Global Citizenship Education: Directions and Platforms for its Implementation in Higher Education” took us a step further to achieve the Sustainable Development Goals. Valuable discussions and knowledge exchanges were made among participants and we all committed to the idea that global citizenship must be integrated throughout curriculums.

The forum reminded us of the indispensable duties for the sustainable world—making sure of “leaving no one behind”. Once again, we were reassured that education is the key stepping stone in connecting and accelerating the 17 Global Goals. The more we emphasized the role of universities and global best practices throughout sessions, the more we valued inclusive partnerships among universities and our kinship with United Nations Academic Impact. Our collaborative platform will allow us to respond to global issues more actively and effectively. I hope that what we have shared in the forum will continue to pave the way for a sustainable world, making it a better place for all.

Lastly, I extend my sincere gratitude to the great speakers, passionate students, sponsors, and all participants who came a long way to join us for the Forum in Seoul, Korea. Furthermore, I truly appreciate the passion and the endeavors of UNAI Korea & Handong Global University staff. Thank you very much.

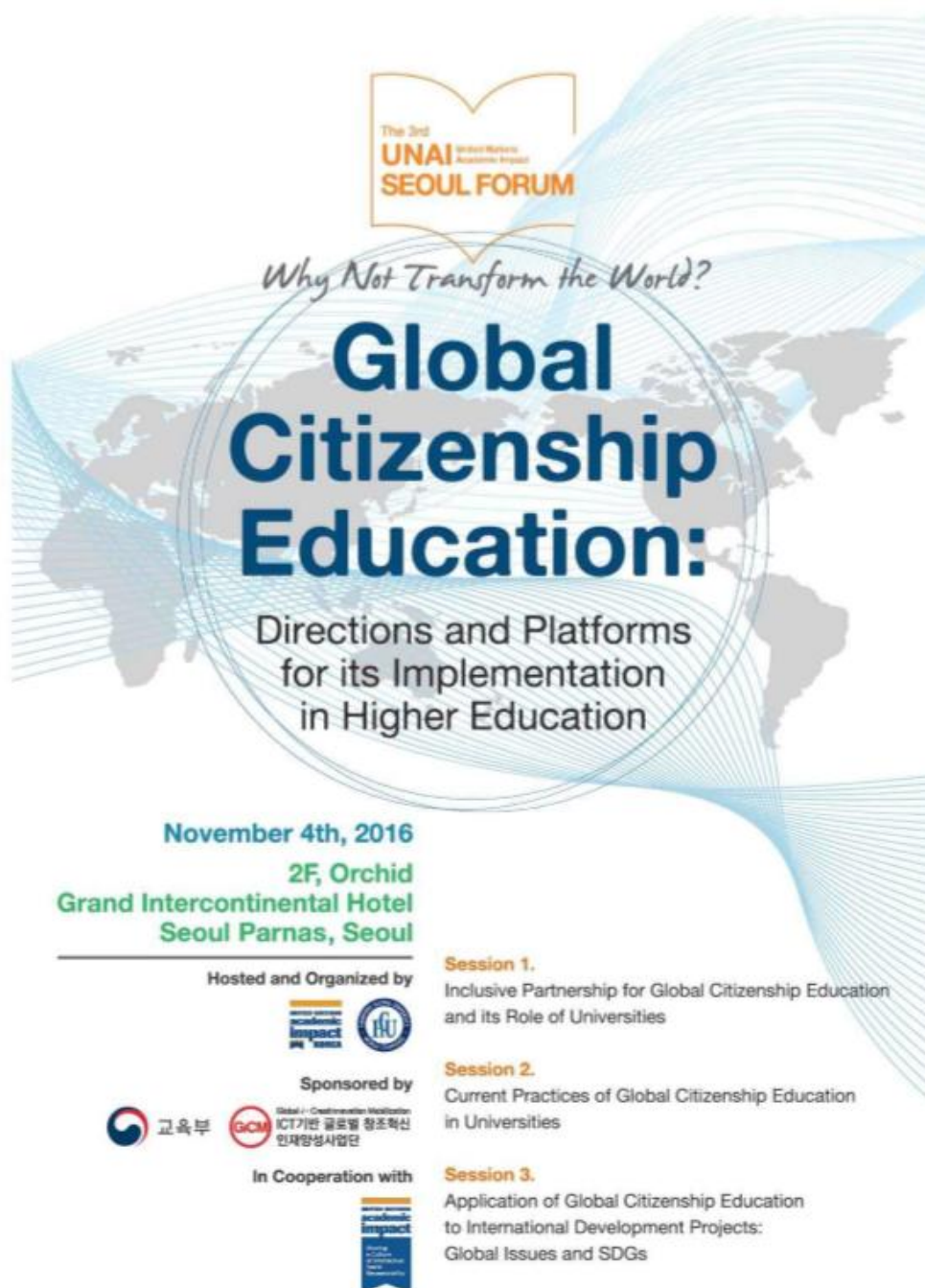


Soon Heung Chang

President, Handong Global University

02 Forum

Overview



The 3rd
UNA1 Seoul Forum
Academic Impact
SEOUL FORUM


Why Not Transform the World?

Global Citizenship Education:


Directions and Platforms
for its Implementation
in Higher Education

November 4th, 2016
2F, Orchid
Grand Intercontinental Hotel
Seoul Parnas, Seoul

Hosted and Organized by




Sponsored by



Global Citizenship Movement
ICT기반 글로벌 창조혁신
인재양성사업단

In Cooperation with



Session 1.
Inclusive Partnership for Global Citizenship Education
and its Role of Universities

Session 2.
Current Practices of Global Citizenship Education
in Universities

Session 3.
Application of Global Citizenship Education
to International Development Projects:
Global Issues and SDGs

The 3rd United Nations Academic Impact (UNAI) Seoul Forum took place in Seoul, Republic of Korea on Friday, November 4, 2016.

Under the theme of “Global Citizenship Education: Directions and Platforms for its Implementation in Higher Education”, the Forum was an occasion for academia to share current examples and discuss future plans to carry forward Global Citizenship Education. The Forum also aimed to define a way to achieve Sustainable Development Goals through quality education.

The forum was held in Grand Intercontinental Seoul Parnas Hotel in Seoul, Republic of Korea, on November 4th 2016. It was co-hosted and co-organized by the United Nations Academic Impact Korea and Handong Global University, with sponsorship by the Korean Ministry of Education and Global I – Creatinnovation Mobilization and cooperation by the United Nations Academic Impact.

Attracted by over 200 participants from 70 organizations, the forum was a place where academia, international organizations, governments, research institutions and university students raised questions and shared their thoughts. With distinguished scholars, the Opening and Closing Session

assured the importance of Global Citizenship Education and emphasized the role of universities. The forum was featured by 3 sessions where speakers exchanged current experiences on how Global Citizenship Education can be integrated in curriculums and be applied in the field project of international development. Each session also led reflections from participants to raise public discussion concerning the strategic approach to implement Global Citizenship Education in universities. It was also an occasion to deal with current challenges and solutions.

The United Nations Academic Impact Seoul Forum will continuously serve as a platform to gather cooperation from expertise and ideas from global academia. It will also be an opportunity to form inclusive partnership for the implementation of Global Citizenship Education ensuring “leaving no one behind”.

03 Program

Time	Description
10:00 – 11:00	Opening Session
11:00 – 12:30	Session 1 (Round Table) 세वेश민교육 이행을 위한 대학의 역할과 파트너십 구축 Inclusive Partnership for Global Citizenship Education and its Role of Universities
12:30 – 13:50	Luncheon
14:00 – 16:00	Session 2 대학교 세वेश민교육 성공사례 Current Practices of Global Citizenship Education in Universities
16:15 – 17:15	Session 3 국제개발과 세वेश민교육의 융합: 글로벌 이슈와 지속가능개발목표 이행 Application of Global Citizenship Education to International Development Projects: Global Issues and SDGs
17:30 – 18:00	Closing Session

04 Opening Session

Opening Remarks



Soon Heung Chang

President, Handong Global University

Soon Heung Chang is the president of Handong Global University (HGU) in South Korea. After receiving Ph.D. in Nuclear Engineering, Massachusetts Institute of Technology, Dr. Chang has devoted his life to education in nuclear safety at KAIST(Korea Advanced Institute of Science and Technology) as a professor and provost. Dr. Chang has put special emphasis on problem-defining and whole-person education and it has impacted to university system in fostering student creativity. The university slogan “Why Not Change the World?” is a manifestation of Handong Global University’s educational direction and his life mission as well.

I am pleased to send my warm greetings to Ramu Damodaran Deputy Director of United Nations, Department of Public Information, and Chief of United Nations Academic Impact. Dr. Young-Gil Kim, the Chairman of United Nations Academic Impact Korea and also founding president of Handong Global University. Dr. Gim Chae chun, President of Korean Educational Development Institute.

Also Ms. Yu Jung Keun, former President of Korean Red Cross and Chairperson of Advisory Committee of the United Nations Academic Impact Korea. Dr. Manh Hung Ngyuen, President of Ngyuen Tat Thanh University of Vietnam and also His Excellency Ambassador of India, Vikram Doraiswami.

Also, several university presidents are here. Dr. Hong Seoung-Young, President of Joongbu University, Dr. Chun Hei Jung, President of Seoul Women’s University, and also Dr. Lee Jung Sook, President of Torch Trinity Graduate University.

Also, Dr. Young Soo-gil, former ambassador to OECD and currently the Director of Sustainable Development Solutions Network Korea.

Also, Dr. Scott Carlin, professor of LIU Post and he used to be the Chairman of the National Organizing Committee of the 66th UN DPI/NGO Conference.

Also, Dr. Larson, Vice President of State University of New York Korea and Dr. Hang Joung-hyun, Vice President of Hanseo University.

Also, Mr. Park Young Jun, the former Minister of Energy.

There are so many distinguished guests. Welcome!

Good morning! It is my great privilege to host the 3rd United Nations Academic Impact Seoul Forum. I applaud UNAI Korea's initiation on forming a feasible platform establishing networks for global opportunities and ensuring quality education for all. I am very delighted to be here and give thanks to all the participants especially to the students here today.

Last May, as the Co-Chairman of the national organizing committee of Korea, I was honored to host the 66th UN DPI/NGO conference in Gyeongju, South Korea under the title of "Education for Global Citizenship: Achieving the Sustainable Development Goals Together." Nearly 4,000, the unprecedented number of participants joined the conference and discussed how we, civil society, resolve the current global challenges and proactively contribute to the world. Our focus was on Number 4 of SDG (Sustainable Development Goals): "Ensuring inclusive, safe and equitable quality education and promote lifelong learning opportunities for all." Local and international NGOs, academics, educators, policy makers, businesses and youths reflected their aspirations on plenary sessions, interactive roundtables, workshops and other side events and embodied the resolutions in Gyeongju Action Agenda. The action agenda finally leads us to the Seoul forum today.

The reason why we are here today is that we have a shared belief in the power of education. We believe that we can make this world livable, reliable, and sustainable through education. Achieving SDGs is not an easy task. It is a historic undertaking. Each goal is very challenging and highly complicated. Though we cannot change the world overnight, we can start by building a new "SDG generation." The SDG generation that will shift in their consciousness and take global citizenship as seriously as their national citizenship. This generation has a profound understanding of "connectedness" and deeply feels empathy with what is happening on the other side of the planet. Therefore, they can do something about it until saving a life. The world cannot be changed overnight. But one at a time, one at a time, we can change a life. We can finally see our world become a better place to all of us.

Many of you probably remember the heartbreaking photo of three-year-old Alan Kurdy, Syrian boy lying lifelessly on the beach. The photograph made global headlines and quickly spread around the world prompting international outrage. The story behind his death was a heartbreaking. Many people started to realize and understand refugees - who they are, how devastating situations they are faced with. A compelling message of the one photograph made the political discourse on refugees and many European leaders started to form compassionate migration policies and accepted thousands of refugees. Finally, changes happened. Though we still have a long way to go, what I have learned is very clear. The power is within us. The power of empathy. The power that leads us to call for action.

You cannot live alone, ignoring imminent global issues - poverty, climate change, and equality. Likewise, cultivating the mindset, value, and attitude to engage global challenge is a prerequisite for achieving the SDGs. That is why education and Global Citizenship Education are so important. That is why we need to work together.

Ladies and gentleman, I am here with hope and anticipation for the changes in the next fifteen years. Handong Global University was founded based on a fundamental belief that we can change the world and will change the world. The founding President Young-Gil Kim, who is a Chairman of UNAI Korea of today, started his long but hopeful journey from the birth of this conference. I would like to take this opportunity to express my thanks to his endeavor and his devotional life. Also, I would like to appreciate all the members of UNAI and UN ASPIRE who commit themselves to indispensable duties as global citizens. All together, let's make the forum leave not just an empty slogan but a compelling message of 'empathy' to the world. Let's the world know that the centrality of Global Citizenship Education can change the world. Let's make the history of SDG generation! Thank you very much.

Opening Remarks



Dr. Ramu Damodaran

*Deputy Director, Outreach Division, UN DPI
Chief, UNAI*

Ramu Damodaran is Deputy Director for Partnerships and Public Engagement in the United Nations Department of Public Information's Outreach Division and is Chief of the United Nations Academic Impact. He is also the current Secretary of the United Nations Committee on Information. His earlier posts with the Organization have included the Departments of Peacekeeping and Special Political Questions, as well as the Executive Office of the Secretary-General. Ramu Damodaran has been a member of the Indian Foreign Service, where he was promoted to the rank of Ambassador, and where he served as Executive Assistant to the Prime Minister of India as well as in the Diplomatic Missions in Moscow and to the United Nations, and in a range of National Governmental Ministries.

Thank you, thank you, Won Gon, Chairman Kim, President Chang, distinguished friends. I'd like to begin with a message from Secretary Ban Ki-moon to this gathering which I shall now read.

Message from UN Secretary-General Ban Ki-moon:

I am pleased to send my warmest greetings to all participants at the third United Nations Academic Impact Seoul Forum, which brings together active and engaged global citizens from within the Republic of Korea and across the world. I am especially grateful to President Young-Gil Kim, who envisioned this valuable series immediately after I launched the UNAI initiative six years ago. I also extend my appreciation to the Permanent Mission of the Republic of Korea to the United Nations and Ambassadors Joon Oh and Choonghee Hahn for their continued engagement with Member States and the academic community on the issue of Global Citizenship Education.

As my tenure as Secretary-General draws to its close, I am deeply grateful for the strong support of Member States and civil society in advancing our work. While the global landscape is still marred by terrible atrocities and grave threats, we have proven that multilateralism can respond. We forged the Sustainable Development Goals. We secured the Paris Agreement on climate change, which enters into force today. We challenged food insecurity with the Zero Hunger initiative. We improved maternal and newborn health through "Every Woman, Every Child". And to leverage the brain power, scholarship and creativity of the academic community, we started UNAI, which has brought tangible benefits to the United Nations and the world.

When I spoke at the first UNAI Seoul Forum in 2011, I suggested three areas where we needed academic focus: food security, sustainable development, and tolerance. Members of UNAI rose to the challenge, advancing progress on all three fronts.

Handong Global University and the Methodist University College in Ghana are collaborating on entrepreneurship training in the agricultural sector. Kazakh National University Al-Farabi is working on sustainable development at the regional level through projects, many of them student-led, along the Silk Roads of Central Asia. B.N. College of Architecture in India has partnered with BUSarchitektur in Austria to design “holistic villages” where persons of diverse backgrounds have the chance to live in a common community. J.F. Oberlin University in Japan has worked on a new model of higher education which aims to bring different cultures together in pursuit of what UNAI has called “intellectual social responsibility.”

I thank the representatives of these institutions and all members of this Forum. And I applaud the spirit of global citizenship practiced by the promising students participating in ASPIRE. Your leadership is essential to our common progress. I count on all to continue supporting the United Nations through UNAI as we work for universal human rights, sustainable development and lasting peace in our world.

I thank the representatives of all these institutions and all members of this Forum. And I applaud the spirit of global citizenship practiced by the promising students participating in ASPIRE. Your leadership is essential to our common progress. I count on all to continue supporting the United Nations through UNAI as we work for universal human rights, sustainable development and lasting peace in our world.

That is the message from Secretary General Ban Ki-moon to us.

I would on, a personal note, like to thank all of you. In particular, President Kim, for having convened this and furthering the UNAI Korea from its original bases to that of global citizenship, which has now become its defining motto just as capacity building, the defining slogan from Handong Global University.

President Kim has changed the slogan from ‘Why Not Change the World?’ to ‘Why Not Transform the World?’ And indeed, as President Chang reminded us some time ago, the Sustainable Development Goals are not goals for every government; they are goals for every citizen. And *that* is global citizenship.

When we look at the gathering here today, we see what each of them is doing whether it is the transformative education in B.N. School of Architecture, uniting the learner and the student in common projects, or whether it is as Rafis Abazov Kazakh National University has spoken of the nomadic culture as always curious, always open to the other, or whether it is as Yoshi Tanaka of J.F. Oberlin University has said, “the idea of international cooperation in education being built into a national policy.” *That* is global citizenship.

The school where Ambassador Doraiswami **from** India has studied, many years ago pioneered, a project called “School in a Box,” where you could take the rudimentary elements necessary for children to

study, put it into a carton and transport it to villages across Southern India so that no child was literally left behind. *That* is global citizenship.

So I think today we—as Academic Impact and all of you who have joined us here would be enriched by the conversations in which we will participate, the wisdom we will receive and the wisdom we will **impact, that is** what UNAI is really about. And I am grateful to UNAI Korea and Handong Global University for always flying high in this great country and in a sense repaying Republic of Korea debt to the national community and bringing together diverse actors and forces in our common conquest to achieve what Secretary-General Ban Ki-moon legacy really is, a word fit for purpose in the 21st century. Thank you.

Keynote Speech



Dr. Young-Gil Kim

Chairman, UNAI Korea

Young-gil Kim was the Founding President of Handong Global University (HGU) in Pohang, Korea, from 1995 to 2014. He is now the Chairman of the United Nations Academic Impact Korea (UNAI Korea) in support of UNAI. After receiving his Ph.D. in Materials Science & Engineering, he worked at the US Army Construction Engineering Research Laboratory and NASA. Prior to becoming the President of HGU, he was a professor at the Korea Advanced Institute of Science and Technology (KAIST) for 15 years. Young-gil Kim was appointed as Chairman in these places: Committee on Science & Technology, Presidential Advisory Council on Education Science & Technology (PACEST), Educational Committee of the Korea National Commission of UNESCO, Korean Council of Univ. Education (KCUE), and Presidents of Private Universities in Korea. He also served as the President of the Accreditation Board for Engineering Education of Korea (ABEEK) in 2012.

Distinguished Scholars, Young Students, Ladies and Gentleman,
Good morning,
Thanks for your participation in the 3rd UNAI Seoul Forum.

I am delighted to be with all of you here today.

I would like to express my sincere appreciation to the UN Secretary General Dr. Ban Ki-moon for his congratulatory message for this 3rd UNAI Forum.

Appreciation is also extended to Dr. Chaechun Kim, President of Korean Education Development Institute, to my friend Dr. Soon Heung Chang, President of Handong Global University, and Dr. Ramu Damodaran, Chief of the United Nations Academic Impact, for their beautiful opening remarks. We share the same passion for education.

The title of my speech today is “Founding Philosophy and Mission of GRACE (Globally Responsible Advanced Citizenship Education) School: For supporting the United Nations Academic Impact Actions and achieving UN Sustainable Development Goals.”

The 21st Century brought global issues the world has never faced before. Climate challenge and destruction of the environment raise the issues of ecological preservation. Poverty and youth unemployment precipitates the issues of economic development. Extreme violence and moral hazard bring up the issue of social inclusion. How can we solve them? It is only possible when we address the fundamental causes.

What are the basic causes of challenges? They are mainly originated by man-made and man-induced behavior and characteristics. Humanity stands at the center of these global challenges. We, human beings should be changed to solve these global issues. How can we change human beings? The only solution is education.

Excellences, Ladies and Gentlemen, we cannot overstress the importance of education. Education is the fundamental impetus of sustainable development. Education is the key to transform human mind and our world.

However, the current education system does not provide solution. It mainly pursues the economic growth and development for one’s own national benefits. Schools and universities focus on building competences rather than raising human resources for global peace and prosperity. The current education system is unacceptable. It cannot prepare for the sustainable future of the world.

We need a new educational paradigm. It should not only train expertise, but also cultivate the mindset, value and attitude to engage in global issues. It should bring the realization that we co-exist, not merely as an independent person, but an interdependent being mutually interconnected. It should also address the interdependence of economy, environment and society, in order to make the world sustainable.



Citizenship Education with civil society.

Indeed, the need of the new educational paradigm was identified. As a result, Global Citizenship Education was charted in the 4th Goal of the Sustainable Development Goals in 2015. In the same year, the United Nations Academic Impact was adopted at the General Assembly of UN to foster Global Citizenship Education. This year, the United Nations Academic Impact was also included in Gyeongju Action Plans of the 66th UN DPI/NGO Conference to implement Global

2016 is a special year for the world, as it is the first year that the world puts Sustainable Development Goals into action. It is also essential to take Global Citizenship Education into action.



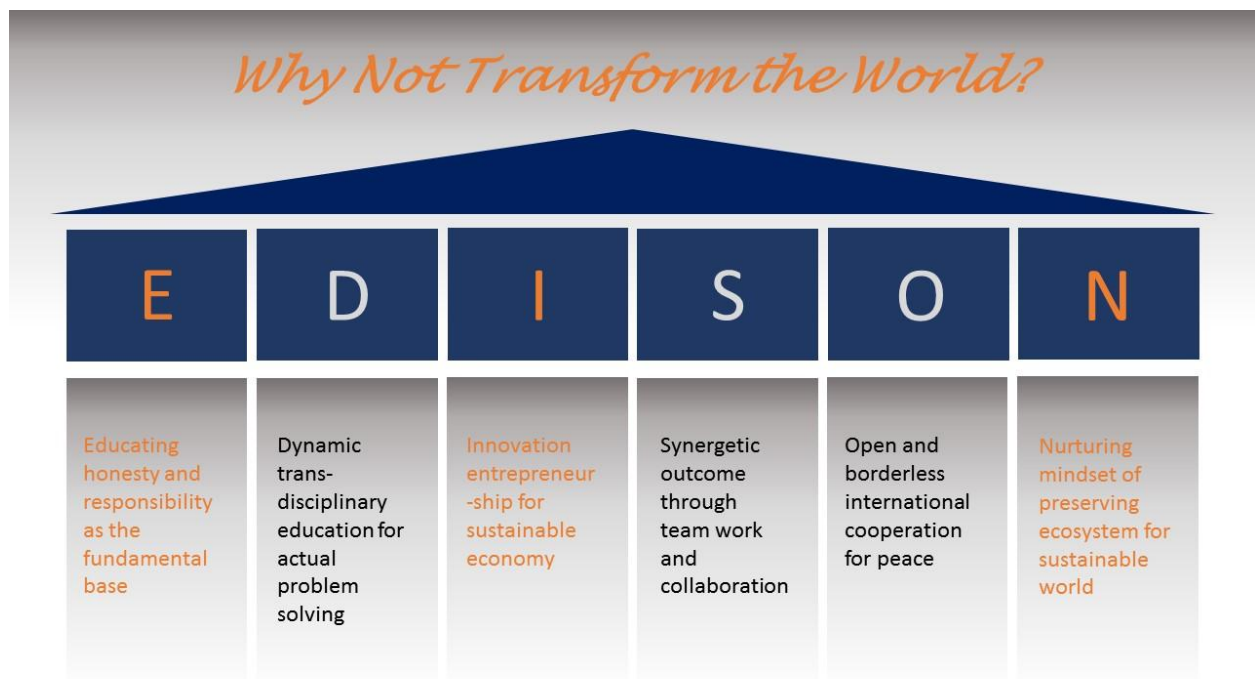
Practicing Global Citizenship Education in the right way together, I would like to share the founding philosophies of Global Citizenship Education: the Shape of the railroad “工” representing a framework of Global Citizenship Education.

The foundation of this framework represented by the bottom line of the railroad shape is related to holistic comprehensive education to grow integrity and responsibility. The pillar means capacity building for creative entrepreneurship and sustainable environment as the path to global advanced citizen. The roof line completes the framework by representing the centralized education for global citizen.

The current educational system excludes to build foundation of the moral values; honesty, integrity and responsibility. However, capacity should be built based on values of human beings. This is the only way to craft a new form of global citizens to transform the world.

Based on the philosophy, we must do more now. We must take more accountable actions. We need to integrate institutions of education, encourage vigorous exchanges and set out concrete actions.

In cooperation with Handong Global University which is UNAI Global Hub University on capacity building, the United Nations Academic Impact Korea is in the process of launching UNAI “GRACE (Globally Responsible Advanced Citizenship) School. UNAI GRACE School will pursue six educational principles implied by “E.D.I.S.O.N.”. “E.D.I.S.O.N.” includes core values of Global Citizenship Education which are not satisfied by the current education system.



“E” stands for Education of honesty, integrity, and responsibility, as global citizens are required to

be responsible for their saying, doing, and writing. It’s very important.

“D” stands for Dynamic trans-disciplinary education for actual problem solving capacity.

“I” stands for Innovative entrepreneurship for sustainable economy.

“S” stands for Synergistic outcome through team work and collaboration.

“O” stands for Open and borderless international cooperation for peace.

“N” stands for Nurturing mindset of preserving the ecosystem for a sustainable world.

UNAI GRACE School will be established by Handong Global University and also will be located on the campus grounds of Handong Global University, Pohang, Korea. It will open to all UNAI member universities and connect between universities for intense exchanges of research and development. It will be a place to accomplish our vision of education, as a force to transform the world.

Through UNAI GRACE School, capacity building of which Handong Global University pursues as UNAI Hub University will be fully achieved., because the capacity building of UNAI Principles should go beyond simply performing tasks and it should be more matter changing mindsets and attitudes such as honesty, integrity, and responsibility.

Excellences, Ladies and Gentlemen, Education has never been so important. I have a strong conviction that Global Citizenship Education is not merely a target of Sustainable Development Goals. It is a force of transformation.

Our vision towards Global Citizenship Education is ambitious, but achievable.

Excellences, Ladies and Gentlemen,

We have the responsibility to transform individual lives. We have the responsibility to transform national economies. We have the responsibility to transform our world. The ownership of Global Citizenship Education by all of us is essential.

We, all of us here, should participate.

Thank you for your commitment and leadership.

Congratulatory Remarks



Dr. Chaechun Gim

President, Korean Education Development Institution (KEDI)

Chaechun Gim is the President of Korean Educational Development Institute and Professor of Yeungnam University. He is holding positions of Board Member of Center for Educational Research and Innovation (CERI) of OECD, Korean National Commission for UNESCO, Editor-in-Chief of KEDI Journal of Educational Policy, and Chairperson of School Innovation Department of Policy Advisory Committee of Ministry of Education in Korea. He served as Vice-Minister of Education (58th) and Education Secretary to the President of Korea. Chaechun Gim received his B.A. and M.A from Seoul National University, and Ph.D. in Education from the University of California at Los Angeles (UCLA).

Honorable President Young-gil Kim, Mr. Ramu Damodaran, Cheif of Outreach Division, the United Nations' Department of Public Information, and distinguished guests, ladies and gentlemen,

I would like to begin by conveying my heartfelt congratulations to President Kim and everyone at the UN Academic Impact on the host of 3rd UN Academic Impact Seoul Forum.

It is my great pleasure to be here today with all of you, the experts and global leaders representing international organizations, government bodies, member universities of UN Academic Impact Hub, and research organizations.

I am particularly pleased to note that we are honored today at this forum to have the presidents and great scholars of the global leading universities as speakers and discussants, as well as by presence of global leaders.

The United Nations Academic Impact Seoul Forum held today is now the third forum. The forum has been a special venue that facilitates in-depth discussions on a number of global challenges including poverty, terrorism, violence, moral risks, and climate change. These are the matters that require education to play a pivotal role in guiding and providing future vision that would make changes.

This year, we will be sharing our passion and imagination once again, under the theme of "Global Citizenship Education: Directions and Platforms for Its Implementation in Higher Education".

Ladies and gentlemen,

The reasons behind our development of humanity, starting from the Stone Age to today's digital age, together with prosperity and peace were our endless curiosity for knowledge and our desire to make the world a better place.

Starting from mere curiosity, the humanity has progressed and changed lives of many through education and research. With continuous exploration, we have been able to eradicate illiteracy and seek for sustainable development.

Global Citizenship Education, in particular, is the golden key to overcome the global challenges we face today, and the major driver of sustainable development. It will be made possible by putting much emphasis on the values of peace, human rights, and diversity. These values shall be internalized to foster responsible actions that would lead to substantial changes.

It is, therefore, important to acknowledge the critical role the higher education institutions shall play to foster future talents with such capacity. I believe that today's Seoul Forum will provide a venue to share knowledge and ideas that lead into further realization of Global Citizenship Education and actualization of the measures to establish network.

I sincerely hope that the higher education institution will be at the center of Global Citizenship Education, taking full social responsibility, in addition to formulating a new educational paradigm that will procreate positive changes and development in the future. In my capacity as the president of the Korean Educational Development Institute, I assure you that we will take a part in such efforts in close collaborations with you.

I would like to close by conveying my appreciation to the staff for their work in preparing today's forum.

I wish you enjoy the forum and very much look forward to insightful and constructive discussions throughout the event.

Thank you for your attention.



Dr. Soogil Young

*Director,
Sustainable Development Solutions Network Korea (SDSN Korea)*

Soogil Young is a visiting Professor on Green Growth and Sustainable Development at the KDI School of Public Policy and Management, and a member of the Leadership Council of the UN Sustainable Development Solutions Network (SDSN). His main responsibility is to direct the work of the SDSN Korea which he founded in 2013. He has served on many Presidential blue-ribbon commissions, including as Chairman of the Presidential Committee on Green Growth under President Lee Myung-bak. He also has served as President of the Korea Institute for International Economic Policy and Korea's Ambassador to the OECD. He earned his BSc in Chemical Engineering from Seoul National University and Ph.D. in Political Economy from Johns Hopkins University in the United States.

Thank you, Chairman Young-Gil Kim of the UNAI Korea and President Soon Heung Chang of Handong Global University, for this honorable opportunity to address the distinguished participants in this 3rd UNAI Seoul Forum.

I am privileged to take this opportunity to offer you congratulations for having brought successfully so many distinguished educators to Seoul from within Korea and around the world to discuss the challenges and best practices of Global Citizenship Education in universities.

I would like to speak on behalf of the Sustainable Development Solutions Network or 'SDSN' for short on this occasion. An initiative of the UN SG Ban Ki-moon, the SDSN is a global network of knowledge institutions, mostly universities and university-based research institutes to promote practical problem solving for sustainable development, including the design and implementation of the SDGs, under the leadership of its founding Director Professor Jeffrey Sachs, Special Advisor to the UN Secretary-General on MDGs, and now, on SDGs. As a member of the SDSN Leadership Council, I launched the SDSN Korea chapter in 2013, and have been directing its work since then.

Following the adoption of the SDGs, the SDSN is now committed to supporting the implementation of the SDGs at local, national and global scales, including by promoting educational initiatives for sustainable development. I can tell you about many initiatives of the SDSN but on those remaining few minutes, I would like to focus on an online educational

initiative called the SDSNedu launched by the SDSN three years ago, which this year has been transformed into the SDG Academy. This is a MOOC program, offering free, high-quality content from a global faculty of experts in diverse fields of sustainable development.

Right now, six fall semester courses are in progress.

They are:

- Age of Sustainable Development, by Jeff Sachs, of Columbia University;
- Planetary Boundaries and Human Opportunities, by Johan Rockstrom, of Stockholm Resilience Centre;
- Human Rights, Human Wrongs: Challenging Poverty, Vulnerability and Social Exclusion, by Joshua Castellino, of Middlesex University;
- Global Public Health, by Rob Yates, of the Chatham House;
- Sustainable Cities, by Aromar Revi, of the Indian Institute for Human Settlements; &
- Natural Resources for Sustainable Development: the Fundamentals of Oil, Gas and Mining Governance, by the Natural Resource Governance Institute, Columbia Center on SD Investment, and the World Bank.

The SDSN believes that universities have a special responsibility to support their governments and communities in the achievement of the SDGs. Accordingly, universities have to, as a first step, pursue knowledge creation and teaching in the field of SD.

The SDG Academy offers an opportunity to use technology to learn and teach beyond the physical boundaries of the individual institutions and become part of learners from around the world.

The SDG Academy is a resource for all universities around the world to build up their respective research and teaching capacities for the SDGs.

Ms. Chandrika Bahadur, the founding Director of the SDG Academy, hopes to reach 1 million learners by the year 2020, from hundreds of thousands today, and to do so by leveraging technology, universities around the world, and experts from different fields of study related to the SDGs. Ms. Bahadur further hopes to see these online courses offered at local universities blended with off-line courses.

I understand that, some months ago, the UNAI and the SDSN have signed an MOU to jointly pursue these objectives.

My remarks on the SDG Academy at this luncheon are just a reminder of this agreement. We, of the SDSN, hope to see that we will soon see this agreement translated into actions at universities globally.

The discussions at this forum this morning were focused on the objective of 'Global Citizenship Education' but did not address the question of its content, that is, the issue of what to teach.

What kind of courses or curriculum would you need to inculcate global citizenship among college students? How do you teach "generosity", "honesty", etc., that is, 'global citizenship', which Dr. Young-Gil Kim praised and advocated in his keynote speech this morning? You have not discussed this issue at all. You do not make global citizens by just telling them to "be a good global citizen". The curriculum of the SDG Academy as indicated by its course titles which I listed above shows the answer.

Global citizenship education should be about how to manage the tragedy of global commons, the

free-rider or collective action problem in sharing globally shared natural resources while also destroying them altogether. This reminds me that today, the November 3rd, happens to be a historic day of enormous importance because the Paris Agreement on how the world should work together to fight climate change goes into effect today. We should toast to celebrate this after my speech. Climate change is the most well-known tragedy of global commons. Countries, and individual businesses and people around the world produce GHGs without paying for, or refraining from, doing so because we don't have an effective global governance arrangement to ensure this. The Paris Agreement proposes a bottom approach to overcome this problem, an innovative approach to the solution of climate change, a collective action problem.

The Paris Agreement proposes that individual countries, businesses and people will work with one another voluntarily but cooperatively in order to share the responsibility to reduce emissions to the point of limiting global warming to $2^{\circ}\sim 1.5^{\circ}\text{C}$ above the pre-IR years. I argue that you, the educators at the higher education institutions, should engage your students in learning about the problem of climate change, how countries should work with one another in order to cooperate to solve the problem, and what could be the solutions, and ask your students how, as individuals, they should contribute to the solution of this collective action problem.

In this way, the students would learn what it takes a good global citizen. And this should be the essence of global citizenship. This applies to other many global problems such as the continuing degradation of global ecosystems, or even to other global problems such as mass poverty in parts of the world. In fact, it is such global problems that the SDGs are meant to address.

It has been a year already since the SDGs were agreed at the UN Summit. We have embarked on this agenda essentially for the survival and the prosperity of our next generation, that is,

young people and children today. It takes these today's youth to overcome the myopia and limited creativity of ourselves, that is, the current older generation, that has allowed the social, environmental, economic and governance sustainability crises to remain unaddressed and even mount in seriousness.

We need to mobilize the self-interest of today's youth in the sustainability of the world, their creative endeavors to solve the various problems of global sustainability, as well as their constructive activism to promote political reforms to realize good and effective governance for successful implementation of the SDGs.

The generation represented in this room owes it to today's youth, its successor generation, to at least to educate them about the nature, seriousness, and causes of sustainability challenges facing the world as well as about how they may go about exploring and implementing the requisite solutions, both technical and institutional.

Time is running out fast. We now have only 14 years left to have implemented the SDGs. We should hurry. Your Global Citizenship Education should not wait longer. Teach your students about the SDGs. Ask them what they think they should do to contribute to implementing them as good global citizens. For this, you will find the SDG Academy to be a ready and handy pedagogical instrument.

It would be even better if you will encourage research groups of professors on your campuses to join the SDSN and engage in its research and advocacy programs on SDGs, in which professors would involve their students as their junior partners. You may also encourage your students to join in the SDSN Youth, an SNS SDGs advocacy campaign.

Distinguished educators;

To go back to the matter of the current global crisis, that is, the global sustainability crisis, as Prof. Yoshi Tanaka also mentioned this morning, Peter Drucker famously said that the best way to predict the future is to build one.

We, the world, agreed the Future We Want at the Rio+20 Summit in 2012 as the vision of the world we want to realize for the prosperity and well-being of today's youth. You, educators, should help build this future by teaching them about the SDGs and encouraging them to actively advocate and contribute to their implementation.

This should be the substance of the Global Citizenship Education you are trying to promote. It would be terrible to waste a crisis. Let us not waste this one. Let us all take actions to build the sustainable future we want. In closing, I wish you a very successful and meaningful conference.

05 Session 1.

Round Table

Inclusive Partnership for Global Citizenship Education and its Role of Universities



Soon Heung Chang

President, Handong Global University

Soon Heung Chang is the president of Handong Global University (HGU) in South Korea. After receiving Ph.D. in Nuclear Engineering, Massachusetts Institute of Technology, Dr. Chang has devoted his life to education in nuclear safety at KAIST(Korea Advanced Institute of Science and Technology) as a professor and provost. Dr. Chang has put special emphasis on problem-defining and whole-person education and it has impacted to university system in fostering student creativity. The university slogan “Why Not Change the World?” is a manifestation of Handong Global University’s educational direction and his life mission as well.

Challenges and Strategies towards Global Citizenship Education in Higher Education

Dr. Soon Heung Chang, the President of Handong Global University (HGU) in the Republic of Korea started the first session by presenting the global context on its challenges and strategies. The 17 UN Sustainable Development Goals (SDGs) were declared to meet the urgent global needs. In the globalization context, higher education institutions must also cooperate to meet these challenges and contribute to the SDGs through four strategies. First they must approach the global challenges through *cooperation and partnership*. The United Nations Academic Impact especially plays a key role in mobilizing higher education institutions. Secondly, the global partners in higher education must contribute to the solutions by educating students with the *process of problem-solving*. Project and practice-based learning that facilitates self-directed learning would provide future talents with creative problem-solving skills. The third strategy is the usage of *advanced technologies* in education for increased accessibility of information and interaction over the globe. Technologies of the 4th industrial revolution such as artificial

intelligence and cloud computing, Internet of Things based technology and massive open online courses (“AI& ICBM”) will widen the scope and deepen the quality of education. Finally education must be *linked with reality, real issues, and real market*. In the fast changing global market with new opportunities, startup and entrepreneurship projects should be encouraged for real-life application.

HGU is an institution incorporating these strategies in higher education. As a UNAI Hub university for capacity building, HGU encourages students to consider global challenges and come up with creative solutions to share with the world. Through global startup projects and the Global Entrepreneurship Training (GET) Program, HGU has been consistently collaborating with partners around the world using advanced technologies to confront global challenges. The Korea-China Startup Competition on Demo Day in Shanghai, China, is an opportunity for the students of both countries to target the global market. Through the GET Program, HGU students and faculty also support growing businesses in developing countries. By participating in these programs, HGU students become aware of global challenges and acquire a sense of responsibility as global citizens.



Dr. Loc Nguyen

Vice President, Nguyen Tat Thanh University

Loc Nguyen is the Vice President of Nguyen Tat Thanh University in Ho Chi Minh City, Vietnam. Before joining the University, he worked as Vice-Director General of the Vietnam Institute for Educational Science which serves as a think-tank for the Ministry of Education and Training in Vietnam. Loc Nguyen has devoted his efforts and interest in Educational Science for over 25 years, resulting in the publication of up to 80 articles and books, and attending various conferences both internationally and locally. He also teaches Education Science and Management postgraduate programs among leading universities in Vietnam. Loc Nguyen earned his Ph.D. in Theories and History of Educational Sciences from The Academy of Educational Sciences of Russia in 1989.

Opportunities and Challenges for Global Citizenship Education in Vietnam

Dr. Loc Nguyen, the Vice President of Nguyen Tat Thanh University (NTTU) in Vietnam introduced the education system, the moral/citizenship education of Vietnam and NTTU's initiatives.

Vietnam's national education system consists of three levels: 1) nursery and kindergarten, 2) basic education of primary and secondary, and 3) tertiary education. Character education is conducted up to the secondary level, and in tertiary it is taught in specific disciplines such as professional ethics, integrated into existing subjects, or as extracurricular subjects. Here the opportunity for Global Citizenship Education (GCED) in Vietnam presents itself – diverse and comprehensive moral and citizenship education already exists in all three levels of education in Vietnam.

The challenges of Vietnam also persist. As a lower middle-income country, one of the primary concerns of the young people is employment to earn a decent living. This often prevents the students from looking beyond the borders as global citizens. A research recently conducted in NTTU suggests that half of the students do not agree with statements such as “we need to pay more tax to help countries that are poorer than ours” or “I want to participate in NGOs that deal with global problems”.

Vietnamese university students also tend to be more interested in the economic issues for personal consumption rather than social and cultural issues. The widely received perception of a global citizen as someone who studies, works, and lives in multiple countries and speaks multiple languages and belongs in the higher socioeconomic status cannot be applied to the majority world, especially in lower income countries such as Vietnam. Such one-way notion of global citizenship is inadequate; a comprehensive conceptualization of global citizenship is necessary.

NTTU is planning to meet these challenges as the pioneering university on Global Citizenship Education (GCED). NTTU plans to integrate GCED contents into professional moral education for all academic programs in the form of a course of 1-3 credits. Instructor training workshops will also be operated through pilot and implementation stages. Partnership with Handong Global University throughout the process will contribute to building the foundation for GCED in Vietnam.



Dr. Rafis Abazov

Professor, Al-Farabi Kazakh National University

Rafis Abazov is a visiting Professor at Al-Farabi Kazakh National University, Almaty, Kazakhstan, where he also manages a joint MDP program with Earth Institute of Columbia University (New York, USA). He is a Co-Director of the Global Hub of United Nations Academic Impact (UNAI) on sustainability at Al-Farabi Kazakh National University and Executive Director of Model UN-New Silk Way project. Rafis Abazov has written 10 books and a series of articles covering cultural and educational aspects of globalization, public policy, and economic development issues in emerging economies. He has regularly contributed op-eds to The New York Times and interviews to G-Global International Forum.

Global Citizenship Education in Higher Education: The Case of Al-Farabi Kazakh National University

Dr. Rafis Abazov, Professor at Al-Farabi Kazakh National University presented another angle on Global Citizenship Education (GCED) in higher education, bringing the focus to regional collaboration with the case of the Great Silk Road. GCED is not only about a sense of belonging, solidarity, responsibility and global identity; GCED may also take different meanings and forms in different contexts. Dr. Abazov raised three key questions: What is the role of universities in GCED? How important is partnership among universities? What constitutes best practice for Al-Farabi Kazakh National Universities?

The global consensus is that higher education institutions (HEIs) must play a growing role in promoting GCED if it is to remain as centers of intellectual and social endeavor. There are three roles of HEIs in promoting GCED. HEIs have the responsibility not only to teach on global knowledge, culture, and challenges but also the local and regional contexts and issues. The immediate community challenges must not be ignored in favor of the big picture. HEIs must also promote the understanding of emerging conflicts around the world and the acceptance of the global diplomatic tools proven to be effective, such as the UN institutions. The United Nations Academic Impact (UNAI) is one such organization through which the young people can solve the problems through global interactions. Finally, HEIs must provide all young people with the social and communication skills for conflict resolution and cross-cultural collaborations.

Numerous studies suggest that HEIs would be more effective in promoting GCED through partnership on different levels. This means collaboration at regional and national as well as global levels are key. Existing network initiatives such as the Great Silk Road and the Silk Road University Alliance will produce synergies among institutions.

Al-Farabi Kazakh National University has been promoting GCED for many years by supporting various global and regional policy initiatives and by establishing a number of new educational programs. As the UNAI Hub on sustainability the university has been promoting the ten UNAI principles through virtual international teleconferences using the G-Global communications and social media platforms. Series of academic conferences were organized at regional and international levels for the promotion of the UNAI principles. The university is also active as the regional hub of the Model UN New Silk Way program, in recruiting, training, and holding conferences. The program promotes the UN principles through especially new media combining in-class learning and massive open online courses (MOOCs) for knowledge sharing. The university's Global Classroom Program on sustainability also promotes sustainable urban development.



Dr. Asmita Joshi

Professor, Dr. B.N. College of Architecture for Women

Asmita Joshi has a wide experience in the field of architecture, landscape and design. She is also interested in regional landscape and environmental planning. Her expertise is in generating context based viable design proposals which are sustainable and prototypical. She has played a key role in developing and executing national and international projects for community development-addressing poverty as a director at the UNAI Hub, Dr. B.N. college of Architecture for Women, Pune, India. Asmita Joshi is also on the panel of experts at YASHADA for training the IFS officers with respect to their sensitivity towards Ecotourism through landscape perspective.

Global Citizenship Education in India: The Case of Dr. B. N. College of Architecture for Women

Dr. Asmita Joshi, Professor at Dr. B. N. College of Architecture for Women (BNCA) introduced the recent process of producing National Education Policy to meet the educational challenges

of India. India is restructuring education policies to aspire to those of the advanced nations in innovation and research in fields of science and technology. Yet the challenge is that of inclusive education.

India's educational context is exceptional. Education is the best indicator of climate change awareness; India provides environmental education currently to 300 million students, showing the principle of sustainability being integrated into daily civic life. The country consists of diverse population with vibrant cultures and identities which calls for contextualized approach to literacy and education. Rigidly implemented curriculum and assessment do not suit the variations in cultures and individuals.

In this context, to produce communal change, transformative learning must be applied to individual levels instead of rigid curriculum and assessment. To unmold education and present the issues as relevant to the learners, participatory education and transformative learning is key.

BNCA, as one of Hub Universities of the United Nations Academic Impact works toward inclusive education through transformative learning. Its aim is to provide inclusive education based on real purpose, real audience, and real-time situations by working with communities to address issues of poverty, collaborate in life projects and workshops, spread awareness of the Sustainable Development Goals and UNAI principles, and exchange knowledge through research and development. Toward these aims, BNCA has initiated learner-centered and participatory education programs using techniques of enquiry, dialogue, reflection, and experiential learning.



Dr. Yoshiro Tanaka

Professor, J.F. Oberlin University

Yoshiro Tanaka is Executive Trustee and Executive Officer for Global Initiatives in J.F. Oberlin University, Tokyo, Japan. He is also Deputy Secretary General of International Association of University Presidents (IAUP) and a founding Chairperson of United Nations Academic Impact Hub in J.F. Oberlin University and ASPIRE Japan. This Hub University leads the 1st Principle of the 10 Principles which is the 'Commitment to the UN Charter'. He has been committed to and noted for his innovation and globalization of higher education. Yoshiro Tanaka is a specialist on higher educational reform in Asia-Pacific and has published many articles on access, equity, and capacity in Asia-Pacific higher education.

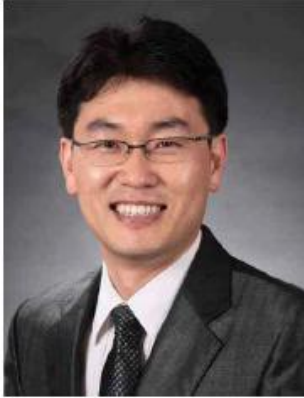
The Need of a Common Platform for Higher Education

Dr. Yoshiro Tanaka, Professor at J. F. Oberlin University in Japan began with the problem of common and divergent purposes of different communities, and the need for the balance between building walls and bridges. A prominent issue is the debate on frugal innovation in higher education. However, questioning the assumptions behind the terms and values yield the need to rethink higher education institutions, especially those in Asia Pacific, their access, equity, and capacity. Universities must invent a common platform for higher education but maintain different cultural backgrounds.

In the rapidly changing world with longer life span increasing globalization, and unforeseen social challenges will have to be solved with rapidly developing technologies within complex global contexts. Higher education institutions in the Asia Pacific regions must, therefore, promote quality assurance and innovation in education. They also meet the challenges of internationalization and mobility, promote the role of women, and integrate the principles of sustainable development. Especially in teaching skills for global literacy, communications, and conflict resolutions, J. F. Oberlin University works as the UNAI Hub. The university's UNAI ASPIRE charter of students promotes global citizenship by fostering intercultural competencies in students and building cross-cultural bridges across countries through education.

In higher education, global vision is fostered through international collaborations. It is a means to overcome the tendency towards increased specialization and address problems that cross national boundaries. International collaboration toward strategic policy planning will also contribute to confronting the challenges of higher education in Asia Pacific. For such collaboration higher education institutions must have a thorough knowledge of national practices as well as ways to meet the accelerating global changes. The Global Learning Commons is the common platform for higher learning, allowing universities to collaborate and share knowledge.

Dr. Seunghoon Kim



Executive Director, New International Bethany Institute

Seunghoon Kim is the School Executive Director of New International Bethany Institute (NIBI) in Siem Reap, Cambodia. When he took the role of Director of New International Builder's Community-which is a local NGO of Cambodia that was established for supporting education for children and community development-his team realized how important it is to educate the youth in terms of their life perspectives including their worldviews and ethics. To do this, NIBI was started in 2008 by Hackchul Ezra Kim, who is the founder of the school, and numerous volunteers have dedicated their life to share what they have with the youth of Cambodia.

Global Citizenship Education in Cambodia

Dr. Seung Hoon Kim, the Executive Director of New International Bethany Institute (NIBI) in Cambodia presented another case of Global Citizenship Education (GCED) in higher education. NIBI was established in 2008 by faculty from India and USA to teach college-aged learners from the local community as well as those from Cambodia, Thailand, Myanmar, and Laos.

The tragic history of the Cambodian Killing Fields in the 1970s left a tragic educational gap in the country's youth that consist of 50% of the population. Dr. Kim's personal research experience in Cambodia led him to initiate a reform in education which provides quality education of not only skills for daily lives but also perspectives and values with which the learners may thrive in their nation. The research team had the skills and resources (e.g. English, computer graphics, music) to meet the needs of the learners in Cambodia. Today students from neighboring countries of Thailand, Myanmar, and Laos are also enrolled.

Higher education must support learners to find their roles and responsibilities as global citizens by providing opportunities for overseas experiences in which they are empowered to share what they already have with those in underdeveloped countries. NIBI was initiated based on the research team's motto "*Not I But You*" and HGU's foundational motto of "*The purpose of my learning should not be for myself but for sharing it with others.*" The students of NIBI are encouraged to live into the school motto of "*Not I But You*", extending their scope beyond their immediate concerns to the needs of the world. This value is fostered through various programs such as English teaching program to instill global perspectives, counseling programs, and creative innovations for solutions to practical issues.

NIBI students will also have the opportunity to visit the countries of the international students in Thailand, Myanmar, and Laos to share what they have learned. This will become an occasion to further expand their scope of perspective in becoming global citizens and educators.

Panel Discussion

The panel presentations inspired several questions from the floor. One question was on the clarification of the relationship between UNAI and the Global Education First Initiative (GEFI) at which global citizenship was introduced in the United Nations. Related to this question, the role of universities and the possibilities of collaborating with existing networks such as the UNESCO ASP net or preexisting resources of Education for sustainable development (ESD) was also explored. The presider of the panel, Dr. Ramu Damodaran first clarified that as UNAI, having existed before GEFI, functioned as an instrument of promoting GEFI and global citizenship to the global arena. Several speakers gave examples on collaboration with preexisting organizations. Dr. Joshi's presentation on Dr. B. N. College of Architecture for Women (BNCA)'s usage of existing infrastructures and pooling local resources to address issues of poverty was an example, while Dr. Nguyen also gave the case of NTTU's collaboration with its network with HGU. Dr. Tanaka also considered the links and similarities between Global Citizenship Education (GCED) and ESD as concepts with which conceptual consensus must still be reached.

Another question was on the possibility of teaching character and moral education on the university level. Is it not already too late to teach values in higher education? How can honesty and responsibility be taught, and what are some practical suggestions such as contents and curriculum topic? Dr. Nguyen of Nguyen Tat Thanh University (NTTU) acknowledged that teaching responsibility and honesty is not easy on the university level. NTTU's approach is to teach global citizenship characteristics as a 30-hour stand-alone course on professional ethics, as integrated into the process of teaching other technical skills, or through extracurricular activities. Dr. Chang of Handong Global University (HGU) also gave the case of HGU's residential college system as a possible method of instilling values through daily living and interactions. Problem and project based learning is also critical for the application of global citizenship in real life. For example, students may contribute practically to the Sustainable Development Goals (SDGs) through academic projects. Through student-initiated projects in which the professors facilitate, mentor, and conduct participatory evaluations, universities may teach creative and innovative problem solving skills as well as responsibility and honesty required of global citizens. Dr. Rafis similarly proposed concept of World-Based Learning (WBL) to make connections with the world in implementing students' expertise to solve real problems, and directed attention to the case of BNCA programs in India. Dr. Tanaka explored the fundamental question of practical implementation in classrooms as that of asking questions and finding

solutions. Having students ask questions is the beginning of cognitive and moral development. Dr. Damodaran acknowledged that the debate on teaching character and moral values in higher education is ongoing and is being met with much resistance from governments and universities. But gatherings and forums such as this conference will be spaces for further discussions and sharing of good practices in which we may discover possibilities for practicing values of education.

06 Session 2.

Current Practices of Global Citizenship Education in University



Dr. Gihong Kim

Professor, Handong Global University

Gihong Kim is the Professor in Entrepreneurship and ICT at Global EDISON Academy, and Director of Institute for Entrepreneurship and Innovation at Handong Global University in Korea. He has more than 35 years of experience in inception and development of communications network architectures, technologies, internet systems, and start-up of new companies. His current interests include use of the Entrepreneurship and ICT education as a tool for addressing the global problems today that include development of developing countries and Global Citizenship Education. As part of the effort, since 2008, he is running Global Entrepreneurship Training (GET) program at HGU which is training current and future leaders through the UN Academic Impact and UNESCO UNITWIN networks. The program so far produced more than 2000 graduates who are already contributing around the world in various fields.

Entrepreneurship and ICT for International Development and GET Program of Handong Global University

Dr. Gihong Kim presented new Handong Global University (HGU) programs that promote the mindset of global citizenship. The Global Entrepreneurship Training (GET) Program is a case of applying entrepreneurship and the ICTs toward meeting the Sustainable Development Goals (SDGs) and fostering global citizenship. Many speak of education as the “fishing rod” – the equipment for teaching people how to fish for themselves. But what should make up that fishing rod?

The draft resolution on entrepreneurship for development was proposed and became part of the UN SDGs. Out of the 17 goals, 15 are related to technology and most are directly or indirectly related to entrepreneurship. This pervasiveness of the ICTs is symbolic of the shift from the chemical and mechanical based technology to electronic technology. The global shift into the ICTs compelled the merger of the ICTs and entrepreneurship at HGU for the purpose of sustainable development is significant for the development of global citizenship.

The revolution in technology is an opportunity for developing countries as well as for solving urgent global challenges of environmental destruction, increasing carbon emission, poverty and hunger, unsustainable growth, and global conflicts. The ICTs are instruments to address these challenges. On the internal domestic issues, the technologies scaffold national infrastructure building and improve the social welfare of the people. Externally they play significant roles for export industries and aid provision to developing countries. For companies' external and internal needs, the new technologies support business operations and production as well as service delivery. The ICTs also provide more equal opportunity. In developing countries, domestic needs for national, household, and industrial sectors as well as export needs in manufacturing and design can also be met by the ICTs while at the same time creating more jobs.

The world is confronted with conflicting objectives: higher and faster economic growth versus the protection of the environment. The ICTs provide a solution for continued economic growth while also providing a way to sustain the environmental capacity.



Dr. Dhanashree Sardeshpande

Professor, Dr. B.N. College of Architecture for Women

Dhanashree Sardeshpande is a Computational Designer currently investigating the use of algorithmic techniques and digital tools to influence design decisions. She is also Course Coordinator for Masters of Architecture in Digital Architecture at Dr. Bhanuben Nanavati College of Architecture, Pune. The main focus of her academic efforts is to take academic content and research interest and apply digital technologies in the Asian context. The intent is in pursuing digital intervention in architecture as a way to preserve the autonomy of social, culture, environmental, and economic context rather than one that is tethered to a machine-driven agenda. Dhanashree Sardeshpande aims to impact digital design intervention that could pave a way for social innovation.

Empowerment of Women through Education

Dr. Dhanashree Sardeshpande, Professor at Dr. B. N. College of Architecture for Women (BNCA) in India began with the founding educational vision based on the spirit of Maharshi Karve who started a small school for the empowerment of women. It has grown into a great umbrella institute under which are more than 120 suborganizations using modern resources and technology to educate today's millennial generation.

Technological advancements are bringing people and resources closer together yet the younger generation is increasingly becoming insulated. To open up their perspectives, BNCA has constructed a vision to “[unmould] the conventional curriculum” and provide transformative education. This consists of working toward systematic change based on having the learners see the realities of global challenges and the fact of their own privileges.

Based on this educational principle, BNCA has been actively initiating projects of global scope toward education for global citizenship. In Shingyanga, Tanzania BNCA team collaborated with the local international school to build a sustainable housing unit for widows. In Lusaka, Zambia, a sustainable multi-use community block was designed and constructed in which BNCA students also interacted with local stakeholders to teach on hygiene and health. In Montego Bay, Jamaica a container library and reading room was designed and developed by revamping a shipping container. An emergency shelter design workshop was conducted in India in collaboration with DEMOLA and Green Contributors Inc. for hands-on experience in designing scalable shelters through creative strategies and materials. With Maribore University in Slovenia a workshop was held for collaboration to design sustainable urban landscapes. Other workshops explored possibilities of holistic villages to solve issues of the convergence of traditional urban settlements and modern settlements, while others explored the possibilities of using vernacular materials such as bamboo with analogue and digital modeling for constructions. These programs have been transformative for individual learners as well as educators.

Other programs on local and community levels are the following workshops. To make cities more inclusive, BNCA renders community services to make public spaces accessible for the disabled. Another way to constructive inclusive cities is by deigning and mapping the social ecosystems of the slums. The students experience living in the slum areas to observe living habits and needs. Observing the close sense of work-place relationships in these areas and how the ubiquitous high rise settlements builds no social relationship of neighborhoods, a solution was proposed to envision new housing placements for rurban (rural and urban) housings using digital programing and artificial intelligence. Other projects conducted were exchanges with Australia on deliberative democracy project, and a riverfront workshop in collaboration with NUS Singapore.



Dr. Scott Carlin

Professor, Long Island University Post

Scott Carlin is an Associate Professor of Geography at LIU Post and the Director of Post's new Center for Sustainability. The Center's goal is to ensure that all graduating students have a basic understanding of sustainability principles. Scott Carlin teaches in LIU Post's new master's program in environmental sustainability. In 2016, Dr. Carlin served as Co-Chair of the 66th United Nations DPI/NGO Conference held in Gyeongju, Republic of Korea. The conference theme was "Education for Global Citizenship: Achieving the Sustainable Development Goals Together." At the UN, Scott Carlin is an NGO DPI Representative for LIU Post and an ECOSOC Representative for the International Society of Doctors for the Environment. Dr. Carlin earned his Ph.D. from Clark University (1995).

Climate Change and Education for Global Citizenship: Opportunities for Transformation

Dr. Scott Carlin, Professor at Long Island University Post started with a comment on GRACE (Globally Responsible and Advanced Citizenship Education) mentioned by Dr. Yong-Gil Kim in the opening session. Global citizenship is not an obligation but grace, and will not be viable if conceived as obligation. Grace awakens us to interdependence (organic and moral) and mortality. Human life is malleable. Thus global citizenship is a mindset, a worldview and a paradigm shift, not a thing to know or take. To not take one's global citizenship for granted one needs to notice the transformation taking place in the world.

A contradiction between human prosperity and climate prosperity makes dystopian future a real possibility. Therefore prosperity needs a radical rethinking. There are three general themes of acknowledging the limits of growth, exploring sustainability and global citizenship, and addressing the matter of climate change.

The 1972 System Dynamics Model shows humanity is approaching closer to the point of no return in terms of planetary sustainability. The urgent needs are addressed by the Great Transition Initiative that posed a scenario in which the humanity may transition toward a sustainable future by capping the global population while lowering the general GDP levels from business-as-usual. A different kind of model for globalization, other than the neoliberal model, is necessary.

In the Anthropocene Era, humanity controls what happens to the planet either for good or for bad. New sustainable development experiments and shifts in thinking is necessary for planetary sustainability, for the reduction of fossil footprints, and human happiness. Within the tight SDG

timeline several key agendas must be solved such as education for girls and women, the involvement of youth in curriculum design and policy making, and global citizenship.

The science of climate change shows the phenomenon of environmental destruction is speeding up. Connecting the science to Global Citizenship Education (GCED), gathering better information and moving innovative projects forward, and having nations and regions compete in developing technologies for renewable energy and implementing them in national practice will contribute to the urgent challenge of global sustainability.

Dr. Rafis Abazov



Professor, Al-Farabi Kazakh National University

Rafis Abazov is a visiting Professor at Al-Farabi Kazakh National University, Almaty, Kazakhstan, where he also manages a joint MDP program with Earth Institute of Columbia University (New York, USA). He is a Co-Director of the Global Hub of United Nations Academic Impact (UNAI) on sustainability at Al-Farabi Kazakh National University and Executive Director of Model UN-New Silk Way project. Rafis Abazov has written 10 books and a series of articles covering cultural and educational aspects of globalization, public policy, and economic development issues in emerging economies. He has regularly contributed op-eds to The New York Times and interviews to G-Global International Forum.

Global Citizenship Education in Higher Education: The Case of Al-Farabi Kazakh National University

Dr. Rafis Abazov continued the discussions from the earlier panel session to delve deeper into the case of Al-Farabi Kazakh National University.

Promotion of Global Citizenship Education (GCED) in small city and town environment is a significant challenge. To avoid global issues from becoming abstract concepts removed from student experiences, the roots of GCED in the local communities must be highlighted. Second, global conflicts and differences must also be confronted. Using the tools of global governance by the UN organizations, the differences may be addressed. Third, GCED can help develop “soft” skills such as social and communication skills such as cultural understanding and languages.

For GCED partnership among higher education institutions (HEIs), using the communication tools and opportunities of globalization such as the easy of travel can enable collaboration on

regional, national, and global levels. Great Silk Road initiatives are platforms for collaboration to create effective synergies.

The case of Al-Farabi Kazakh National University is a best practice case of promoting GCED in regional education policies and linking global values to local actions. One such program is the Global Hub of UNAI on sustainability since 2014. ICT platforms such as G-Global is employed for students to communicate with others in the rest of the UNAI Hub universities. Academic conferences are also organized to discuss transdisciplinary possibilities. The university is also a pioneer in establishing a national consortium to share their knowledge with universities in other regions. Finally the Model UN New Silk Way helps involve the youth in the UN efforts through regional and global debates.

The platform helps develop global citizenship by instilling in them a sense of belonging to the global community. It discusses the sustainable development issues, gives experiences of capstone projects and case studies with developed and other developing nations. Another program is the MDP Global Classroom Program with the Earth Institute of Columbia University on sustainable development issues. Other projects are Green Bridge through Generation, STUDIK project, and “I believe in youth of Kazakhstan”

Session 2: Q and A

The practical cases of higher education institutions stimulated questions from the floor. The first question asked on some successes and advice on getting the attention from youth. How can we also include the youth? Any successes in partnership? Dr. Sardeshpande acknowledged that Global Citizenship Education (GCED) cannot be forced. What educators can do is to make GCED attractive - dangling the carrot in front of the learners. Giving students ample incentives in the beginning by providing overseas opportunities have helped students' enthusiasm, and since then, the classes had no trouble attracting students toward solving global issues through these projects.

Next a question was posed on practical ideas for teaching global citizenship on classroom, instead of global or institutional level. Dr. Kim responded to the second question remarking that entrepreneurship is a mindset. Creativity motivates students and enthusiasm empowers students to tackle problems. The UN may seem far removed from students' lives, but UNAI and its youth projects help connect the youth to the global issues and show them that they can make a difference. Another way to motivate the students is by giving students a higher possibility for better employment through the GCED initiatives

07 Session 3.

Application of Global Citizenship Education to International Development Projects: Global Issues and SDGs



Dr. Dosoung Choi

Vice President, Gachon University

Dosoung Choi is Vice President for International Affairs at Gachon University, Korea, where he is also Professor of Finance, and Dean of College of Business. Before joining Gachon, he was Vice President for Global Advancement at Handong Global University. Dosoung Choi was a Monetary Policy Committee member of the Bank of Korea for 4 years, leading the central bank's battle against the global financial crisis. Previously, he was a Finance Buffalo, and the University of Tennessee. He held various posts at public Institutions in Korea, including Commissioner of the Securities and Futures Commission, and President of Korea Securities Research Institute. He also served as president of academic societies such as Korea Finance Association and Korea Securities Association.

Compassion and Innovation at a Global University

Dr. Dosoung Choi, the Vice President of Gachon University in the Republic of Korea began by highlighting two values of compassion and innovation.

The world is rapidly changing with a steep increase in GDP since the second half of the 20th century. Technological innovation drove growth in economy and industries. The commercialization of internet in the 1995 which brought the 4th industrial revolution enabled science-fiction-like technology. This has interconnected the corners of the world to make a global community and has improved the quality of life. But the technological advances have increased and is also increasing economic disparity. The disparity is “destroying” the lives of human neighbors and the environment in the global community.

To stem the increasing inequality, Global Citizenship Education (GCED) must be the approach through which universities foster learners to address these issues. Learners must be fostered to become global citizens who have the awareness, ability, willingness, and integrity. Because the knowledge lifecycle is getting shorter, rather than teaching content that will be obsolete in ten

years, GCED teaches students to see the world, as well as to solve the challenges and deliver the solution.

Two keys to GCED in universities is compassion and innovation. Gachon University is one such case with basic principles of compassion, sacrifice, and patriotism. With campuses in several locations, Gachon University is involved in medical and health care, and international cooperation via capacity building. A partnership with the College of Pharmacy in Vietnam supports research and development. Students from developing countries are invited while Gachon students are also sent to overseas partner institutions for international exchange.



Dr. Jinwon Ahn

Professor, Handong Global University

Jinwon Ahn is Professor of Economics and Director of the UNESCO UNITWIN project at Handong Global University. He served as Assistant Secretary to the President of Korea for economic, political and civilian affairs 8 years. Furthermore, he worked as Director of National Agendas Division and the Presidential Policy Planning Commission. Jinwon Ahn was a member of the National Budget Planning Advisory group, the Ministry of Strategy and Finance in 2011 and 2016. He was also a member of the Lawmaking Advisory Group, the National Assembly from 2011.

Global Citizenship Education for the Implementation of SDGs: The Case of UNESCO UNITWIN Project at Handong Global University

Dr. Jinwon Ahn, Professor of Handong Global University (HGU) in the Republic of Korea presented the case of Handong UNITWIN. Higher Education Institutions (HEIs) can play a major role in developing Global Citizenship Education (GCED). HEIs have been partnering with other research, policy, and project implementation organizations for international development. With the implementation of the 17 Sustainable Development Goals (SDGs) in 2015, five of the goals are emphasized by Handong UNITWIN (4, 8, 9, 16, 17). Gyeongju Action Plan has also recognized the importance of GCED with its cognitive, socio-emotional, and behavioral dimensions.

To promote GCED, HGU UNITWIN network has been contributing to sustainable development in developing countries. HGU's core academic vision is to educate students to change the world

and serve others in all their majors and pursuits. HGU also has close cooperative partnerships with international NGOs, as well as developing countries, Korean universities, institutions, and communities, as well as the Korean diaspora around the world.

The UNITWIN project is participated by over 2,000 students, professors, and government officials. Some of the HGU UNITWIN programs include Global Entrepreneurship Training, Holistic Community Development, Start-up Incubating and Development Program, Urban Development in Developing Countries, OCW/OER Initiative, and Joint Education Programs.

In conclusion, universities can be referred to as "global citizens" that engage with the local and global community. The campus itself may become a learning space for global citizenship through curricular and extracurricular activities. GCED should also be embedded into international education development projects. It may also function as a practical tool for international development workers. For these possibilities, the concept of GCED should continue to be clarified while also applied to non-education projects.



Dr. Sung Joon Paik

Professor, KDI School of Public Policy and Management

Sung Joon Paik joined the Korea Development Institute School of Public Policy and Management in 2012. He previously worked at two government-funded research institutes – Korean Educational Development Institute (KEDI) and Korea Research Institute for Vocational Education and Training (KRIVET), where he conducted policy-oriented research projects on educational administration, planning, finance and TVET. He also worked at the World Bank/HDNED from 2007 to 2009. Sung Joon Paik received Ed.D. from Harvard Graduate School of Education.

Dr. Sung Joon Paik, Professor at the Korea Development Institute (KDI) School of Public Policy and Management in the Republic of Korea presented the establishment of SICA School of Public Policy. Since 2014 KDI has started the design and development of a school of public policy in Central America with the initiative and financial support of the Ministry of Strategy and Finance.

Republic of Korea's Knowledge Sharing Program (KSP) is “knowledge-driven economic cooperation program” to share Korea’s development experiences. The structure of KSP consists of three pillars: bilateral KSP, modularization, and multilateral KSP. For the two pillars of bilateral KSP and modularization, KDI has done considerable work through the Center for International Development at KDI and the KDI School of Public Policy and Management.

The SICA School of Public School was initiated to meet three urgent needs. There was a need for long-term strategic policy approach, effective response to globalization, and trained government officials. A capacity building system was necessary to be the bridge toward the ultimate ownership of development by the regional leaders.

The step-wise approach from design to operation progressed through three stages. The first stage of preparation consisted of formal MoU and official initiation. The second stage were short-term training to masters program as well as evaluation. The last stage would be the expansion of the school into full-scale operation.

The school is governed by the representatives of the SICA member countries while funding is pooled from SICA countries and the International Development Bank and the World Bank. Academically the institution provides graduate and non-degree programs, while its research function plays a significant role as a think tank on regional public policy.

While the institution has currently failed to reach an agreement among the 8 member countries for coordination, discussions continue to negotiate new approaches for consensus and collaboration. Discussions on a new Master Plan is in the works.

Session 3: Q and A

The final session saw several questions from the university students in attendance. The first question directed to Dr. Choi asked about the "why" of global perspective in addition to the "what" and the "how". Dr. Choi answered that while the reasoning is included in the meaning of "what to see", the suggestion to articulate why one must see things globally is indeed a significant consideration.

The second question was directed to Dr. Ahn on the specific difficulties and challenges faced by UNITWIN. What are some things faculties and students can do for improvement? Dr. Ahn remarked on the importance of continued reflections on personal and communal motivations and examination of its basic principles of love, compassion, and passion. Matters of effectiveness will follow these conceptual moral foundations.

Finally, on the question of how KDI adapts Global Citizenship Education (GCED) into the SICA School of Public Policy, Dr. Paik responded that the institution was established to equip government workers with the skills to solve policy issues directly impacting global trends and challenges.

08 Closing Session

Concluding Remarks



Dr. Ramu Damodaran

*Deputy Director, Outreach Division, UN DPI
Chief, UNAI*

Ramu Damodaran is Deputy Director for Partnerships and Public Engagement in the United Nations Department of Public Information's Outreach Division and is Chief of the United Nations Academic Impact. He is also the current Secretary of the United Nations Committee on Information. His earlier posts with the Organization have included the Departments of Peacekeeping and Special Political Questions, as well as the Executive Office of the Secretary-General. Ramu Damodaran has been a member of the Indian Foreign Service, where he was promoted to the rank of Ambassador, and where he served as Executive Assistant to the Prime Minister of India as well as in the Diplomatic Missions in Moscow and to the United Nations, and in a range of National Governmental Ministries.

I love coming to these UNAI Seoul forums because it is the only place where I get to be called Doctor. So thank you very much. You know sometimes attending conferences like this is a bit like watching Kim Yuna. You see how beautiful it is, the speeches are lovely, the agility is lovely, but ultimately you never get to the point because you are going round and round in circles.

But today I think the forum was different. Different really in a sense because of the mission that was set before us by President Soon Heung Chang of Handong Global University, who in creating this conference in his preface said, "The role of universities and their partnerships are essential to ensure inclusive and equitable quality education for all." And I think this is a theme that is echoed in many of our presentations today, and certainly in the discussions we've had, the questions and answers and comments. Because what education are we talking about? When the Sustainable Development Goals were defined, they made a remarkable leap from the millennium development goals which some of you may be familiar with earlier. Because the millennium development goals really focused upon primary education for a very good reason because the number of children who were denied of primary education—and I think Dr. Dousong Choi made that point very eloquently in his presentation—was staggering, and so that became an immediate problem. But in the Sustainable Development Goals, the focus changed

to what was called 'lifelong learning'. Lifelong learning also implies a commitment to lifelong education. So at every level of education, the idea of Global Citizenship has to be inculcated.

And in his Keynote Speech this morning, Chairman Young-Gil Kim of UNAI Korea, put it very starkly, he said, "The present quality of education is unacceptable," as straight forward as that. And he went on to suggest what could be done about this. And his idea was that rather than build competencies, which educators as many of you are normally go by, it's important to build human resource development for the sustainable goals. And that is the only way, in his phrase, to avert crisis that are not only man made but man induced. So this was really something which I think set the tone for our discussions later today. The other Keynote speaker in the morning plenary Dr. Chaechun Gim spoke about curiosity and exploration. And these are qualities of a good education, these are qualities of a good teacher, whether at a university or at school, in parts to his or her students. The idea to ask questions and in the process of answering questions—discover. He suggested that actually the entire epidemic of illiteracy which has overtaken so many societies and countries around the world—was actually in a sense addressed by this combination of curiosity and exploration.

We then moved onto our three panels today. And if you look at the themes of the banners, they give you an idea of how this particular Seoul Forum was able to in a sense break up the idea of Global Citizenship from the cooperative level, to the direct implementation level, and finally to the level where universities as educators deal with outside partners. So, the first panel was that of inclusive partnerships. The second panel looked at current practices in universities and the third panel talked about Global Citizenship Education and International development projects.

Now beginning of the first panel, President Soon Heung Chang of Handong Global University, made the point that, "Learning today or education today has to be really project based." He used the phrase "active learning versus knowledge cramming." And that's a fascinating idea when you think about it because once you begin to realize that knowledge or learning is going to be project based then you begin to practicalize knowledge even as you acquire it, which is a revolution. Because in the past, the way that education used to work is that you keep education as a discrete commodity, which you acquire, and then use that to whatever field of life you are going into. But by Dr. Chang's definition, you reverse the process and integrate projects into the education process itself. And he made his point through his wonderful analogy of the ICBM, the internet of things. The idea of Big data, the idea of Mobility, the idea of Computing. All of these things that we take so much for granted today, how these in a sense have factors that enable us to create this project based learning at a truly global level.

We went onto after that to a presentation by Dr. Ngyuen Loc of the Nguyen Tat Than University. He spoke, which again could only really happen at a forum like this because sometimes these are matters people are either too shy of or diffident about expressing. The need for moral education, the need for an ethical code, and what made it most poignant was how he was able to relate it to the story of his own country Vietnam. And how in Vietnam, sometimes and this comes up very clearly (if you have his paper) the conversation between the daughter and father. How in Vietnam sometimes the term 'global' really means across the border. And the term global means someone who acquires a living in a currency that is not Vietnamese. So the very concept of Global Citizenship to many students in Vietnam is completely alien. And that itself has to be addressed. And he spoke about the obstacles young people in Vietnam have. Sometimes education is considered unidirectional, it's one way. It's teacher to student and nothing in return. Sometimes education is overwhelmed by the moral dimension. Sometimes young people are just not ready, or as he put it very beautifully, "there is an unreadiness of youth". So in a sense, and he salutes the pioneers who have made a difference, that is where part of the responsibility of the Global Citizenship Education begins because you have to persuade the people who are being educated about its relevance for them and that relevance sometimes requires a redefinition. And there's a whole debate about whether we should force definitions upon students. Maybe this is one of the situations where we can truly create an opportunity where we do not force, where we do not tell them this is algebra, this is geometry, this is the law. But allow them to come up to these conclusions on their own by pointing out the reason for them.

In a sense the same elements of Global Citizenship that Dr. Ngyuen Loc mentioned were reflected in Dr. Rafis Abazov's presentation from Kazah National University. He spoke about the sense of belonging and solidarity that global citizenship brings. But, and here there is a very important 'but' the word of caution, the emerging global culture should never overwhelm or overshadow the local. And he brought us a wonderful metaphor from Kazakhstan about how when you walk never lose sight of the horizon which is in front of you, but never allow your eyes to miss the stones and pebbles that might trip you. So in other words, think of the present look to the future, and work in harmony with them. And the wonderful example that he gave of the new initiative of the New Silk Way Model UN, an opportunity for students to get together, to use the powers of diplomacy of negotiation of conflict resolution, in much the same way that initially model UN used purely for what we call peace and security issues, with which Dr. Won Gon Park is so familiar. Not only those issues but the same could be applied to the issues we are dealing with today of the sustainable development, because these have their discontents, their controversies and lack of agreement. Today as we celebrated, thanks to Dr. Scott Carlin the coming into force the agreement of Paris agreement of climate change, we realize sometimes it is possible to agree, but there are large areas of divergence. And so events like the model UN

train people to be able to accommodate those differences and work towards a common realistic goal.

Dr. Asmita Joshi from the B.N. College of Architecture in Pune, brought us another lovely phrase. Maybe I'm a bit partial because it happens to be my country, but I think that a number of countries will one day aspire to this idea of being knowledge super power; not a military superpower, not an economic superpower, but a superpower that is defined by the quality of minds of the children, the women, and the men who make it up. And then she shared with us this alarming statistic, that more than half of the education curricula around the world make no mention of the environment or sustainable development. While in some countries like India it is mandated by law to be part of the curriculum. And how can we inculcate global citizenship if we are going to keep that most essential factor of what makes global citizenship necessary away from the curriculum. So this idea of what she called the transformative learning and the subtle but important variations in culture that one must respect when dealing globally as citizens, are factors which I think were echoed in later presentations and the discussion that we had.

Dr. Yoshi Tanaka from J.F. Oberlin University in Japan spoke about the three elements which are essential to education and by definition to GCED: access, equity, and capacity, all factors to promote what is called 'global literacy'. To balance the accelerating forces, and that is another lovely phrase because when forces are accelerating there are so many forces at any given time in the world today. Going at their own speed at their own tempo sometimes in directions completely opposite to each other, the idea of balancing and managing them, this is something which only education and the reflection and the patience that comes from education—the five seconds that you always allow—that five seconds, that metaphor has to be integrated into the process. Because otherwise you have, and is another very philosophical thought that Yoshi left with us, "You have the mismeasure of man." Because if we are going to measure humans by their achievements, that may not be the right way to measure them at all. Perhaps the way to measure them is not by what they have achieved, but by what they have helped others to achieve. And this brings us back to a metaphor which was later used and I will come to about the fish and the fishing rod by Dr. George Kim.

We had Dr. Seunghoon Kim from Cambodia, who is now heading the university in Cambodia who spoke about the idea of linking education to actual thriving business and the international business community that has developed in Siem Reap where his university is located. He brought, we are all familiar with the Three R's of Education: Reading, Writing, and Arithmetic. And he brought three completely new R's which were: Responsibility, Resources, and a playing of a Role. So if you are to bring in these three, then you come to the point that he made, about ultimately looking at the word, 'not through an I, but through the You'. And that's actually a very fascinating image because when you think of the idea of 'not I but You', go back to the

beginnings of the United Nations. When the organization was first thought of during the Second World War, Franklin Roosevelt, the President of United States at the time said, "Let us call it International Nations." The idea being that these are nations but they also connect with each other so they are international. It would have been IN. Winston Churchill the British Prime Minister said, "No, let's not call it that. Let's call it United Nations." And that turned one, so that too is a case of the 'You' triumphing over the 'I', the same lesson that he taught us from Cambodia.

We went onto the question panel which was fascinating because we had one question about, "Why do we constantly reinvent the wheel? Why aren't we using existing mechanisms?" We had another question about the role of universities and inculcating ethical values of citizenship saying in a phrase 'universities and our churches'. And then of course the question about, "What is it like to be a foreign president in a university of another nationality?" and I think our panel did address those well.

We then come to the wonderful lecture which we had at lunch by Dr. Soogil Young which gave us an idea, and he's the person who actually asked this question about the university not being a church and he offered the answer in that lecture saying, "If in the course of Global Citizenship Education you are able to communicate specific projects and programs going back to what President Chang said about project based learning, and through those inculcate values, then you have achieved your objectives without actually going to teach the values as values of themselves through civics or through a form of ethical education." And he gave the example which I urge all of you to pursue when you have the time, of going to the SDG Academy this is the Sustainable Development Goals Academy which has been developed by the Sustainable Development Solutions Network and offers a range of courses which while very heavy and very rich in academic content also have this underlying content of a certain moral, ethical, and I dare say even a spiritual value.

The afternoon panels began with the one on current practices in Global Citizenship Education and we had a presentation by Dr. George Kim, who asked the question about whether when you give a fishing rod to a man is that better than giving him fish, and then use that as a metaphor for, "Is education the fishing rod?" And I thought now, if you take this metaphor a step further, what happens if you live in a landlocked country? What happens if you're in Nepal or in Kazakhstan? What do you do with a fishing rod then? So if you explain the metaphor, does it mean that education will only serve certain people, certain locations and certain times? And so the point becomes further evidence that you have to expand the metaphor and say, "No, you may be landlocked but you still have rivers and rivers have fish." So the idea of adaptability and using Global Citizenship Education as a fishing rod, which allows you to acquire the same end product even though your resources and your means are different — I think, is a very valuable lesson that he gave us. Equally, perhaps is the lesson that maybe in a sense that just as

many parts of the world and the idea of oceans are in a sense the global commons, so a fishing troller from landlocked Nepal can sail into the Indian Ocean at a point where it is not the jurisdiction of any particular country, and fish there. The same idea should be there in our Global Citizenship Education where there are large areas of International responsibility which are accessible to and can be influenceable by teachers and students everywhere. That's a thought I think that Dr. Kim's presentation left with me. He went on with his presentation saying to suggest that the fishing rod is not so much education but entrepreneurship, and then the idea of having a mindset of creating something from nothing—the core of entrepreneurship. But is entrepreneurship a mindset? Is it something that can be taught or inculcated? That is another reflection that we have to make. And when he showed us that graph which he attributed to Chairman Young-Gil Kim of how the requirements of human growth on one hand—which are constantly escalating and the steady base of what are called the natural resources or nature's bounty, and how the two keep on getting distance from each other, and suggesting that the only way to bridge the two is through entrepreneurship training—that is another very valid philosophy which I think Dr. Kim and Handong Global University has shown through the GET, works effectively well.

The very eloquent and almost liturgical presentation that we had from Dr. Sardeshpande, where she spoke about unmolding the conventional curriculum, and this is again an idea which is being expressed in very different compelling forms at various points in our conference and in a sense stakes forward our premise that I shared with you from Chairman Young-Gil Kim saying that, "The present quality of education is unacceptable." So the conventional curriculum which is the present day curriculum has to be unmolded and the bottom of that phrase is that you really have to unmold without destroying. And that's a difficult image. Because if you destroy it, if you just take it like a piece of clay or a statue and throw it to the ground and begin working again, then you have not only destroyed what you have wanted to discard, but you have destroyed the good as well. And I think the one thing that today's forum taught us is that there is still a lot that is good and great and gracious in contemporary education which can be adapted and enhanced to Global Citizenship Education. And she spoke about raising our capacities of our capabilities, of exhibiting our values, and through that process creating a true social transformation. And then of course this lovely phrase which I have rarely heard in the context of education but which the compelling slides that were shown about what her students and Dr. Joshi's students are doing all over the world from Zambia to Tanzania, to Jamaica, to Slovenia. "Get your hands dirty." In other words, "Get practical." Don't just sit in the classroom and hypothesize. But how many of our students will get that opportunity? In a sense the one reassurance I have had from today's forum is that more and more universities want to give their students the opportunity. They are working with other governments, they are working with national donor agencies, they are working with partners in the field like the Green Foundation, to try and create these opportunities for students because that, getting your hands

dirty is a real prerequisite for a true Global Citizenship Education. And then of course in the practical examples that she shared with us, one of things that really struck me was how—and this one of the things that we pride ourselves in the academic impact, that there is absolutely no discipline in the university which cannot have an effect on the United Nations. And I keep on trying to think of disciplines which may not have that and today I realize I never really thought of geometry. Because if you think of geometry as a subject that most of us studied in high school, what connection could it have to United Nations? But Dr. Sardeshpande was able to show us how geometry is the factor in the creation of the architectural materials that are used for rebuilding these houses and bring that connection between science and the actual finished product. So that and also the fact that we must recognize that we have to go beyond stereotypes. Sometimes our minds are clouded by the books we read, the movies we see, the images we share. And so what she called, “the secret economy of slums.” And the fact that people in parts of India are willing without knowing where the providence is, to go and buy street food, which has actually been cooked and packed in an area that we would call a slum—and would shun away had we known where it was from.

Dr. Scott Carlin, thank you so much for your presentation and thank you in particular for beginning by saying that global citizenship must be taken for granted. It's not a question of something that we must acquire or debate about, it's something that should be a given. And then he uses a very powerful phrase about ‘the need to rebalance our future’. Because it's probably too late to rebalance our past and readdress the wrongs that we have been done to ourselves and to generations after us. It's probably impractical to think of rebalancing our present because our present is good, it will waste away before we know it. So let's seriously think and this is obviously connected to education which is all about the future—if you think about it. Let's think about rebalancing our future and about rethinking prosperity and whether the need to improve human security requires a need to degrade our planet. And he offered a number of ideas in that regard, he I think provoked our consciences a great deal and I think he issued a challenge to all of you young students in the room. Get your entrepreneurship juices flowing! Because it's that which could really do something which will ultimately create both—in the context of what you call a ‘circular economy’ and the ‘zero waste model’—but also in the sense of actually being able to salvage something from the earth that we are inhabiting now, but even in the best case scenario as he pointed out in the Heebie incidence in the case of Costa Rica, even in that case it requires almost one and a half times the planet we live on in terms of resources.

Dr. Rafis Abazov joined this panel as well. And he said another compelling thought that he left with us, that universities are not only transmitters, but testers of information. That's an idea we should encourage because we think of universities in some senses as unidirectional in the education sense but the fact that they can also test and evaluate knowledge and then decide

whether it has a global applicability or relevance is very fundamental to GCED. And then this point of going back again to always emphasizing the local. I've personally always felt that we always have the wonderful slogan about 'thinking globally and acting locally'. I think sometimes you have to reverse it. You have to actually 'think locally and act globally'. And that's actually what the Sustainable Development Goals are all about because they are derived from very specific possibilities of the local level and then enacted out by the United Nations at the global level. The idea of cultural skills that Rafis shared or what you call the soft skills and the fact that differences really enriches us. The work that Al-Farabi Kazakh University is doing as a Hub—the model UN which I mentioned earlier—the enormous effect that the global mobile platforms are making on their outreach to the world including G-Global, and the fact that this could really escalate the role of this Hub, and I hope all the other hubs we have. And you mentioned “yuppies” which I gather is a—at least in my part of the world—it's known as the 'young upwardly mobile professional'. But I think you you're right. I think we have less and less “yuppies” of the world today. But you're right. There still may be those who are out of this framework of Global Citizenship Education but would be relevant to the target if we are going to be able to do that.

We then had a final panel on Global Citizenship Education on international development issues. I was thrilled to see my long time respected friend Dr. Dosoung Choi. I'm going to share a story with you. I am probably the last surviving technologically illiterate Indian. Once Dosoung came to see me and I had to make a call and I had my phone. I said, “I want to call the United States I need to do plus 1212. I can never get a plus sign.” So he said keep on pressing zero it will turn to plus. And it did! So I am very grateful for that technical know how you gave me Dosoung. And I've always been in your debt for that. I loved your theme of compassionate innovation and innovative compassion, and reconciling the two ideas of compassion and innovation. Let me go back to my phone, the hand held today is more powerful than the Craig super computer that my country India was wrestling with United States with. What is it? 40 years ago? In the early 1980s, they wouldn't allow us access to it and it became a big diplomatic incident. And now we can probably just put it in our pockets and run away. Anyway that being as it said, and then of course your idea Dosoung about the lifecycle of knowledge, I think that's an important take away also from our discussion today because we realize that how obsolete knowledge can swiftly become. And this is something which I should reflect about. Does the fact of that it is obsolete make less relevance? Should we shy away from acquiring new knowledge because we fear it will be overtaken a few times hence? It's the way that we always do and it's like for instance buying a new gadget, buying a new television, buying a new car. Should we buy it now or wait until next year for the new and improved model? So can we reduce knowledge? This is something I think that requires our reflection, those who are educators, and involved with education and think about that as well.

I was very moved by the thought that you shared with us from Secretary-General Ban Ki-moon. You asked what our mission should be as educators, and he said, "Do what you're supposed to do, teach. And teach them what happens all over the world." And that in a sense, that sharing, that sense of empathy, is again the core of the innovation of compassion that is the heart of Global Citizenship Education. There was a wonderful phrase you shared, the sharing hearts. It's not just sharing minds but sharing hearts, the idea of compassion, of sacrifice, of patriotism, which are central to your university. And in perhaps in some ways enlarging these beyond their confines, not only compassion from individual to individual, but compassion from individual to stranger, not only sacrifice in a sense of personal sacrifice, but sometimes collective sacrifice as a society as a community as a nation for the greater global good. And patriotism perhaps beyond national patriotism to what we would call a global patriotism. These are concepts that I think our studies will expand and define.

Dr. Jinwon Ahn spoke again about and used again this very lovely phrase about universities being global citizens. The idea that they are not merely inculcating global citizenship but they are global citizens themselves and the idea of how students and educators must possess three distinct skills: the cognitive, the social, and the behavioral. And the idea of sharing the history of Handong Global University and the Global Citizenship Education mission, it was wonderful to hear that in year 2000, the year that Ban Ki-moon took over as Secretary-General of the United Nations. And from the beginning said that he wanted a sustainable development to be the hallmark of his term as Secretary-General. It was in that year that Handong Global University became the focal point for UNESCO for UNITWIN for sustainable development in developing countries. So that was a wonderful lesson. The projects that you shared with us Dr. Ahn in Handong Global University, the idea of the holistic community development, urban development, and the website of UUOOI which has teaching materials which can be accessed cross platforms and cross nations is again something which really shows how one institution can in a coordinated but yet spontaneous manner, diversify its activities through a number of practices of current education, and also go beyond them, and I was very grateful for that.

Dr. Sung Joon Paik who spoke at the end but spoke very passionately and shared with us the idea of the KSP the Knowledge based Sharable Sustainable Growth Program Partnership. And also broke it down into three fascinating components, this is again where the practical effects of Global Citizenship Education comes in: the bilateral where it is between institutions of and between governments, the modulization idea where you break it down into components, and the multi-lateral which is what UNESCO, United Nations, and a number of groups are all about. But here the important point that he brought in was the challenges of governance and how different of use across different governments can sometimes hinder a process. He brought us this wonderful example of SICA consumption of eight States of Central America of working on

Public Policy Institute, and how one had to change from going from an interstate approach to an inter-institution approach. And I think this is something which it is a wonderful way to have closed the discussion today because it brought back a point I tried to make earlier today that a number of governments in the world are still skeptical about global citizenship and I dare a number of them are skeptical about many points in the Sustainable Development Goals. But yet they have signed onto it. What really matters—and this is equally true the climate change agreement which came in force today—what really matter is first of all, that they have made the commitment, second, that the people are going to hold them accountable to that commitment, and third, that through this process of education that we can find a way to try and come around their reluctance by working with other partners as in the case of these eight institutions in Central America.

I do want to also mention one point of the whole program today which I didn't touch upon because it wasn't a speech but I think it was a very moving punctuation point when we heard Ji-Hae Park play her wonderful and melodious violin. She is part of globalization herself, born in Germany, raised in Korea, plays French composer songs when Yuna Kim skates. And the first piece she played was Amazing Grace as was recalled. And I'd like to leave you with that thought if I may because I know that Young-Gil Kim showed us the GRACE acronym, Globally Responsible Advanced Citizenship Education. I'd like to add to that, the first one because this goes back to the point that I was making and the point that we ended with in the last presentation by Dr. Sung Joon Paik. If we talk only about global advancement and neglect national growth then we are not going to get the support of governments or people of the world. And yet if we pursue national growth and do it in the reckless manner that Dr. Scott Carlin warned us about, then we are not going to have a growth worth achieving. So we do need zero impact national growth, which is meaningful which must be assured before we move onto that Globally Responsible Advanced Citizenship Education. The two together can go hand in hand admirably.

I would like in conclusion to thank President Soon Heung Chang, Chairman Young-Gil Kim for their warm hospitality, to you Dr. Won Gon Park for your most effective moderation today and for guiding our proceedings with good humor, and of course our wonderful staff of UNAI Korea Yoonhee Hwang and her team, my old friend Deun Kim who I was happy to see again and as I have in the previous UNAI Seoul Forums and thank you all for being here and making United Nations your home. Thank you.

Closing Remarks



Dr. Manh Hung Nguyen

President, Nguyen Tat Thanh University

Manh Hung Nguyen is Associate Professor, and is the President and Board Chairman of Nguyen Tat Thanh University. He started working as a trade staff at a textile enterprise. With much effort he became general manager at Sai Gon Textile Joint Stock Company of the Ministry of Industry. Manh Hung Nguyen succeeded in expanding the operations of TEXTGAMEX to the field of education. In 1999, he established a Vocational Training School for the textile workers. After years of development, the Vocational Training School was upgraded to the current Nguyen Tat Thanh University in 2011. Now Nguyen Tat Thanh University has become a big and high quality university with over 1000 lecturers and 20,000 students. Manh Hung has received many awards; one of them is the First-class Labor medal which was signed by the President of Socialist Republic of Vietnam in 2016.

Ladies and Gentlemen,

I am hereby as the president of Nguyen Tat Thanh University which is in Vietnam. Today I am so delighted to join this fascinating event. I particularly would like to thank to the United Nations Academic Impact Korea (UNAI Korea), for making this occasion to discuss on how higher education carries forward Global Citizenship Education.

Besides, I also would like to give a warm-hearted appreciation to everybody who shared with us the insightful views for a platform of Global Citizenship Education within universities.

Several months ago, Dr. Young-Gil Kim, Chairman of UNAI Korea visited our University in Vietnam and made a stepping stone to build up partnership to promote Global Citizenship Education. Together, we found the need of Global Citizenship Education to resolve challenges, particularly, the pivotal role of NTT University to implement Global Citizenship Education and spread it to universities in developing countries.

Therefore, NTT University, together with UNAI Korea, will establish Global Entrepreneurship Education Center. We will develop the platform and curriculum of Global Citizenship Education which is customized for the need of developing countries. This center will be the best model on how the university adopts Global Citizenship Education in its formal and informal programs, integrating with other fields of study.

Last but not least, I believe that this forum is a very meaningful occasion for reaffirming the value of Global Citizenship Education, exploring ways of it implementation in universities and building a long-term partnership among universities and civil societies.

Thank you very much.

Closing Remarks



Dr. Jung Keun Yu

*Former President, The Korean Red-Cross
Chairperson, Advisory Committee, UNAI Korea*

Jung Keun Yu was former President of the Korean Red-Cross and is currently the Honorary Advisory of the Korean Red-Cross and is the Chairperson of the Advisory Committee in UNAI Korea. Since 2004, she has been the Chairman of Board for the Kyungwon Foundation and has been instrumental in providing education to low income students. She has been the auditor of the Dr. Kim Hwallan Scholarship Committee and of the Ewha-Haktang Foundation. Jung Keun Yu is the recipient of the First Female Award by the Korea National Council of Women and the President's Mongnyeon medal of Order of Civil Merit. She graduated from Ewha Womans University with a B.A. in English Literature and earned her M.A. English-language education in Teacher's College of Columbia University.

Excellences, Distinguished Guests, Ladies and Gentlemen,

I would like to take this opportunity to express my sincere appreciation to all of you for your enthusiasm in the forum today. I was delighted to see this place filled with many young students who will lead our future.

Today's forum emphasized the need for Global Citizenship Education in order to transform the world. Global Citizenship Education is the only way to fully fulfill UN's Sustainable Development Goals for a better future. I strongly believe that this forum has inspired us and provided us with practical knowledge to foster Global Citizenship Education.

Education has played a key role in the growth and development of South Korea. This shows the amount of influence education can bring. However, after achieving a high level of growth, materialism, fierce competition and individualism replaced true education and influenced our thoughts and the society.

I agree with the words of Dr. Young-Gil Kim the Chairman of UNAI Korea, "There is a need for a new educational paradigm. Education needs to go beyond knowledge building. It should fundamentally cultivate mindsets and values of human beings. This is the core spirit of Global Citizenship Education."

We may seem grown-up, as we become taller. However, it does not mean that we are mature with the inner beauty. To foster advanced global citizens, we need Global Citizenship Education for nurturing common values of human beings; honesty; responsibility; and respect for human and globe where we live in. Global education will grow the inner values of human beings

constantly, even after we stop physically growing. It will be the basis to create and share ideas for a sustainable future.

There is a Korean saying which says, “A habit of a three-year-old lasts a life time.” The values which are instilled from a person’s childhood remain the same even into adulthood. To raise GRACE global citizens, it is not enough to target higher education. More importantly, we need to work with primary education—a developmental stage where one’s character is formed.

In order to raise a tall building, the foundation is crucial. I hope to see active application of Global Citizenship Education not only in higher education but also in primary education.

The passion and creative ideas which you showed during this forum have greatly contributed to the building of strategy and platform of Global Citizenship Education. Like a water ripple, it is my hope to see Global Citizenship Education flow into the realm of Primary Education. When we can impact Primary Education, surely, we will see a movement of Global Citizenship Education nurturing fundamental human nature and transforming the world.

I look forward to walking together hand in hand to carry this forward.

Thank you.

09 Media

The 3rd United Nations Academic Impact Seoul Forum was promoted through various channels to raise awareness and share the importance of Global Citizenship Education to the general public.

01_Press Releases

Pre-Conference

- Media Outreach: The press releases reached 536 medias and journalists and 188 articles and news have been published.
- Major Media Coverage:



/ Yonhapnews

<http://www.yonhapnews.co.kr/bulletin/2016/10/31/0200000000AKR20161031054900848.HTML?input=1195m>

/ Sisa Korea

http://www.sisakorea.kr/sub_read.html?uid=38871



One-on-one Interview:

- Major Media Coverage: The interview featured Dr. Young-Gil Kim, Chairman of the United Nations Academic Impact Korea who spoke about the purpose of the Forum.



/ Dong-A Daily Newspaper (Dona-A Ilbo)

<http://news.donga.com/3/all/20161103/81141225/1>

During the Forum and Post-Forum:

- Media Outreach: 530 press releases were distributed to the media after the Opening Session of the Forum and 10 articles and news have been published.
- Major Media Coverage:



/ Yonhapnews

<http://www.yonhapnews.co.kr/bulletin/2016/11/04/0200000000AKR20161104097700848.HTML>

02_Multi-Media

Video and Photo

- Full video and photos taken during the Forum have been posted on the website of **UNAI Korea** (www.unaikorea.org) and **Youtube**



/ UNAI Korea

<http://www.unaikorea.org>

/ Youtube

http://www.youtube.com/channel/UCmBzSRDu0fQhZokBs_y0DKw



03_Promotional Literature

/ Poster

/ Banner

/ Banner

10 Forum Organizers

/ UNAI Korea
/ Handong Global University
/ UNAI
/ UNAI ASPIRE

The United Nations Academic Impact Korea

UN Academic Impact Korea (UNAI Korea) was established in 2012 and has been an active non-profit organization registered with the Republic of Korea Ministry of Foreign Affairs since 2013. UNAI Korea is an implementing body of the ten basic principles of UNAI, promoting higher education and global citizenship education through collaborations with institutions of higher education and research both in Korea and overseas. UNAI Korea supports the pursuit of the three foundational goals of the United Nations Charter: peace, development, and protection of human rights.

Working with 68 universities and higher education institutions within Korea (as of March 2016), as well as undergraduate and graduate student groups through UNAI ASPIRE Korea, UNAI Korea promotes and implements UN's major education initiatives. UNAI Korea also supports Korean universities and institutions to build partnerships with the UN and other higher education institutions overseas to use education as an engine for addressing global challenges.

Following the Millennium Development Goals, the United Nations declared the new 2030 Sustainable Development Goals (SDGs) in September 2015 in which the role and significance of education is highlighted in achieving a more just, peaceful, tolerant, inclusive, safe, and sustainable world. For this purpose, the UN Secretary-General Ban Ki-moon specified global citizenship education as a new education paradigm that goes beyond simple transfer of knowledge and skills toward nurturing responsibility, honesty, and integrity. In November 2015 the United Nations specified UNAI as an institution responsible for strengthening and enhancing global citizenship education.

To fulfill this mission, UNAI Korea is leading the way toward achieving the UN SDGs through the development of global citizenship education programs in higher education, enhancing research and exchange among higher education institutions around the globe, nurturing and building the

capacities of youth and professionals, and establishing comprehensive partnerships among all stakeholders.

Website: www.unaikorea.org

Handong Global University

Handong Global University, located in Pohang, Korea is a private Christian university, education honest & competent, future global leaders. HGU prepares students through holistic education, combining moral and academic training geared for this constantly changing era. HGU educates students to have a balanced and integrated understanding of academic fields so that they can be of service to developing countries with their highly qualified professions.

For the first time in higher education in Korea, HGU admits students without declared majors and requires all students in their first year to study a wide variety of different courses and gain creative practical skills. In terms of character and moral development, community leadership training is provide and also all exams are conducted without supervision, in accordance with the Handong student 'Honor Code'. HGU provides team teaching, discussions in classes, double majors, and allow students to explore their interests before declaring their major in their second year. Handong International Law School (HILS) was opened in 2002 to train international lawyers for the first time in Asia. So far, 323 graduates have passed the bar exam in the US.

Since its opening in 1995, HGU has been actively involved in various international initiatives and student exchange programs with foreign universities in order to create a global educational environment. Through those efforts, HGU was picked in 2007 by UNESCO to leads its University Twinning and Networking (UNITWIN) program. HGU also became a member of the United Nations Academic Impact that was launched by U.N. Secretary-General Ban Ki-moon in 2010. HGU was designated as one of the ten global hub universities by UN Academic Impact, for capacity building in higher education system.

“We nurture leaders through our whole-person education by combining character and academic training geared for the 21st century’s global demands.”

Website: www.handongq.edu

United Nations Academic Impact

The United Nations Academic Impact is an initiative of the Outreach Division of the Department of Public Information of the United Nations. It was officially established in 2010 at the UN headquarters in New York by the Secretary-General Ban Ki-moon to align institutions of higher education and research with the United Nations.

The purpose of UNAI is to promote a new global culture of intellectual and social responsibility based on the freedom of expression, education for all, global citizenship education, sustainability, and intercultural dialogue. 10 Hub universities and about 1,000 member institutions are united under the ten basic principles of UNAI. It is open to all institutions of higher education granting degrees or their equivalent as well as research conducting organizations.

The United Nations Academic Impact is informed by a commitment to support and advance ten basic principles:

A commitment to the principles inherent in the United Nations Charter as values that education seeks to promote and help fulfill:

1. A commitment to human rights, among them freedom of inquiry, opinion, and speech;
2. A commitment to educational opportunity for all people regardless of gender, race, religion or ethnicity;
3. A commitment to the opportunity for every interested individual to acquire the skills and knowledge necessary for the pursuit of higher education;
4. A commitment to building capacity in higher education systems across the world;
5. A commitment to encouraging global citizenship through education;
6. A commitment to advancing peace and conflict resolution through education;
7. A commitment to addressing issues of poverty through education;
8. A commitment to promoting sustainability through education;
9. A commitment to promoting inter-cultural dialogue and understanding, and the “unlearning” of intolerance, through education.

Website: academicimpact.un.org

UNAI Action by Students to Promote Innovation and Reform through Education

United Nations Academic Impact (UNAI) is a global initiative launched by the UN Secretary General Ban Ki-moon on November, 2010 at the UN headquarters in New York. ASPIRE, Action by Students to Promote Innovation and Reform through Education, is established as a partnering institution of UNAI in 2011. ASPIRE is a student-driven initiative to promote the implementation of ten principles of UNAI through the active involvement of students. ASPIRE promotes the 'Spread of Global Citizenship Awareness' upon the pillars of Dignity, Advocacy, and Sustainability. The main objective of ASPIRE is to bring about a global change through education by building cooperation and exchange not only amongst students within the university but also with other universities worldwide, as well as civic, non-profit, and governmental organizations. By promoting cooperation and active participation amongst students from all over the world, ASPIRE aims to raise their interest and induce their involvement in taking practical measures to the challenges faced by the world today. Activities performed by ASPIRE are mainly volunteer works, campaigns, and academic activities, and some of them were carried out in Armenia, Philippines, Japan, and Cambodia. ASPIRE has over 7 branches in Korea, and each branch has been conducting campaigns in order to derive interest from students from universities about topics related to global citizenship. Academic activities are also held regularly to share the professional knowledge of global citizenship education to the public. These activities are mainly to pursue the spreading of global citizenship, not only among the current generation, but also the future generation, attaining peace and prosperity of the global community.

Website: www.aspirekorea.org