



Achieving the Sustainable  
Development Goals Together

**GYEONGJU, REPUBLIC OF KOREA**  
30 MAY-01 JUNE 2016

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— THE 66<sup>TH</sup> —

**UN DPI / NGO  
CONFERENCE**

**FINAL REPORT**



66<sup>th</sup> Annual United Nations  
Department of Public Information/  
Non-Governmental Organizations Conference

Gyeongju, Republic of Korea  
30 May–1 June 2016

## **EDUCATION FOR GLOBAL CITIZENSHIP: Achieving the Sustainable Development Goals Together**



Organized by the  
United Nations Department of Public Information  
in partnership with  
the NGO/DPI Executive Committee,  
the National Organizing Committee of Korea  
and the Republic of Korea

# FINAL REPORT





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## Message from Ms. Cristina Gallach

Under-Secretary-General for Communications and Public Information

The 66th United Nations Department of Public Information (DPI)/Non-Governmental Organization (NGO) Conference took place from 30 May to 1 June 2016 on the theme “Education for Global Citizenship: Achieving the Sustainable Development Goals (SDGs) Together.”

With participants travelling from far and wide to Gyeongju in the Republic of Korea, the Conference brought together representatives of civil society, diplomats, policy experts, educators, parliamentarians, local authorities, United Nations officials, and, most importantly, young people. Its aim was to create and strengthen partnerships in support of the SDGs and Goal 4 in particular, on inclusive and quality education for all by 2030.

The significance of this topic was highlighted by Secretary-General Ban Ki-moon, who stressed at the opening of the Conference that education was critical for nurturing global citizens who can rise to the challenges of the 21st Century. He said education empowered people to contribute to our common future, and that without the



United Nations Under-Secretary-General for Communications and Public Information Cristina Gallach addresses the Closing Ceremony.



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participation of NGOs and civil society groups, no initiative, from sustainable development to climate action, can be fully achieved.

Perhaps the most exciting aspect of the Conference was the large number of young people who took part, some 1,300, or roughly one third of all participants. Youth delegates brought a high level of energy and creativity to the proceedings. They held daily get-togethers to draft inputs for the outcome document, organized “flash mobs,” and held caucuses where they discussed a range of issues, from youth-led innovation in education; to education during conflict and post-conflict situations; and youth employment, unemployment, and underemployment. The youth participants also built alliances with each other — in person and through online and social networks before and during the conference. Their thought and action culminated in the issuing of a Youth Declaration — a first-ever in the more than 65-year history of the United Nations DPI/NGO conference.

The Gyeongju Action Plan that was adopted at the end of the Conference represents the commitment of civil society and youth to work with partners and engage governments to implement the SDGs. It urges governments to provide an education that would enable all people to contribute to the development process; to allocate a greater percentage of public revenue for education; to provide adequate resources to promote the SDGs; to increase sustainable and renewable energy; and to incorporate global citizenship into curricula and the agenda for education.

We have important work ahead of us. The United Nations counts on the partnership and participation of NGOs, civil society groups and youth to raise awareness about the bold 2030 Agenda and work for its achievement.





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## Message from Mr. Maher Nasser

Director of the Outreach Division, Department of Public Information

The 66th DPI/NGO Conference was a unique experience in the history of the Department's engagement with civil society. The Conference was the first DPI/NGO Conference held in Asia and the first major civil society gathering in the first year of implementing the SDGs. The Conference also had the largest participation of NGO representatives and youth of all such conferences and was planned and implemented in a shorter period than any of the previous 65 conferences. All planning committee meetings had to be scheduled to accommodate the 13-hour time difference between New York and Seoul.

The National Organizing Committee did an amazing job in mobilising support from various levels in the Republic of Korea, securing a state-of-the-art venue and providing excellent logistical and secretariat support. Above all, participants from outside Korea were overwhelmed with the hospitality and friendship of our hosts.

On a personal level, I feel privileged and honoured to have been associated with planting the seed of the 66th DPI/NGO Conference around three years ago in conversations in Seoul and New York with Korean government officials, university leaders and NGO representatives. The theme of the 66th DPI/NGO conference was envisaged during the 65th Conference which was held in late August 2014. While the 65th Conference



Mr. Maher Nasser, Director of the Department of Public Information Outreach Division, addresses the Youth Press Conference



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focused on articulating civil society's input into Member State discussions about the Sustainable Development Goals and targets, the 66th was seen as an opportunity to build on the adopted agenda and subsequently explore civil society's role in its implementation and advocating for its success. The final selection of the theme reflected the agreement of all stakeholders of the centrality of education and global citizenship in achieving Agenda 2030.

History has shown that when societies invest in quality education of their citizens, they reap significant returns, particularly in the form of economic development. While global citizenship is a relatively new concept, few would doubt that when the global good is valued as much as the local one, sustainability of natural resources, protecting our planet and action to combat climate change will be prioritised not only by governments, civil society, private sector and academia, but also by individuals.

With more than 3,700 participants representing 620 NGOs from 80 countries, the HICO Conference Centre was filled with the energy and spirit of dedicated individuals and organisations committed to achieving the SDGs. The exhibit space was particularly inspiring and a beehive of sharing and showcasing successful initiatives and projects. Of the three DPI/NGO conferences that I have been involved with, the 66th had the highest number and percentage of youth participants who took a very active role in the proceedings, and insisted, and rightly so, on being seen as equal partners in implementing the SDGs and achieving Agenda 2030.

In conclusion, I am very grateful for having been asked to write this message for the Conference's final report and wish to end by reiterating our thanks and appreciation to everyone who supported or attended the Conference in Gyeongju and call on them to continue supporting the Gyeongju Action Agenda and advocating for its implementation.



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## Message from Mr. Jeffrey A. Brez

**Co-chair of the 66th Conference Planning Committee and  
Chief, NGO Relations, Advocacy and Special Events,  
Outreach Division, Department of Public Information**

The 66th Department of Public Information (DPI) / Non-Governmental Organization (NGO) Conference was unique in bringing a broad community of educators together via a three-pillar approach spanning formal education, informal education and training, and advocacy and public information as education tools. Global citizenship was the unifying concept for representatives of academic institutions and a range of NGOs to focus on Sustainable Development Goal (SDG) 4, “Ensure inclusive and quality education for all and promote lifelong learning,” as a gateway for achieving all 17 SDGs. Youth played a particularly visible role, paving the way for even greater involvement of young people in implementation of the SDGs and also in future DPI/NGO Conferences.

This was the first time the Conference was held in Asia, allowing NGOs in the region easier access to the only United Nations Conference co-hosted with NGOs, to learn more about the SDGs, and to tap into international networks to both hold governments to their commitments, and contribute to on-the-ground implementation of Agenda 2030. I warmly invite NGOs and academic institutions from the region to apply for association with DPI and become involved in the planning of future DPI/NGO Conferences.

I was proud to co-chair the Conference Planning Committee, together with Mr. Yukang Choi (PhD) and Mr. Scott Carlin (PhD), and am deeply grateful to co-hosts the Government of the Republic of Korea, the NGO/DPI Executive Committee, the National Organizing Committee of Korea, and to all of those who served countless hours on the sub-committees for their ferocious sense of partnership on behalf of the full inclusion and equal treatment of all people, the essence of leaving no one behind and the true spirit of the SDGs.

In addition, I would like to thank the Province of Gyeongsangbuk-do, the City of Gyeongju, and the United Nations Educational Scientific and Cultural Organization (UNESCO) for their support and guidance. Of course, my deepest gratitude also goes to the Department of Public Information (DPI) Non-Governmental Organization (NGO) Relations team for their dedication and hard work, as well as to colleagues across DPI and the United Nations System, including the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP), Office of the United Nations High Commissioner for Human Rights (OHCHR), the United Nations Development Programme (UNDP) and the United Nations Environment Programme (UNEP).

Finally I offer my heartfelt congratulations to Mr. Carlin and Mr. Yukang Choi for their hard work and artful leadership as Co-chairs of the Conference, and on achieving a strong, consensus-based Gyeongju Action Plan.



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## Message from Mr. Soon-Heung Chang (PhD)

Co-chair of the National Organizing Committee of Korea

Dear Participants,

It was a great honour and pleasure having the 66th UN DPI/NGO Conference in Gyeongju, Republic of Korea. Many people and various organizations representing civil society made harmonized collaborations and shared valuable insights under the theme of “Education for Global Citizenship: Achieving the Sustainable Development Goals Together.”

As the Chairman of the National Organizing Committee of Korea, I was very grateful to work with a team that made this Conference warm and harmonious. Until the last day, a total of more than 3,700 people joined to promote the 2030 Global Agenda for Sustainable Development, and it all came down to the Gyeongju Action Plan. I believe that the Action Plan will pave the way for making the world a better and sustainable place for all.

Lastly, I would like to extend my heartfelt gratitude to the United Nations Department of Public Information, the Government of the Republic of Korea, the Gyeongsangbuk-do Province, the City of Gyeongju, the National Organizing Committee of Korea, and those who have made contributions to make this event meaningful.

Thank you again, and may our great values and timely actions go hand-in-hand and bear fruits until the next Conference.



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## Message from Mr. Il-Ha Yi

Co-chair of the National Organizing Committee of Korea

Dear Attendees,

On behalf of the National Organizing Committee of Korea, we want to thank you for attending and showing your sincere interest and support for the 66th UN DPI/NGO Conference. The year 2016 is the launching year of the 17 Sustainable Development Goals. The primary purpose of the Conference was to bring NGOs from around the world together for an open dialogue to discuss the SDGs and to collaborate upon possible approaches to each goal by using global citizenship and education as effective tools.

It was the first time the Conference was held in the Asia-Africa region. The Conference was a truly remarkable event for the Republic of Korea, since the country had received aid from the international community immediately following the Korean War. In spite of difficulties, the Republic of Korea joined the Organisation for Economic Co-operation and Development (OECD), Development Assistant Committee (DAC) and became the first country to transition into a donor country from a recipient country.

Our notable panellists actively shared their experiences through four roundtable sessions and various workshops. In addition, lively outcome document consultations enabled us to finalize the Gyeongju Action Plan, the outcome document of the Conference. We believe the Gyeongju Action Plan will serve as guidelines to be applied when we go back home. As many people mentioned, the Conference is not an end in itself. Rather, everything begins after the Conference. Consequently, we urge all of the conference attendees to bring these memorable experiences from the Conference, regardless of their fields of expertise.

Finally, we sincerely thank our corporate sponsors for their generous support, and we would like to express our deep admiration to the National Organizing Committee of Korea, the Conference Planning Committee, the NGO/DPI Executive Committee, the United Nations Delegations, and numerous volunteers who devoted themselves to the Conference. Additionally, our sincere gratitude goes to the Korean government officials from the Ministry of Foreign Affairs, the Ministry of Education, the Ministry of the Interior, the City of Gyeongju, and the Gyeongsangbuk-do Province. Without them it would have not been possible to hold such an exceptional Conference. Lastly, we are grateful to all of the civil society and NGO representatives who enriched the Conference through active participation.



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## Message from Mr. Scott Carlin (PhD)

Co-chair, 66th Annual UN DPI/NGO Conference

Representative of Long Island University to the United Nations Department of Public Information, and Representative of the International Society of Doctors for the Environment to the United Nations Economic and Social Council

It has been an honour to co-chair the 66<sup>th</sup> UN DPI/NGO Conference. I am grateful to have met and learned so much from many of you involved in this Conference. I am indebted to my conference sub-committee chairs and members who worked so hard to make this Conference such a success. I extend a special thank you to my Conference Co-Chair, Mr. Yukang Choi (PhD), and his excellent staff; the NGO/DPI Executive Committee, led by Mr. Bruce Knotts; the DPI conference planning staff, led by Mr. Maher Nasser, Mr. Jeffrey A. Brez and Ms. Hawa Diallo; the National Organizing Committee of Korea; the Conference Executive Board; and our local hosts, Mr. Kwan-yong Kim, Governor of North Gyeongsang Province and Mr. Yang-sik Choi, Mayor of Gyeongju.

In order for this Conference to achieve its lofty goal — Education for Global Citizenship: Achieving the Sustainable Development Goals Together - our next step is to share our videos, documents, photos, and stories from Gyeongju with the wider world. Let us commit to building a new “SDG Generation,” as Mr. Soon-Heung Chang (PhD), Co-Chair of the National Organizing Committee of Korea, so eloquently expressed. Our conference outcome document, the Gyeongju Action Plan, offers a bold framework for NGO and member-state collaboration in implementing the SDGs for all. Let us work together so, by 2030, each person can attain a quality education; health and wellbeing; and access to food, shelter, potable water, and economic opportunity in a manner that protects the planet’s basic ecological and environmental systems. The Gyeongju Action Plan affirms the importance of universal access especially for those in positions of “vulnerability and marginalization.”

Achieving the SDGs is an historic undertaking; it will require a shift in human consciousness, so that global citizenship is taken as seriously in the future as national citizenship. The conference roundtables, workshops and exhibits offered a variety of strategies for advancing the SDGs. These include creating a United Nations International Day of Education, expanding the scale and effectiveness of social entrepreneurship programs through education and capacity building, and redirecting public and private funding so that future investments align with the SDGs. The conference roundtables emphasized the need to: increase investments in science and technology, spend more on education and less on militaries, give all boys and girls equal access to education, cultivate empathy and scientific appreciation for the natural world, and help implement the COP21 Paris climate agreement. This requires a shift toward sustainable production and consumption practices based on human rights and the rights of nature. Global citizenship education is the key to affirming our human interdependence and kinship with nature in a manner



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that will reduce future economic inequality and exploitation, corruption and war.

The recommendations in the Gyeongju Youth Declaration emphasize the need to create new opportunities for youth to participate in the implementation of the SDGs through intergenerational partnerships and restructuring existing structures of power. Youth were a substantial portion of our 3,750 conference participants, and youth must play an important leadership role in the SDG Generation. I hope our conference youth always remember the advice Secretary General Ban Ki-moon shared on the first conference day, “Raise your voice. Make your governors, mayors, national assembly members — even professors and business communities — make them accountable.”



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## Message from Mr. YuKang Choi (PhD)

Co-chair, 66th Annual UN DPI/NGO Conference

Head of the Secretariat of the National Organizing Committee for Korea

Founder and CEO, Dream Touch For All

Dear Colleagues,

The 66<sup>th</sup> UN DPI/NGO Conference served as a meaningful opportunity for civil society members from around the globe to unite, interact, and engage in comprehensive discourse on Education for Global Citizenship and the Sustainable Development Goals.

The Gyeongju Action Plan, which was adopted on the final day, embodies the spirit and voices of the conference participants. It manifests the culmination of the persistent involvement, colourful discussions, and valuable lessons that took place on the conference grounds.

The idea of organizing this Conference in the Republic of Korea was brought up about two years ago. Ever since then, it has been a great honour and joy to witness the fulfillment of the idea. This Conference was successfully organized in merely five months through the joint effort of passionate and dedicated people scattered in different time zones.

I would like to thank Ms. Cristina Gallach, Under-Secretary-General for Communications and Public Information; Mr. Maher Nasser, Director of the Outreach Division; Mr. Jeffrey A. Brez, Chief of NGO Relations and Advocacy; and Ms. Hawa Diallo, Public Information Officer, DPI NGO Relations; as well as DPI staff, sub-committee co-chairs, and fellow Co-chair Scott Carlin (PhD) of Long Island University, whose partnership and friendship made this endeavour come to fruition.

I extend my appreciation to the National Organizing Committee of Korea, including Mr. Soon-Heung Chang (PhD) and Mr. Il-Ha Yi, who provided their leadership as the committee co-chairs, and Mr. Young-Gil Kim (PhD), who gave generous support to carry out the purpose of this Conference.

I also offer my thanks to Governor Kwan-Yong Kim of the Gyeongsangbuk-do Province and Mayor Yang-Sik Choi of the City of Gyeongju, as well as Sang-Gyu Lim of the Hwabaek International Convention Center for offering their warm hospitality in the beautiful city of Gyeongju.

This Conference was made possible due to the support of several entities, including His Excellency Mr. Hahn Choonghee, Deputy Permanent Representative of the Republic of Korea to the United Nations in New York; and Mr. Dae-Jong Yoo, Director-General for International Organizations of the Ministry of Foreign Affairs.

Last but not least, I express my deepest gratitude to the Secretariat of the National Organizing Committee and conference staff. It was a great delight to work with an





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energetic team that generously poured their effort and time to provide a meaningful and memorable experience for civil society. Your positive work ethic and steadfast service ultimately lead to the success of the Conference.

I hope that the 66th UN DPI/NGO Conference was an experience that allowed people to gain a clearer understanding of how to achieve the SDGs and to live out the values of global citizenship. May we share the insights gained at the Conference with people in our home countries and mobilize more people to secure a promising future for our planet and humankind.



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## CONCEPT NOTE

# Education for Global Citizenship:

## Achieving the Sustainable Development Goals Together

**Overview:** The 66<sup>th</sup> United Nations Department of Public Information (DPI)/Non-Governmental Organization (NGO) Conference will be held in the City of Gyeongju, Republic of Korea from 30 May to 1 June 2016. The Conference title is “Education for Global Citizenship: Achieving the Sustainable Development Goals Together.” The Conference will take place in the first year of the Sustainable Development Goals (SDGs), adopted by United Nations (UN) Member States in September 2015 to end poverty, protect the planet, and ensure human rights and prosperous and fulfilling lives for all, as part of a new sustainable development agenda to be achieved by 2030. This year, 2016, is a globally unprecedented opportunity to spark these transformational changes, following also on the successful conclusion of the United Nations Framework Convention on Climate Change (UNFCCC) 21<sup>st</sup> Conference of Parties (COP) agreement in Paris in December 2015.

Co-sponsored by the NGO/DPI Executive Committee, the Conference is an important opportunity to mobilise global civil society around the Sustainable Development Goals. Conference participants will strive to define culturally appropriate international and regional messaging, learning and advocacy strategies, partnerships and governmental accountability frameworks including financing for development. By focusing on education for global citizenship, the 66<sup>th</sup> UN DPI/NGO Conference aims to build on the centrality of education and global citizenship as the bedrock of sustainable development and climate action. The 66<sup>th</sup> UN DPI/NGO Conference is the first in the Conference’s history to be held in Asia. The first 60 conferences were held in New York at United Nations Headquarters, as was the 65<sup>th</sup> conference. In between, the conference was held in Paris, Mexico City, Melbourne and Bonn.

**Purpose:** Global citizenship is no longer an ideal, but rather a requirement for creating a peaceful, just, and environmentally sustainable world of interconnected societies. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), global citizenship education “aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world.” Education for global citizenship should support innovative pedagogies aligned with these ideals and the Sustainable Development Goals. The purpose of this Conference, rooted in Sustainable Development Goal number 4, is to harness strategies, expertise and resources across the widest spectrum of civil society to unleash a range of education initiatives that ensure inclusive, safe and equitable quality education and promote lifelong learning opportunities for all. Three pillars of i) formal education, ii) informal education and training, and iii) advocacy and public information will be examined as means to correct gender, ability, social, economic and other inequalities that create or perpetuate marginalization and



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disenfranchisement, and thus, hinder achievement of Goal 4, and each of the additional sixteen Sustainable Development Goals. The expertise and reach of the United Nations Educational, Scientific and Cultural Organization (UNESCO), UNICEF, United Nations Academic Impact Initiative (UNAI) and other partners within and beyond the United Nations system will help bridge inclusive discussions across the spectrum of education communities.

**Conference Outcome:** Attendees at the Conference will finalize an education action agenda to mobilize civil society — its local and international NGOs, networks and activists, as well as academics, educators, policy makers, businesses and youth, reflecting the aspirations and ambitions of all global citizens, in the spirit of leaving no one behind. This agenda will be drafted through a global multi-stakeholder consultation process, leading up to and during the Conference. The agenda will be offered for adoption at the final plenary session of the Conference, and will be shared widely with civil society as well as UN Member States, UN Organizations and the UN Secretary-General.

**Hosts:** The Hosts are the Republic of Korea, the United Nations Department of Public Information (DPI), the NGO/DPI Executive Committee, which represents the NGOs associated with DPI, and the National Organizing Committee of Korea. The Conference Planning Committee shall make every effort to ensure that perspectives from diverse teaching communities; north/south; gender; youth; older persons; indigenous peoples; faith-based organizations; persons with disabilities; LGBTQI persons; global geographic areas; thematic/expert constituencies; and international networks (including the sustainable development and climate change constituencies) are represented.

**Venue:** The Conference will be held in the City of Gyeongju, located on the South-Eastern part of the Korean peninsula. Gyeongju is the capital city of the Silla dynasty (57BC-935AD), which achieved unification of the Korean Peninsula for the first time in history, and is a UNESCO World Cultural Heritage site. The Conference will be held at Hwabaek International Convention Center (HICO), which offers state-of-the-art facilities for meetings and exhibits.

**Programme and Format:** The Conference Planning Committee will be responsible for developing all elements of the programme, which shall include opening and closing plenary sessions, interactive roundtables, workshops organized by conference participants, exhibits and side events to engage attendees, as well as a Conference reception. NGOs at large will be invited to offer their support in organizing the Conference, and to propose workshops, exhibits, off-site and side events inspired by the spirit of this concept note, to enrich the Conference programme and inform the action agenda.

**Participants:** The 65<sup>th</sup> UN DPI/NGO Conference at United Nations Headquarters in New York City was attended by an estimated 2,200 NGO representatives from some 700 NGOs hailing from an estimated 100 countries. In this 66<sup>th</sup> UN DPI/NGO Conference, NGOs are encouraged to support participation by their own representatives, including youth representatives, and also to support the participation of NGO representatives and voices from vulnerable communities most affected by poverty, inequality, injustice and



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climate change to contribute to and benefit from the gathering. NGOs that are associated with DPI or in consultative status with the United Nations Economic and Social Council (ECOSOC), in addition to universities members of UNAI will automatically be able to register. Other organizations and institutions are encouraged to register and must demonstrate active support for UN values and ideals through their activities and mission statements.

**Conclusion:** The SDGs and Paris Agreement provide a comprehensive global action agenda for the years 2016 to 2030. These intensely negotiated agreements offer the international community a bold, people-centered and planet-sensitive development framework that requires transformational changes in governance and institutional performance. This Conference will provide an inclusive space focused on education for global citizenship as the key to advancing the SDGs.

*10 February 2016*





Flag Raising Ceremon, left to right (flanked by two security officers): Ms. Mary Norton, Mr. Soon-Heung Chang; Ms. Cristina Gallach; Mr. Yang-sik Choi, United Nations Security;

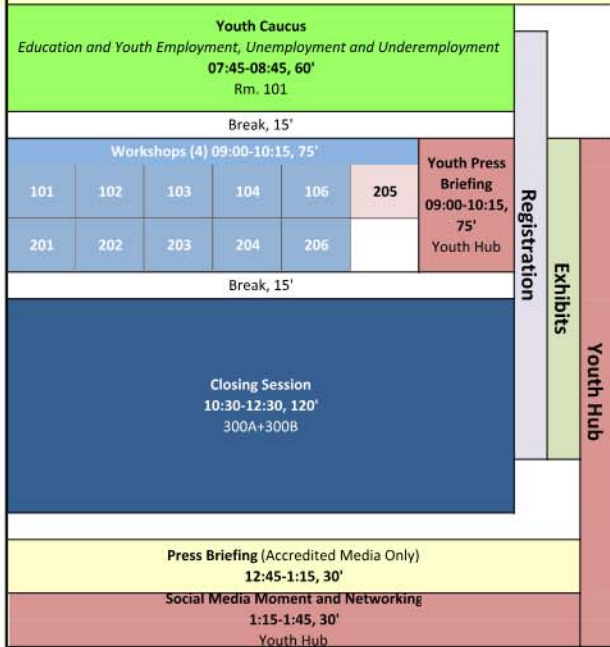


## 66th UN DPI-NGO Conference Overview

	Sunday, 29 May	Monday, 30 May	Tuesday, 31 May
07:00-08:00			
08:00-09:00		<b>Youth Caucus</b> <i>Youth-Led Innovation in Education</i> 08:00-09:45, 105' Rm. 203	<b>NGO/DPI Executive Committee Breakfast</b> 08:00-08:45, 45' 4F Lobby
09:00-10:00			<b>Youth Caucus</b> <i>Education in Conflict and Post-Conflict Situations</i> 07:45-08:45, 60' 4F Lobby
10:00-11:00	Registration 10:00-10:00		Break, 15' Workshops (2) 09:00-10:15, 75' 101 102 103 104 106 205 201 202 203 204 206 300AB
11:00-12:00		<b>Opening Session</b> 10:00-12:00, 120' 300A+300B	Break, 15' Roundtable (3) <i>Children and Youth: Tomorrow's Global Citizens Today</i> 10:30-12:00, 90' 300A+300B
12:00-1:00		<b>Lunch Break</b> 12:00-1:30, 90' Meeting Rooms & Lobby	<b>Intergenerational Mentoring Event</b> 12:00-1:45, 105' Rm. 101
1:00-2:00			<b>Lunch Break</b> 12:00-1:45, 105' Meeting Rooms & Lobby
2:00-3:00		<b>Roundtable (1)</b> <i>The Right to Accessible, Safe and Inclusive Learning Spaces</i> 1:30-3:00, 90' 300A+300B	<b>Roundtable (4)</b> <i>Global Citizens as Stewards of the Planet: Energy, Environment and Climate Change</i> 1:45-3:15, 90' 300A+300B
3:00-4:00		Break, 15'	<b>Roundtable (2)</b> <i>STEAM Should Power the SDGs</i> 3:15-4:45, 90' 300A+300B
4:00-5:00		<b>Outcome Document Consultations (1)</b> 3:15-4:45, 90' Rm 205	<b>Outcome Document Consultations (2)</b> 10:30-12:00, 90' 205
5:00-6:00		Break, 45'	<b>Outcome Document Consultations (3)</b> 1:45-3:15, 90' 205
6:00-7:00		<b>Youth Hub Performance</b> 4:45-5:30, 45'	Break, 30' <b>Youth Flashmob</b> 3:15-3:45, 30'
7:00-8:00		Workshops (1) 5:30-6:45, 75' 101 102 103 104 105 205 201 202 203 204 206 300AB	Workshops (3) 3:45-5:00, 75' 101 102 103 104 106 205 201 202 203 204 206
8:00-9:00	Break, 15'	Break, 15'	
9:00-10:00	Special Roundtable: <i>Saemaul Undong</i> 5:15-6:45, 90' 300A+300B	<b>Special Roundtable: Saemaul Undong</b> 5:15-6:45, 90' 300A+300B	
	Co-Chair wrap-up session (1) 7:15-7:45, 30' VIP Room	Break, 15'	
	<b>DPI Executive Board Dinner</b> 8:00-9:00	<b>Reception</b> 7:00-8:30, 90' Meeting Rooms & Lobby (2F)	
		Co-Chair wrap-up session (2) 8:45-9:15, 30' VIP Room	
		<b>Draft Committee</b> 09:15~ / VIP Room (1F)	













Wednesday, 1 June



Version as of 20 May 2016  
Subject to Change

**Registration Times**  
 Sunday, 29 May: 10 AM-10 PM  
 Monday, 30 May: 8 AM-6 PM  
 Tuesday, 31 May: 8 AM-6 PM  
 Wednesday, 1 June: 8 AM-12 PM

**HICO Overview**

-  Convention Hall (3F)
-  Meeting Rooms (1F & 2F)
-  **Around HICO**
-  Exhibition Hall (1F)
-  VIP Room
-  In front of HICO
-  Hilton
-  HICO Rm. 205
-  HICO Rm. 203
-  HICO Rm. 101

**Color Code**

-  Youth Activities



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## Conference Programme

### Monday, 30 May 2016

**Youth Caucus**, 9:00 a.m. to 9:45 a.m.

**Opening Session**, 10:00 a.m. to 12:00 p.m.

**Roundtable 1**, 1:30 p.m. to 3:00 p.m.:

*The Right to Accessible, Safe and Inclusive Learning Spaces*

**Roundtable 2**, 3:15 p.m. to 4:45 p.m.: *STEAM Should Power the SDGs*

**Outcome Document Consultations**, 3:15 p.m. to 4:45 p.m.

**Youth Hub Performance**, 4:45 p.m. to 5:30 p.m.

**Workshops**, 5:30 p.m. to 6:45 p.m.

### Tuesday, 31 May 2016

**Youth Caucus**, 7:45 a.m. to 8:45 a.m.

**Workshops**, 9:00 a.m. to 10:15 a.m.

**Roundtable 3**, 10:30 a.m. to 12:00 p.m.: *Children and Youth: Tomorrow's Global Citizens Today*

**Outcome Document Consultations**, 10:30 a.m. to 12:00 p.m.

**Intergenerational Mentoring Lunch**

**Roundtable 4**, 1:45 p.m. to 3:15 p.m.:

*Global Citizens as Stewards of the Planet: Energy, Environment and Climate Change*

**Outcome Document Consultation**, 1:45 p.m. to 3:15 p.m.

**Youth Flash Mob**, 3:15 p.m. to 3:45 p.m.

**Workshops**, 3:45 p.m. to 5:00 p.m.

**Special Roundtable**, 5:15 p.m. to 6:45 p.m.

*Sharing the Saemaul Undong (SMU) Experience in Korea*

### Wednesday, 1 June 2016

**Youth Caucus**, 7:45 a.m. to 8:45 a.m.

**Workshops**, 9:00 a.m. to 10:15 a.m.

**Closing Session**, 10:30 a.m. to 12:30 p.m.







Conference Organizers and speakers pose for a photo with the Secretary-General and Mrs. Ban Soon-taek prior to the Opening Session.

## OPENING SESSION

**Monday, 30 May 2016**

**Gyeongju, Republic of Korea**

**Hwabaek International Convention Center (HICO)**

**Convention Hall 300**

**10:00 a.m. – 12:30 p.m.**

### PERFORMANCE

**Heart to Heart Foundation Orchestra**

### WELCOME

**Ms. Cristina Gallach**, United Nations Under-Secretary-General for Communications and Public Information

**His Excellency Mr. Ban Ki-moon**, Secretary-General of the United Nations

**His Excellency Mr. Hwang Kyo-ahn**, Prime Minister of the Republic of Korea



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## PERFORMANCE

**Mr. Seung-chul Lee**

## REMARKS

**Mr. Soon-Heung Chang (PhD)**, Co-chair of the Conference National Organizing Committee and President of Handong Global University

**Mr. Il-Ha Yi**, Co-chair of the Conference National Organizing Committee and President of the National Council of Non-profit Organizations of Korea

**Messrs Scott Carlin (PhD) and YuKang Choi (PhD)**, Co-chairs of the 66<sup>th</sup> UN DPI/NGO Conference

**Mr. Yukang Choi (PhD)**, Co-chair of the 66<sup>th</sup> UN DPI/NGO Conference and CEO Dream Touch For All

**Ms. Rasheda Choudhury**, Vice President, Global Campaign for Education and Executive Director of the Campaign for Popular Education (CAMPE)

**Mr. Young-Gil Kim (PhD)**, Co-president, United Nations Academic Impact

**Mr. Kwan-Yong Kim**, Governor of Gyeongsangbuk-Do Province

**Mr. Yang-Sik Choi**, Mayor of Gyeongju

### (Conference Video)

**Mr. Scott Carlin (PhD)**, Co-chair of the 66<sup>th</sup> UN DPI/NGO Conference and Associate Professor of Geography at Long Island University

**Ms. Shamshad Akhtar**, Executive Secretary of the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP)

**Mr. Gwang-Jo Kim**, Director, United Nations Educational, Scientific and Cultural Organization (UNESCO), Bangkok

**Ms. Ta’Kaiya Blaney**, Youth Ambassador, Representing Native Children’s Survival

**Ms. Na-Young Park**, Youth Representative, Dream Touch For All

**Ms. Hindou Oumarou Ibrahim**, Coordinator of the Association for Indigenous Women and Peoples of Chad

**Mr. Bruce Knotts**, Chair, NGO/DPI Executive Committee and Representative of Unitarian Universalist Association to the United Nations Department of Public Information

## PERFORMANCE

**Ms. Hye-Jin Park**

END



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## Summary of Opening Session

The Opening Session took place on Monday, 30 May 2016, from 10:00 a.m. to 12:00 p.m. The session was opened with a beautiful musical performance by the Heart to Heart Foundation Orchestra, an orchestra that fosters the musical talents and dreams of youth with disabilities. The Heart to Heart Foundation Orchestra entertained the audience with three classical pieces: *Por una Cabeza*, *Carmen Suite No. 2 – La Garde Montante*, and *Carmen Suite No. 2 – Chanson du Toreador*.

The Opening Session featured 17 speakers who represented the United Nations, the Republic of Korea and the NGO community, and two musical performances by Mr. Seung-chul Lee and Ms. Hye-Jin Park.

In her welcoming remarks, **Ms. Cristina Gallach**, United Nations Under-Secretary-General for Communications and Public Information, expressed her appreciation to everyone who played a part in organizing the 66th UN DPI/NGO Conference. The Conference provided a platform to bring together a coalition of partners in the beautiful city of Gyeongju. The three days of the Conference would provide civil society members an opportunity to forge a new path for education for global citizenship and the achievement of the Sustainable Development Goals. She concluded by saying the Conference would focus on quality education for all, and added that it was clearly time for action.

In his opening remarks, United Nations Secretary-General **Ban Ki-moon** thanked the citizens of Gyeongju, the Governor, the Mayor and the co-Chairs of the National Organizing Committee, and everyone involved in organizing the Conference. He had learned the value of partnerships with NGOs during his tenure as Secretary-General. Without their work, no initiative, however visionary could be fully achieved. He said the acronym “NGO”, which normally meant non-governmental organization, also stood for Networks for Global Opportunities. He denounced the shrinking democratic space available for NGOs to operate in, and called on all Governments, including the United Nations, to give NGOs the freedom they required to do their work. (See full remarks following the summary of the opening session.)

**Mr. Hwang Kyo-Ahn**, Prime Minister of the Republic of Korea, opened his remarks by warmly welcoming the conference participants to the beautiful city of Gyeongju. Despite the international community’s joint efforts to resolve global issues, there was still more work to be done. Civil society had an important role to play in addressing the tension and violence that continued to arise from cultural and religious differences and intolerance. To solve these problems effectively, he proposed the international community raise awareness of human dignity, strengthen a sense of camaraderie and promote humanity’s universal values as global citizens. Education for Global Citizenship was a powerful means to induce citizens to become proactive and take initiative in solving issues. The Conference was both timely and fitting, and could be an opportunity to reinforce collaboration among governments, international organizations and NGOs.





Mr. Seung-chul Lee performs at the Opening Session.

The Prime Minister's remarks were immediately followed by a musical performance by **Mr. Lee Seung-Chul**, who also performed at the Opening Session of the 65th UN DPI/NGO Conference, held in 2014. An iconic K-Pop star and a philanthropist who has built schools in Chad, Mr. Seung-chul Lee performed three songs including *Arirang* (Korean traditional folk song), *Bridge Over Troubled Water*, and *The Day*. His performance was met with a warm round of applause from the audience.

**Mr. Soon-Heung Chang (PhD)**, Chairman of the National Organizing Committee of Korea and President of Handong Global University, spoke about Korea's role as a model to demonstrate the importance of education in social and economic development. He noted the uniqueness of the conference, being the first Conference to be held in Asia and taking place during the first year for the implementation of the Sustainable Development Goals.

The conference offered a great opportunity to engage in constructive dialogue about education through the various round tables and workshops held over the three days of the conference. The special round table organized by the National Organizing Committee of Korea on the Saemaul Undong movement would demonstrate how the movement carried forward ideals of diligence, independence, and cooperation which contributed to the development of Korea. The movement focused on poverty eradication



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before being recognized as one of the corner-stones of sustainable development in Korea. Together we could build a stronger global community change the world.

**Mr. Il-Ha Yi**, Co-Chair of the National Organizing Committee of Korea and President of Good Neighbors International, spoke on behalf of the Korean NGO community to welcome international civil society members.

Over 160 international NGOs had come to Korea to provide reconstruction aid in the aftermath of the Korean War. The modern Korean NGO movement could be traced back to 600 civilian care facilities that helped orphans and widows during the Post-Korean War Period. With the help of these NGOs, and the strong will of the [Korean] people to overcome poverty, Korea had experienced astonishing economic growth from the 1960s to the 1980s.

In recent years Korean civil society had become more active with more than 100,000 NGOs serving communities both at home and abroad. Additionally, during the last 10 years, Korea's Official Development Assistance for the developing world had quadrupled, and international aid from Korean NGOs had increased tenfold. He was hopeful that Korea would continue to play an important role in the global development assistance community.

**Ms. Rahseda Choudhury**, Vice President of Global Campaign for Education and Executive Director of Campaign for Popular Education, recalled the World Education Forum, which had been hosted by the Republic of Korea in May 2015. The 66th UN DPI/NGO Conference offered an opportunity to reflect on commitments made then and the progress that had been made over the past year.

The Incheon Declaration of the World Education Forum stated that education was a public good, and the basis for guaranteeing the realization of our rights. Rigorous action was needed to ensure economic growth and poverty reduction, and to stop the various types of discrimination that existed across the globe. Many people still faced obstacles in accessing quality education and NGOs played an important role in this regard. She urged governments to view NGOs as partners rather than competitors or destructive critiques. Ms. Choudhury concluded her speech with the following quote from a young boy: "I want to read because I want to read my life. I want to write because I want to write my destiny, and I want to do math because I don't want to be left behind in this era of science and technology."

**Mr. Young-Gil Kim (PhD)**, Chairman of United Nations Academic Impact Korea, opened his remarks by stating that we must address the causes of 21st century problems in order to resolve them, as many of these problems were man-made. He stressed the importance of education in resolving these challenges and providing impetus for sustainable development. The current education system was inept in providing solutions to current global challenges because it failed to cultivate the mind sets, values and attitudes of people to properly engage in global issues. He suggested creating a new paradigm in education that would prepare humanity to resolve international challenges and called



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for collaboration among academia, NGOs, the private sector, international organizations and all governments. **Mr. Kwan-Yong Kim**, Governor of the Gyeongsangbuk-do Province, commended civil society delegates for collaborating and promoting the values of the United Nations. Each person in the audience had the potential to change the world, and each person's contribution would be the foundation for prosperity for all. NGOs were playing a leading role in addressing challenges in education, the environment, human rights, social welfare and poverty in various parts of the world. Such action would guide humanity to a prosperous and peaceful future. Mr. Kim encouraged collaboration among the delegates and expressed his hope for the success of the Conference and a brighter future for the world. He concluded with the following axiom: "If you choose to go alone, you cannot go far. But, if you choose to go together, then you can make history."

**Mr. Yang-Sik Choi**, Mayor of Gyeongju, expressed his pleasure in hosting the 66<sup>th</sup> UN DPI/NGO Conference in the City of Gyeongju. He thanked global civil society for tackling global issues and working towards a better future for coming generations. Mr. Choi spoke about Hwabaek, a political system from the ancient Silla dynasty, which offered a forum for discussing important national issues based on unanimity. The spirit of Hwaebaek — with an emphasis on tolerance, patience, and consideration — would be an important value for the future of global civil society. He expressed his hope that the Gyeongju Action Plan would become the cornerstone for the development of Global Citizenship Education and a road map for global civil society over the next 15 years.

### Opening Ceremony Video

(please visit: <https://www.youtube.com/watch?v=H5uppOnfdE0>)

**Mr. Scott Carlin (PhD)**, Co-chair of the Conference and Associate Professor of Geography at Long Island University, expressed his hope that conference participants would have a transformative experience. He encouraged participants to help redefine global priorities, which included a shift in funding priorities in education to expand opportunities for entrepreneurial education. He encouraged participants to fully engage in the various conference activities offered over the three days of the Conference, including the consultations on the Gyeongju Action Plan. Education was one of the principal levers to promote sustainable development and build a peaceful, prosperous and sustainable world.

**Ms. Shamshad Ahktar (PhD)**, Executive Secretary of the United Nations Economic and Social Commission for Asia and the Pacific, opened her remarks by stating that education for Global Citizenship would be instrumental in driving the implementation of the sustainable development goals. To ensure no one was left behind, governments and civil society would need to be mindful of emerging regional dynamics. In the Asia-Pacific region, such dynamics were impacted by vulnerabilities such as income inequality, extreme poverty, high exclusion of marginalized groups, the rise of severe natural disasters, and high global greenhouse gas emissions.

**Mr. Gwang-Jo Kim**, Director of the United Nations Educational Scientific and Cultural Organization in Bangkok, spoke about how intolerance and regional challenges impacted



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everyone in our globalized world. This was cause for a new way of thinking, a new way of acting, and the notion of global citizenship. Global citizenship was not a legal term, but rather a sense of solidarity with others and with the planet. He stressed that we must all become global citizens, starting with the individual family unit, community, and young people. Young people were leaders of change, yet were also the first to suffer from change. He concluded by saying, “Education today must be more than transmitting information and knowledge. It must be about learning to live in a world under pressure. It must be about laying the foundation for a culture of peace.”

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**“NGOs played an important part in shaping the 2030 sustainable development agenda and education 2030, and they should play a significant part in implementing it.”**

*Gwang-Jo Kim,  
Director of the United Nations Educational Scientific and  
Cultural Organization in Bangkok*

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**Ms. Ta’Kaiya Blaney**, a youth advocate for providing better quality of living in indigenous First-Nations territories, said the indigenous community played a crucial role in tackling climate change issues. She explained that people felt powerless when they lost their land and that land rights and the rights of people were intertwined. It was essential for organizations to empower different communities and ultimately help them construct their own future. Ms. Blaney concluded her remarks by sending a motivational message to youth: “Bring your crazy plans, your unreasonable and ambitious ideas, naïve notions of changing the world, bring your ancestors with you, bring your old ways, bring the new ways, bring your justice, bring your music, and together, let’s teach the history books of tomorrow a lesson in doing what is fundamentally right because we need the crazy ideas to match our crazy times.”

**Ms. Na-Young Park**, Director of the Education Team at Dream Touch For All, spoke as a representative of youth and began her remarks by comparing life to a novel. The second chapter of the novel was about youth, a time when young people searched for direction in life. It was in this chapter of her life that she encountered Dream Touch For All. Over the last three years, at Dream Touch For All, she had witnessed people who dedicated their efforts to building a better future for disadvantaged students. Her experience with the organization has helped her realize the value of “we” over “me.” She encouraged youth to embrace the value of “we” so that the following chapters in their lives would progress in a direction that would be edifying to those around them.

**Ms. Hindou Oumarou Ibrahim**, Executive Committee Board Member of the Indigenous People of Africa Coordinating Committee, started her remarks by explaining



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that the education of her nomadic community was closely tied to understanding the environment. Ms. Oumarou discussed how climate change related issues led to poverty, violence, and a risk of falling under the influence of terrorist groups. She stressed the need to accelerate projects related to the implementation of the SDGs in order to secure indigenous people's rights and adapt them to the needs of the communities. Indigenous traditional knowledge could play an important role in the fight against climate change and it was time to act together.

**Mr. Bruce Knotts**, NGO/DPI Executive Committee Representative, and Director and Representative of the Unitarian Universalist Association to the United Nations Department of Public Information, opened his remarks with reference to the Universal Declaration of Human Rights to emphasize that all humans had the right to freedom, equal rights and dignity, and security. The illusions of superiority and inferiority drove the cycles of violence and oppression. He urged that we learn to see ourselves as equals. Education for Global Citizenship to achieve the Sustainable Development Goals includes the notion that we were all different. In our differences, we would find the answers we needed to solve future problems.

**Ms. Hye-Jin Park**, Opera Singer, sang a rendition of *Arirang*, the traditional Korean folk song, which was followed by *Italian Street Song* by Victor Herbert.

**Mr. Yukang Choi (PhD)**, Co-chair of the Conference and CEO of Dream Touch For All, opened his remarks by thanking conference participants for attending. Their attendance demonstrated a commitment to initiating positive change. The Conference had been realized through a joint effort of international stakeholders who had worked under a unified goal of providing a time and place for civil society members to openly address global issues and solutions. The Conference would be an opportunity for people to learn what global citizenship meant and to strategize methods for making the Sustainable Development Goals tangible. He relayed his hope that the Conference would provide a safe environment for sharing ideas and mobilize action that would provide a bright future for the next generations.

To view the opening ceremony in its entirety, please visit <https://www.youtube.com/watch?v=mk97UI1HSwo>





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## Full Remarks by the Secretary-General, Opening Session:

As Secretary-General of the United Nations, it is a great pleasure for me to attend this UN DPI/NGO Conference — the first time it is held in Asia, here in Gyeongju, Korea.

This city of Gyeongju was the capital of the Silla dynasty, which lasted for a thousand years. Still today, monuments here show that era's remarkable cultural, historical achievements.

I wish to pay tribute to the citizens and Government of Gyeongju for their warm hospitality and support for this DPI/NGO Conference.

I am especially grateful to Honourable Governor Kim Kwan-yong and Honourable Mayor Choi Yang-sik and Co-chairman Dr. Chang Soon Heung of the Handong Global University. Without their generous support and excellent arrangements, this Conference would not have been possible. I thank you for all your support. Thank you.

This is a powerful gathering of representatives of non-governmental organizations, or NGOs.

You have such a positive impact — to my mind, N-G-Os really stands for Networks of Global Opportunities!

NGOs are on the vanguard of international action.

Throughout history, when governments reach a stalemate, NGOs work to break it.

Your tireless advocacy helped the world adopt international bans on landmines and cluster munitions.

Your relentless drive has promoted gender equality, climate [action] and human rights.

One of the important lessons I have learned over the past 10 years as Secretary-General of the United Nations is the value of partnerships.

We need governments, the private sector and civil society. Without the participation of non-governmental organizations and civil society groups, no initiative, however visionary, is not possible, [it] can[not] be fully achieved. That's a very valuable lesson I have learned.

I am such a strong believer in NGOs, I constantly call on governments to expand space, some political, economic, social space for NGOs to work freely, without any hindrance.

Four days ago, at the Jeju Forum for Peace and Prosperity, I denounced the shrinking democratic space, and I urged freedom for civil society organizations and non-governmental organizations and human rights defenders.





United Nations Secretary-General Ban Ki-moon address press conference;

Unfortunately, that freedom is under threat, including at the last place this should happen: at the United Nations.

I am deeply disappointed that the Member States on [the] ECOSOC NGO Committee recently denied the Committee to Protect Journalists consultative status.

I was also opposed to the exclusion of LGBT organizations from the upcoming High-Level Meeting on Ending AIDS. These NGOs are close to communities affected by the epidemic and they must be part of the response.

I call on Member States to stop constricting NGO engagement. The United Nations should have a big tent under which everybody can have [inaudible] and freedom of movement. This is the approach we used to help forge the 2030 Agenda for Sustainable Development and the Paris Agreement on climate change. And NGOs are crucial to their success.

When I was proposing Sustainable Development Goals to Member States, before that, we reached out [to] at least eight million [people] and asked: just tell us what kind of a world do you want. We received a lot of responses. Then we compiled all the responses. That's what we have [in] the Sustainable Development Goals with 17 Goals.

Your theme, "Education for Global Citizenship" could also be the motto of my life.

My earliest memories as a young boy of education are tied to global solidarity.

During the Korean War, I had to study in the open, because all the schools were destroyed. [There were] no classrooms, no schools, no chairs, no textbooks.



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We used textbooks donated only through very generous support from the United Nations: UNESCO, UNICEF and there was, you may not remember, UNKRA, United Nations Korean Reconstruction Agency. They taught us reading and math — and they proved that the world was caring for Korea. Now that very poor boy is now standing as the Secretary-General of the United Nations before you.

Education helped the Republic of Korea transform from being one of the world's poorest countries to one of the best-off.

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**“You have such a positive impact —  
to my mind N-G-Os really stands for  
Networks of Global Opportunities.”**

*UN Secretary-General Ban Ki-moon*

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Last week, at the World Humanitarian Summit in Istanbul, where Excellency Prime Minister Hwang Kyo-ahn also participated and committed very generous support for humanitarian aid, all world leaders addressed the plight of more than 75 million children who are out of school. They need, desperately need, educational support.

The Summit launched Education Cannot Wait — a fund that aims to restore hope to millions of children shattered by crisis.

That is their human rights and human dignity — and our collective moral, political responsibility.

We must do everything we can to put and keep children in school.

And we must end inequalities in education.

All children should be free to learn and thrive regardless of any difference.

I am especially concerned about bullying. We must promote a sense of belonging in schools. No matter what a person's religion, race, ethnic group, disability, sexual orientation or gender identity, they are all members of our human family. They all deserve full respect and human rights.

Education is critical to nurture global citizens who can rise to the challenges of the 21st century.

As Secretary-General, I have always encouraged young people everywhere to be global citizens.

It is wrong to see young people as a threat. With the right investments in education, youth can be a major force for positive change.



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I recognize the difficulties. Millions of young people struggle to find a job, a purpose and a sense of belonging. Some may be vulnerable to violent extremists. We have to do something urgently. Why these so many thousands of young people join foreign terrorist fighters? Because they are just being driven out of their communities and they didn't have any chance.

But we should never forget that the vast majority of young people — they want to build peace and a better future. They deserve material support and political influence.

The Security Council has finally recognized the value of young peacebuilders in its historic and legendary Resolution 2250 which was adopted December last year.

I am pleased to see that young people make up one quarter of all delegates here.

This morning, I had a very inspiring and exciting meeting with the youth. I called on them: raise your voice. Of course they should have a dream. They have passion. At the same time, they should have compassion. Passion should be accompanied by compassion to care about other people.

All youth should raise their voices on climate change, human rights and all other major issues of our day. Youth must assume greater responsibility in creating a better world for all.

Since this is my home country, let me say a word to Korean youth. You are part of a new generation. Please be global citizens who can look beyond this country. This is a well-to-do, prosperous, peaceful country. Look beyond the national boundary of Korea. Look beyond at where and how other young people are living.

In that regard, I highly commend President Park, who is now visiting Africa. She has been making great contributions to agricultural development and social and economic development of Africans who really need our experience and technologies. Countries like Korea I think should do much more. This will enrich your own life and benefit society as a whole.

I call again on all NGOs to engage with youth and press governments to empower them.

There is another connection between education and the SDGs.

That is education about the SDGs.

We have to raise awareness around the world about the bold 2030 Agenda.

I count on you to help people understand that this vision is for them.

It is for the women who struggle for the equality they deserve.

It is for the families that suffer discrimination.

It is for the communities hit by disasters.

It is for a life of dignity for all.



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I call on all of you to help people understand their stake in our bold vision for a sustainable future.

Since I became Secretary-General, I have visited hundreds of schools and universities around the world.

I have been in prestigious institutions like in Korea and also in the most remote countryside schoolhouses. I have met students in graduation robes and in refugee camps.

They have different circumstances. But their potential, their dreams, are the same.

Intelligence, curiosity and innovation transcend all national boundaries and economic classes.

One college student asked me: How can universities help resolve global issues?

One high school student wanted to know how youth could engage on climate change.

One twelve-year old primary school student said: How can I get my voice heard?

I told him raise your voice loud and clear so that leaders of our society will hear your dreams and your challenges. I have been speaking to world leaders [telling them] please listen carefully and sincerely what your people's challenges are.

These are the questions of global citizens. They represent the views of millions of people who want to make a difference.

We owe them answers.

Let us work together to foster education for global citizenship — education that empowers people to contribute to our common future.

We are living in an era of challenges and peril. There are many crises happening. At the same time, world leaders have presented two very important visions and commitments. One is [the 2030 Agenda for] Sustainable Development, including quality education, and the Paris Agreement on climate change. When we implement these two, I am sure that by the end of this century we will be able to live, regardless of where we may live, in a much better, healthier and more prosperous world.

Let's work together to make this world better for all. I count on your strong engagement, particularly NGOs, and leadership.

I thank you very much.



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## Summary of Roundtable Discussions

### THEMATIC ROUNDTABLE 1: The Right to Accessible, Safe, and Inclusive Learning Spaces

#### Overview

Education must leave no one behind, and be accessible to all throughout life through quality learning opportunities. Too many of the world's students and potential learners are explicitly denied, or subtly pushed away from, educational and training opportunities for reasons including their gender, gender identity, race, ethnicity, language, location, religion, sexual orientation, age, ability (or disability), or poverty. A combination of factors including bullying, discrimination, micro aggressions, gender-based violence and lack of facilities such as classrooms, teaching and learning materials, water and sanitation, and lack of financing deny education and learning opportunities to many students. This includes 775 million adults, a disproportionate number of them women, who lack minimum literacy skills. This session explored how the education community can ensure



Ms. Rasheda Choudhury, Vice-President and Chief Executive Officer (CEO), Global Campaign for Education, delivers remarks during Roundtable 1. Seated to her left is Ms. Daniela Bas, Director, Division for Social Policy and Development, United Nations Department of Economic and Social Affairs.

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that all individuals have the opportunity to learn and grow to their maximum potential as stated in Sustainable Development Goal 4, and why this is crucial to achieving all of the SDGs. The roundtable recommended concrete formal actions, such as through national education plans and international frameworks for policies and cooperation to improve education, and offer informal approaches including training, mentoring, social mobilization, building public awareness, and public and private partnerships to narrow access and quality gaps in education.

## Summary

This session was moderated by **Mr. Marco Roncarati**, Social Affairs Officer, United Nations Economic and Social Commission for Asia and the Pacific. Panellists included **Ms. Daniela Bas**, Director, Division for Social Policy and Development, United Nations Department of Economic and Social Affairs; **Ms. Rasheda Choudhury**, Vice-President and Chief Executive Officer (CEO), Global Campaign for Education; **Ms. Myung-Sook Cho**, Vice-Principal, Yeomyung School for North Korean Defectors; **Mr. Chaechun Gim (PhD)**, President, Korean Education Development Institute; **H.E. Mr. Omrie Michael Golley**, Ambassador of Sierra Leone to the Republic of Korea; **Mr. Bruce Knotts**, Chair of the NGO/DPI Executive Committee and Representative of the Unitarian Universalist Association to the United Nations Department of Public Information; and **Mr. Robert Ogburn**, Minister-Counsellor for Public Affairs, US Embassy, Seoul.

**Mr. Roncarati** opened the session by saying education can make or break individuals and societies and that Sustainable Development Goal #4 on quality education was the cornerstone of making all of the goals possible. He added that without global citizenship education, it would not be possible to achieve any of the Sustainable Development Goals (SDGs). He spoke about the importance of leaving nobody behind in education and the need to address social, physical and emotional barriers, which impeded access to quality education. The roundtable aimed to recommend concrete and formal actions to ensure that everybody had the same opportunity to learn and grow.

**Ms. Cho** spoke about the necessity of a joint effort in education and the need for children who grew up in extremely poor and socially unstable environments to heal. She emphasized that children who grew up in poor environments required good quality education to achieve more meaningful lives. She focused her remarks on young Democratic People's Republic of Korea defectors, who were born into oppressive and impoverished environments and deprived of education and a sense of security and stability. As a result, they were full of anger and fear for the future. She noted that even parents of such children could not properly resolve their children's sense of instability and emotional distress. For such children, financial or environmental support was not enough to completely assuage their anger and fear. Rather, the fundamental approaches of education and healing went hand-in-hand to properly address their needs. While "education" provided children an opportunity to develop the ability to independently cope with their traumas, "healing" dealt with the issue of anger by imparting a sense of stability.



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## “Education is about developing a nation’s human capital.”

*Ambassador Omrie Golley of Sierra Leone*

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**Ambassador Golley** spoke about the importance of education in developing countries. He stated education was an inalienable right and insisted that inclusive, accessible and safe learning spaces should be available to all. Specifically, he said that education was about developing a nation’s human capital, and suggested that such capital was the most important and fundamental factor for the economy of a developing nation. He said that advances in technology reduced poverty and inequality, and promoted entrepreneurship. He shared Sierra Leone’s experience on how its civil war and the Ebola crisis had a negative effect on the national economy. Since defeating the virus in the subregion, the country had given education a renewed priority. The right to inclusive, safe, accessible learning spaces remained a key component of his country’s education policy.

**Mr. Gim** focused his remarks on three cases of quality education for all. One strategy would be to establish open schools for distance learning. As of 2016, the Korean Educational Development Institute had been operating 20 distance middle schools and 42 distance high schools, reaching 14,000 students. A second priority was to address the issue of safe and healthy learning spaces for girls, since a lack of basic hygiene products had resulted in a high rate of absenteeism for girls. Last September, at the United Nations Sustainable Development Summit, the President of the Republic of Korea launched the “Better Life for Girls” initiative. The initiative would focus on three priority areas: girls’ right to education; healthy schools for girls; and girls right to professions. The third priority in education was to focus on inclusiveness through Global Citizenship Education (GCE). Through GCE, future generations could be taught to tolerate difference and also create new solutions by engaging in difference. In his view, the importance of GCE could not be over-emphasized in cultivating a sense of global community.

**Ms. Bas** focused her remarks on accessibility to education “in order to leave no one behind.” She said she wanted to expand the meaning of education beyond formal education to include values learned informally through families, culture and the media. Accessibility should also be a priority in education. Institutions and public spaces must be barrier free — free of stairs and ramps — and accessible to people who cannot see or hear. “Leaving no one behind” also implied taking care of people living in rural areas and ensuring transportation was available and affordable to allow people to get to school or places of employment. Preserving languages was also important, especially within indigenous societies where one language disappeared every two weeks. She concluded by saying that unless everything was made accessible — information, communication, transportation and infrastructure — to include education for everyone, it would not be possible to promote a world that was accessible, inclusive, sustainable and therefore safe for all.





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**Mr. Knotts** began his speech by saying that some people were exclusively denied or subtly pushed away from educational opportunities due to gender, race, religion, sexual orientation, age, disability, or financial incapacity. He said parents with several children and limited means often made a choice of sending only one child to school, usually a heterosexual male, believing that such choice offered the best chance of success to the family. However, Knotts stated that such choice was often a mistake because many talented individuals with potential for success were left behind. He emphasized that all learners must have the opportunity to learn and grow to their maximum potential, and that being different should not stop anyone from receiving quality education. He listed several famous figures including Stephen Hawking, Tim Cook and Oprah Winfrey, and explained that these individuals were not stereotypical in terms of ethnicity, race, gender, physical capability or sexual orientation, but had tremendous potential and had been able to demonstrate such potential to the fullest because they received inclusive education.

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**“Being different should not mean you are prevented from getting an education.”**

*Mr. Bruce Knotts, Chair of the NGO/DPI Executive Committee and Representative of the Unitarian Universalist Association to the United Nations Department of Public Information*

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**Mr. Ogburn** singled out education as one of the key factors in The Republic of Korea’s rapid development and remarkable success. With the country’s sophisticated educational system, it was important to look for new areas to explore. One area where the United States of America and the Republic of Korea could make a difference was through forging new partnerships that focused on improving the situation for people who did not have access to education, and improving access for less developed countries. Good examples of this included the Republic of Korea President’s ‘Better Life for Girls’ initiative, mentioned earlier by Mr. Gim, and Mrs. Obama’s ‘Let Girls Learn’ initiative, managed by USAID. Mr. Ogburn also stressed the value of failure, and the value of succeeding through responsible risk taking. Just as the United States of America’s educational system was decentralized and shaped by the input of local governments and community leaders, the country’s diplomats partook in ‘Glocalization’ to find better ways to address the needs of a particular country. This included reaching out to non-traditional audience, such as Democratic People’s Republic of Korea refugees, those who were physically or mentally challenged, and arranging for speakers from the United States of America who addressed the long path their country had taken in its efforts to achieve equal access in education.

**Ms. Choudhury** began her remarks by stating that it was the right of every individual to have access to education, and that governments were obliged to ensure that education was accessible to all. She challenged the audience by asking what Global Citizenship



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Education meant, and whether or not the global community was really informed about it. In her opinion, one challenge in developing countries was that 30 percent of children were first-generation learners. Another challenge was holding States responsible for implementing the SDGs and Global Citizenship Education. Before embarking on Global Citizenship Education she stressed the need to learn about the needs of different communities. For example, she had learned from women in a rural community in Pakistan that were beaten and bitten by their husbands. She said violence of this nature often happened in developing countries, underscoring the point that violence against women was a priority issues. She stressed the power of communities to make change and recounted a story where women in a local fishing village had gone on a cooking strike to protest a violent act against a woman.

### Question and Answer Period

During the last 20 minutes of the session, the audience was given the opportunity to pose questions to the panellists. Some key points raised included questions concerning the ways in which non-governmental organizations (NGOs) could cooperate with the United Nations to achieve the SDGs. In addition, concerns were raised over education for global citizenship, in particular, overcoming cultural relativism and educating children when political leaders tended to use racist and biased terms in their political remarks.

A major conclusion of the panel discussion was that NGOs should actively communicate and interact with the United Nations and local governments, as well as comprehensively document their successful initiatives, so that these could be more effectively disseminated and replicated. The United Nations maintained headquarters on five continents. NGOs should visit these offices and interact through various events, interviews and debates. NGOs should also actively persuade their governments to implement objectives suggested by the United Nations, including the SDGs. Concerning education for global citizenship, the panellists noted the importance of dealing with different cultures and explained that communities comprised of single identity in terms of race and culture should be encouraged to recognize differences. Further, NGOs should educate their governments to overcome the stigma associated with difference. To set an example, NGOs should have diversified groups of people as representatives of their organization, including older persons and persons with disabilities.

To view Thematic Roundtable 1 in its entirety, please visit: <https://www.youtube.com/watch?v=Y1Eng2IMqg8>



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## THEMATIC ROUNDTABLE 2: Science, Technology, Engineering, Arts and Math (STEAM) Should Power the Sustainable Development Goals

### Overview

Expanding opportunities for scientific training is an essential component of economic development for all nations. Science, technology, engineering, art, and math, or “STEAM,” is an interdisciplinary learning model that offers new opportunities for creating sustainable models of production and consumption, public health, urban design and infrastructure, water distribution, and food and energy production. Despite these multiple benefits, STEAM faces critical, interlinked financing and access gaps. Science, technology, engineering and math are stubbornly difficult to access for many in developed countries, and in particular for girls. The technology gap, and financing for it, grows exponentially in developing countries and is particularly acute for marginalized groups. Art and design in their purest form also suffer from a lack of investment, leaving questions about the value governments and communities put on creative thinking as a driver for innovation and problem solving.

This roundtable explored practical investment, policy and advocacy strategies to expand access to science, technology, engineering, art and math education that “leaves no one behind” and proactively reaches out to girls and women. Best-practice examples of STEAM education and information provided to socially and culturally vulnerable people including girls, women and minorities were presented, highlighting how innovation can help confront the most pressing current research challenges facing the SDGs. Examples of how art and design can be deployed to spark innovation in scientific and engineering contexts will also be offered.

Advances in information and communication technology (ICT) that offer major new opportunities for the delivery of innovative STEAM curricula to schools and educational centres around the world, rich and poor, were discussed.

### Summary

This session was moderated by **Ms. Eunhee Jung** (PhD), Executive Director, IVECA International Virtual Schooling. Panellists included

H.E. Mr. Oh Joon, Permanent Representative of the Republic of Korea to the United Nations; Mr. Seunghwan Kim (PhD), President, Korea Foundation for Advancement of Science and Creativity; Ms. Monika MacDevette (PhD), H.E. Mr. Virgilio Andrade Martinez, Minister of Public Administration of Mexico; Ms. Saphira Rameshfar, Youth Sub-committee Co-chair and Representative of the Bahá’í International Community to the United Nations Department of Public Information; Mr. Jonathan Wong, Regional Advisor on Science, Technology and Innovation, United Nations Economic and Social Commission for Asia and the Pacific; Ms. Ann Woo, Senior Director, Corporate Citizenship at Samsung Corporation.



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In her opening remarks, **Ms. Jung** noted the importance of defining the characteristics and competencies of global citizens in order to properly design global citizenship education. Science, technology, engineering, art, and mathematics (STEAM) offered new opportunities for creating sustainable models of production and consumption in the areas of public health, urban design, infrastructure, water distribution, and food and energy production. Despite the multiple benefits, there were challenges that existed in both developed and developing countries. In developed countries, science, technology, engineering, and math education were difficult to access, particularly for girls. In developing countries, the technology gap, and financing for it, grew exponentially, and was particularly acute for marginalized groups. This roundtable discussed the key elements of global citizenship, shared the best practices in STEAM education, and explored policies and strategies to expand the access of STEAM education that “leaves no one behind.” In addition, the roundtable explored how advances in information and communications technology (ICT) could offer new opportunities for schools and educational centres around the world.

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**“Education for Global Citizenship must help young people not just cope with the world, but transform it for the better.”**

*Saphira Rameshfar, Youth Subcommittee Co-chair and Representative of the Bahá’í International Community to the United Nations Department of Public Information.*

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**Ms. Rameshfar**, noted that the implementation of the Sustainable Development Goals (SDGs) would require an increased capacity in a growing number of individuals, communities and institutions. In order to create a better world, all of humanity would need to work together to help young people cope with common global issues. Access to education that aimed to sharpen young people’s critical, scientific, and creative thinking would also be necessary. Ms. Rameshfar also discussed the principles that underpin the STEAM model. World problems could only be solved with an understanding of what created them through scientific training, robust theories and an understanding of reality. Science was not merely a field of study but a capacity of the mind. Young people would require equal access to technology in order to become innovators of new technologies and make way for profound changes. A holistic approach to the field of engineering would take into account a deep and accurate understanding of human nature and lead to profound social change. Exposure to arts and mathematics led to enlightened minds and allowed one another to visibly connect across continents and time. She concluded her presentation by promoting the idea that education should not be limited to a conceptual framework or treat children merely as future workers. Education should go beyond training to build volition and a capacity that allowed people to develop their inner talents. True global citizen



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education would develop a conviction that happiness laid not in the pursuit of wealth or power, but in self-respect and integrity and moral equality.

**Ambassador Oh** began his speech by addressing what global citizenship meant for the United Nations, and what structure or initiatives the United Nations had been providing to promote it. Global citizenship was closely associated with how people identified themselves. He said that our identities began as members of a family and expanded as we grew and became more involved and active in schools and organizations. Living in a more globalized world today meant that our identity was part of humanity. This identity co-existed with the three pillars of the United Nations that promote global citizenship: peace and security, human rights, and development. He also discussed SDG #4 (quality education) and how it played an influential role in achieving other SDGs. He concluded by saying that the idea of global citizenship was all the more important for dealing with global issues such as terrorism and refugees, and it was through quality education that this concept could be promoted.

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**“Quality education enables us to achieve other goals [SDGs] as well. That is why education is important.”**

*Ambassador Joon Oh of the Republic of Korea*

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H.E. Mr. Oh Joon, Permanent Representative of the Republic of Korea to the United Nations, delivers remarks during Roundtable 2



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**Minister Andrade Martinez** began his speech by defining global citizenship. In his view, it meant having the capacity to solve problems in cooperation with others, and not by defeating one another. He then discussed two key areas that Mexico had been developing to establish a basis for the STEAM model. The first area was through a telecommunications reform policy which aimed to break monopolies to allow equal access to the Internet and other forms of telecommunications. The second area was through a national digital strategy to provide quality education through a new institution known as *Aprende*. In addition, the country had created new digital programmes, such as “Mexico X Platform” for digital literacy in basic education, and an open learning university called the Universidad Abierta y a Distancia de México, also known as UnADM. Currently, there were about 89,190 students involved in open and distance learning in Mexico, signifying that Mexico has been pushed into a new digital era.

**Mr. Kim** acknowledged that STEAM education had been the driving force of innovation in education in the Republic of Korea. He believed persistence and motivation would be required for future generations, and that STEAM education could motivate students to become interested in real world problems. He emphasized that the country’s support of STEAM education consisted of training teacher-leaders, enhancing teachers’ competencies and developing school curricula. The result of such efforts showed that students developed more of an interest in science and problem solving. The Republic of Korea had shared the STEAM education strategies with other countries such as Vietnam and the United Arab Emirates. The Republic of Korea would continue to contribute to the realization of STEAM education for youth.

**Ms. Woo** discussed how Samsung Electronics had contributed to STEAM education. In 2010, Samsung Corporate Citizenship created the “Solve for Tomorrow” programme to complement the regular school curriculum. The programme consisted of a challenge to students to show how STEM (science, technology, engineering and math) could benefit communities. Ms. Woo shared three success stories where participating students worked together to help their local communities. Projects included creating a robot to survey their city’s storm drainpipes and prevent flooding, using 3D printers to make prosthetic limbs for veterans and creating a helium-powered device that travelled to the outer edge of the earth’s atmosphere. The device recorded data and captured high-definition photographs that were used for classes in physics, weather science and other engineering topics. In her concluding remarks, Ms. Woo presented the 2016 prize-winning project, which involved an app for road safety. The app was developed by a group of students following a fatal accident of a peer. These stories offered a glimpse of how student teams engaging in STEAM subjects were offered opportunities to create inventions that would make a difference in local communities and around the world.

**Mr. Wong** began his remarks by saying the implementation of the SDGs would be a monumental task, that would require a shift towards innovative and critical thinking. He gave a regional context for some of our global challenges. The Asia-Pacific region was home to some of the most innovative countries in the world — the Republic of Korea being at the forefront — but also some of the most technologically deprived. Although



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50 percent of global researchers were based in the region, 95 percent of them were based in five countries. Globally, women represented 53 percent of graduates, but only 28 percent of women graduates were involved in science and technology. The percentage fell to 17 percent of women involved in science and technology in the Asia-Pacific region. Mr. Wong asked the audience to consider three points that could strengthen the achievement of the SDGs: inclusiveness; openness to overcome major disparities so no country was left behind; and encouragement of mass innovation and entrepreneurship that would have an impact on humanity. He concluded his remarks with a proposal to establish a global digital university for the SDGs to harness mass entrepreneurship and innovation.

**Ms. MacDevette** opened her remarks by saying her perspective on global citizenship was based in respect for diversity — a core value of the United Nations. She said global citizenship called on citizens to be curious and exercise tolerance for difference. She moved to the topic of gender and education and said the United Nations Environment Programme (UNEP) had recently launched the Global Gender and Environment Assessment. She also spoke about how UNEP worked with a network of over 800 universities to promote education for sustainability. The Programme worked with students of all levels to show the linkages between science and policy for decision making. She cited a project in Kenya where the Government had recently created a policy that all school children would have laptop computers. Although progress was being made regarding access to technology, she noted that many schools around the world still did not have toilets, which meant “many girls were missing one week of school every month due to biology.” UNEP had also partnered with universities to use technology, such as massive online open courses (MOOCs), to improve access to education. On a final note, she pointed out that one of the most important challenges of bringing STEAM education forward was to change attitudes and stereotypes of how we viewed science, technology, engineering, arts, and mathematics, emphasizing the importance of inclusiveness.

### Question and Answer Period

Key points discussed during the question and answer session included the importance of a holistic approach to develop global citizenship through STEAM education. Inclusive STEAM education could be the driving force in implementing the SDGs. Concerns were raised about how STEAM education could be provided to socially and culturally vulnerable people, particularly girls. The last question focused on how information and communications technology could facilitate expanding STEAM education for all, in order to achieve the SDGs together.

A major conclusion of the panellists was that STEAM education for global citizenship should be designed in ways to promote humanity and respect towards cultural diversity, while providing opportunities for learners to collaborate and solve real world problems with people from different countries. It was suggested that intercultural STEAM programmes and cross sector involvement would contribute to the SDGs having a global impact.



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As for specific strategies, Minister Andrade said that Mexico's new digital policies and National Commission for the Indigenous Community could help improve the situation for remote communities in that country by enabling citizens to access digital resources. Concerning STEAM education for socially and culturally vulnerable groups, Ms. Woo introduced an offshoot of the "Solve for Tomorrow" programme that instilled interest in STEAM in elementary school girls. This special program allowed girls to learn technological skills in a less intimidating environment by introducing topics of interest to them, such as fashion design and video production. Finally, Regarding ICT's contribution to STEAM education and the achievement of the SDGs, Minister Andrade emphasized the need for global education systems that would facilitate collaborative learning among countries. Such systems should include a framework to foster global citizenship, and not just "free access" to information. Ms. MacDevette said that ICT could engage citizens and allow them to communicate with government leaders. Such interactions could ultimately lead to the success of achieving the SDGs. Mr. Wong also spoke about how online STEAM platforms could allow people from different regions of the world to engage in everyday innovative actions.

To view roundtable 2 in its entirety, please visit: <https://www.youtube.com/watch?v=NMetUxJ58IM>





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## THEMATIC ROUNDTABLE 3: Children and Youth: Tomorrow's Global Citizens Today

### Overview

This Conference acknowledges the centrality of SDG 4 as a driver for transformational change, and the primacy of educating children as the starting point for achieving all 17 SDGs. Enrollment in primary education in developing countries has reached 91 percent, but 58 million children of primary school age, and 63 million children of lower secondary age remain out of school, with sub-Saharan Africa and conflict zones representing stubborn pockets of exclusion. This roundtable aimed to galvanize global commitment to ensure that all girls and boys get twelve years of free, publicly-funded formal quality education, nine of which should be compulsory, and to discuss effective strategies to invest in early childhood care and education (ECCE) programs and services. The session focussed on concrete ways to ensure quality education for children in armed conflict and post-conflict situations including effective measures to deal with trauma and other impediments, as well as peace education to help avoid conflict. Formal and informal education together with advocacy for global citizenship, which puts a premium on building a culture of peace and social well-being for all were explored. The session



Ms. Yanghee Lee, United Nations Special Rapporteur on the Situation of Human Rights in Myanmar, delivers remarks during Roundtable 3

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also offered approaches to avoid breaks in education due to natural disasters and public health emergencies.

This roundtable also examined the disparity between government spending on military and education globally, and highlighted the economic and social benefits of higher budget allocations for primary and secondary education.

### Summary

This session was moderated by Ms. Cristina Gallach, United Nations Under-Secretary-General for Communications and Public Information. Panellists included: Mr. Ahmad Alhendawi United Nations Secretary-General’s Envoy on Youth; Ms. Teopista Birungi, Founder of the Uganda National Teachers Union Commissioner of the International Commission on Financing Global Education Opportunities; Ms. Nasrine Gross, Founder and President, Roqia Center for Women’s Rights Studies and Education in Afghanistan; Ms. Yanghee Lee (PhD), United Nations Special Rapporteur on the Situation of Human Rights in Myanmar; Mr. Darren Oh, Key Account Representative, DuPont Tyvek, Korea; Ms. Ediola Pashollari, Secretary General, World Assembly of Youth; and Ms. Wendy Carbajal Sotelo, Director, Comité de Paz en Zihuatanejo.

This roundtable focused on galvanizing global commitment to ensure quality education for today’s youth. Ms. Gallach opened the discussion by stating “education was a right for all children.” She asked Ms. Lee if we were all upholding this right.



Mr. Ahmad Alhendawi, United Nations Secretary-General’s Envoy on Youth, delivers remarks during Roundtable 3

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**Ms. Lee** began her remarks by saying that for too long, children have been considered as tomorrow's leaders, instead of citizens of today with dignity and rights. In her view, a change in the mindset of the global community was required in order for children to be viewed as global citizens with human rights. She noted several alarming statistics: 58 million children were out of school; 100 million children had not completed compulsory primary education; nearly half lived in conflict-affected poor countries; an estimated 230,000 to 300,000 children were recruited as soldiers worldwide; and 168 million children were engaged in child labour (as of 2013). She added that the United Nations Convention on the Rights of the Child should be used as the legal framework for all discussions around children and the Sustainable Development Goals (SDGs). She challenged the audience by asking what it meant to have a child-based approach in policies and strategies, and what kind of education should be provided by the state. She spoke about the four "A's" of education, which could be used as an assessment and action tool: availability, accessibility, acceptability and adaptability. She concluded by stating that education was an inalienable right that was linked to other rights, which must be guaranteed in emergency situations. Schools should be regarded as zones of peace, where children could learn and make sense of the world, spared from the effects of conflict. Businesses also had an obligation to abide by the principles of businesses and human rights.

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**"I believe that no discussion about global citizenship should be conducted without a concrete understanding and acceptance that education is an inalienable right."**

*Ms. Yanghee Lee, United Nations Special Rapporteur on the Situation of Human Rights in Myanmar*

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**Ms. Gross** addressed the question, "Is Afghanistan advancing?" She replied by stating "yes and no." Today, 60 percent of the population was under 25, and 9 million youth were between the ages of 18 and 25. There were few schools and teachers, and many people were influenced by extremist ideologies that forbade girls from attending school. There was a thirst for education, but the lack of schools and teachers was stressing the education system. Overloaded schools limited the school day to three hours in order to accommodate four shifts of students. Ms. Gross stressed the importance of quality education and reaching out to girls to attend. She also addressed the impact of 40 years of conflict and war in the country, which has resulted in a dire need for post-traumatic stress disorder treatment programmes. Adult literacy was wide-spread, and illiterate parents prevented their children from going to school. Corruption was another challenge and large amounts of money earmarked for education was not making it into the school system. In closing, she stressed the need for Member States of the United Nations to be involved in



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the oversight and closing of training facilities used by terrorists. She proposed that SDG #4 on quality education be expanded to include adults, as they were the decision makers of families. She also suggested global civics classes for global citizenship education, and a global peace corps to bring young educated people into the country.

**Ms. Carbajal Sotelo** highlighted the challenge of providing quality education in the midst of violence and instability in Mexico. Ms. Sotelo and the Comité de Paz en Zihuatanejo strived to improve education in the country working in partnership with international organizations and local universities. Ms. Sotelo stressed that children and youth must be taught to have confidence and a sense of responsibility. In addition, she underscored the need for children to be surrounded by a positive community and be aware of their individuality. The focus of the work of the Comité de Paz en Zihuatanejo was to equip children and youth to think about their future and contribute to their society. She emphasized that challenges in education must be discussed in a global context.

**Ms. Pashollari** began her remarks in response to the question, “How do youth organizations help support education?” Ms. Pashollari responded by stating that young people played a pivotal role in achieving the SDGs. Both formal and informal education would play a role in developing the right skills and knowledge needed for the future. Two critical points had to be taken in to consideration: today, the world is home to the largest number ever of young people; and 87 percent of youth live in developing countries. She said that education was the best strategy for breaking the cycle of poverty, improving food security, reducing child mortality rates and ending child marriages. The World Assembly of Youth’s 2014 Millennium Plan of Action focused on the role of youth in sustainable development, and the role of youth and youth leaders in the decision-making process at all levels. She stressed that education was a powerful tool to change the world because today’s children were tomorrow’s leaders. Education for global citizenship taught youth to protect the planet. NGOs also played an important role in this process, because they were able to raise their voices to protect the rights of young people. In countries where education was non-existent, NGOs could fill a gap by providing informal education. She concluded by stating that no one should be left behind and that every young person mattered. Historically, young people had always spoken out against injustices, and she encouraged youth in attendance to do the same.

**Ms. Mayanja** began her remarks in response to two questions: “What is the role of teachers in advancing quality education; and “Do teachers get the support that they should be given?” She answered that education provided youth with skills for employment as well as the knowledge to appreciate their own and other people’s heritages. She stressed that quality education went hand in hand with a positive view of the profession. Quality education was also dependent on appropriate financing for education, addressing global conflicts and supportive communities. Civil society groups also had an important role to play and should hold governments responsible for providing quality education.

**Mr. Oh** began his remarks in response to the question, “What can the private sector do to improve education?” He gave a practical example of supporting initiatives





Participants line up to ask questions during the Question and Answer Session of Roundtable 3

to promote peace, and shared a video clip of the launch of *The Big Book*, the largest book in the world. The book was created by a group of middle school students in Massachusetts and was used to promote peace. The project began following 9/11 when a group of students came up with the idea to promote world peace, and DuPont provided materials to support the project. Mr. Oh concluded by saying that the private sector had a responsibility to support children and youth who worked to promote world peace.

**Mr. Alhendawi**, began his remarks by saying that the panellists were doing themselves a favour by engaging youth in “the conversation”, and he encouraged youth to involve themselves in the work of the United Nations. Mr. Alhendawi said education was one of the unfinished agendas of the Millennium Development Goals agenda. While quality education was important, enrolling children in schools continued to be a challenge in itself, and exacerbated by conflict. He added that reading, writing and numeracy were not enough for global citizenship education. Children also needed to learn “how” to think, and not “what” to think. Children should also be taught about the Universal Declaration of Human Rights, which was the basis of all citizenship. He spoke about Security Council Resolution 2250 on youth, peace and security and said the international community needed to think about why we were losing youth to radical groups.



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The Central African Republic, for example, had recently experienced success in getting 500 youth to drop their guns by offering them education for employment opportunities. In his concluding remarks, Mr. Alhendawi said that peace building efforts also needed to address funding for education beyond the age of 16.

### Question and Answer Period

During the question and answer session, some key points raised included addressing the gap between developed and underdeveloped countries, and how to educate children to be global citizens at a local level. Concerns were also raised about privatization of education. A major conclusion of the discussion was that global citizenship education could also be taught in one's home, since global citizenship referred to people living and working together. Ms. Gross stated that education was not sequential, but that a balance was needed. Although global issues such as climate change needed urgent attention, it was also important to address the education needs of every child and adult at a local level. Panellists concluded that civil society should advocate for inclusive education that promoted co-existence and against the privatization of education for profit.

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**“If you think youth participation is a favour to the young people, than you are not getting it because youth participation is a favour to the United Nations.”**

*Ahmad Alhendawi,  
United Nations Secretary-General's Envoy on Youth*

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To view roundtable 3 in its entirety, please visit: <https://www.youtube.com/watch?v=M8Du4Ew5jK4>



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## Intergenerational Mentoring Lunch

In an effort to reach out to the large contingent of youth representatives at the Conference, the Intergenerational Subcommittee organized a mentoring lunch, which took place on the second day of the Conference.

Organized by **Judy Lerner**, Representative of Peace Action New York to the United Nations Department of Public Information and Chairperson of the Inter-generational Subcommittee, and youth representatives **Karen Chicas** and **Natalia Saavedra**, the event aimed to facilitate dialogue between mentors and mentees about strategies to implement the Sustainable Development Goals.

The discussion opened with an ice-breaker where youth participants were asked to share experiences about obstacles they faced in their own countries, which led to an exchange of ideas for implementing the goals.

Highlights included remarks by **Nasrine Gross**, President of Kabultec, and **Subhajit Saha**, Youth Delegate and Director of Youth Affairs at the the Olof Palme Peace Foundation. The event was opened with a moving performance by **Stephanie Carlin** and was chaired by **Patrick Sciarratta**, Representative of the International Association for the Advancement of Innovative Approaches to Global Challenges (IAAI) to the United Nations Department of Public Information.



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## THEMATIC ROUNDTABLE 4: Global Citizens as Stewards of the Planet: Energy, Environment and Climate Change

### Overview

In today's era of climate change, global pollution, natural resource depletion, and threats to biodiversity, societies are reassessing the value placed on the natural environment and exploring how formal and informal education, training and grassroots advocacy can strengthen humankind's capacities to exist on this planet. This roundtable explored why cultivating empathy and a scientific appreciation for the natural world, environmental justice, and responsibility towards future generations must be at the core of education for global citizenship. It featured the voices and teachings of indigenous cultures to help identify the values and skill sets necessary for sustainable production and consumption that will protect both life below water and life on land. Indigenous teachings affirm reverence for "all our relations," the kinship of all life. These and other traditional values and ecological knowledge systems were juxtaposed with environmental science and new approaches to conserving natural wealth and capital to address a range of looming challenges, including climate change and population growth. In addition, this roundtable addressed the pivotal role that increased access to sustainable energy will have in ensuring each person's right to education, health, and a healthy environment.

### Summary

This roundtable discussion was moderated by **Mr. Leonzo Barreno**, Adjunct Professor of School of Journalism, University of Regina); panellists included: **Ms. Ta'Kaiya Blaney**, Human Rights Activist from the Tla'amin First Nation; **Ms. Hindou Oumarou Ibrahim**, Coordinator for the Association for Indigenous Women and Peoples of Chad; **Ms. Myung Ja Kim (PhD)**, Chair, Board of the Center for Women in Science, Engineering and Technology (WISSET); Chair, Green Korea 21; and former Environment Minister, Korea; **Mr. Alexander Leicht**, Chief, Section of Education for Sustainable Development and Global Citizenship, UNESCO; **Ms. Tsui Ling**, Chairperson of the Board at Donglee Environment Co. Ltd.; and **Mr. Han Shi (PhD)**, Professor of Public Policy at the City University of Hong Kong.

This roundtable focused on the importance of having a scientific appreciation for the natural world as a core component of education for global citizenship. The panellists represented an interdisciplinary group of professionals and presented diverse perspectives on the environment. The roundtable consisted of each speaker giving a short presentation on his or her perspective, followed by a question and answer session.

**Mr. Shi (PhD)** focused his remarks on three key issues: China's role in the global implementation of the Sustainable Development Goals (SDGs); major challenges that China is facing in fulfilling that role; and the role of universities in implementing the SDGs. He said China had played an important role in implementing the Millennium Development Goals in the areas of poverty alleviation, health and primary school enrollment, and could play





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a greater role in implementing the SDGs. China was the most populous country with a rising middle class population. China was also the second largest economy in the world, and the largest international trading nation. Thus, China's performance would have a great impact on the global implementation of the SDGs. He added that China might offer interesting case studies in implementing SDG policies because of the size of the country and the existence of many socio-economically diverse communities. Challenges include a lack of awareness of the SDGs and the unavailability of culturally relevant promotional material in Chinese. Cities and local governments need to develop a synergy between the SDGs and local government objectives. Environmental challenges include the fact that Chinese businesses are not required to publish environmental reports and middle class consumers might not be willing to pay more money for environmentally friendly products. In closing he stated that universities could play an important role in the implementation of the SDGs by transforming curricula and by experimenting with new policies.

**Ms. Ibrahim** began her remarks by stating indigenous people had an interest in protecting the environment because indigenous people were particularly vulnerable to the impact of climate change. The majority of indigenous people live in rural areas and depend on the environment for basic needs such as food. Chad, for example was suffering from desertification. The country now experienced only two seasons, instead of three, and the normal rainy season was replaced with drought and flooding. She noted that people who live in the cities were not as vulnerable to climate change; however, indigenous people living in rural areas have to endure the impact of climate change on a daily basis. She emphasized the need to introduce the SDGs at a local level, since people in these areas face poverty and a lack of education and health services. She spoke about the importance of preserving traditional knowledge, such as observing the health of trees as a predictor of crop yields for the coming year. The participation of women and diverse groups was also extremely important. She concluded by saying energy was extremely important for developing countries for basic survival, agriculture, drinking water and infrastructure.

**Ms. Kim** opened her remarks by stating the SDGs were interconnected and interdependent, hence solutions to global problems would need to be interdisciplinary with an integrated approach. She stressed the importance of changing the consciousness and sets of values as global citizens in order to realize the SDGs. Environmentalism had always been practiced in many traditional cultures and had come back to life in western societies in the 1960s. For example, Historian Lynn White Jr. had suggested that Zen, derived from Daoism (also known as Taoism) of China and Buddhism of India, might provide an example for solving the ecological crisis of that era. She said popular aphorisms from a range of cultures underscored the fact that the current ecological crisis was based in materialism. Examples included the belief that man and animals were related in ancient Greek philosophy; the Delphic inscriptions "nothing in excess"; "Give me neither riches nor poverty", in Judaism; too far is as bad as not enough, in Confucianism; and he who knows peace has forgotten desire, in Hinduism. She added that in order to arrive at a sustainable system of values we would need to realign ourselves with traditional



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and indigenous beliefs based on a profound understanding of the relationship between humans and the ecosystem. She concluded that protecting life and the environment would depend on the will of global citizens to make the right choices.

**Mr. Leicht** highlighted UNESCO's promotion of environmental sustainability through education. He stated that environmental challenges presented a strong case for global citizenship education because there were few challenges as large as climate change that affected the entire world; we needed to work together across the globe to address this challenge. He stated that there must be a change in mindsets and actions, which only education could bring about. To implement the SDGs, several competencies would need to be developed in learners. Students would need to be taught to make connections, imagine the future, and think about how their actions might affect someone fifty years into the future. In addition, learners needed to learn to make the right choices to ensure environmental sustainability, and know how to work together to achieve sustainable goals. Moreover, to promote education of climate change, UNESCO had developed a number of learning objectives such as learning to understand the scientific facts of climate change, and the economic processes that bring climate change about; experiencing a sense of connection with those that were affected by climate change, and experiencing a sense of empowerment and implications of one's actions on climate change matters; learning to participate in society and political processes that addressed climate change; and becoming active in the real world. UNESCO had recently published a set of learning objectives for the SDGs that could be found on the UNESCO website at: <http://en.unesco.org/sdgs>.

**Ms. Blaney** began by stating that indigenous people play a pivotal role in combatting climate change and poverty because they were the ones who were heavily impacted. She stated that it was important for NGOs to include local knowledge, exchange cross-cultural partnerships, and discuss sustainable development methods with marginalized communities to inspire trust and empowerment. As a member of an indigenous group, Ms. Blaney said that indigenous people must be respected and not exploited. Indigenous traditions and information were crucial for conservation and development. She added that the voices of indigenous people needed to be heard in order to create better environment. Youth also required a way of connecting to the environment and understanding the gravity of being an environmental steward. Further, she stated that people should make more of an effort to include minority groups, indigenous people and people who have been ignored and left behind. Only then could people change the way they act, which could then change the world.

**Ms. Tsui Ling** began by introducing an NGO called Society for Entrepreneurship and Ecology, one of the largest environmental NGOs in China comprised of over 500 entrepreneurs. Recently, China had pledged to invest 2 trillion US dollars in environmental control and restoration projects that would take place over the next five years. She stated that this signified China's interest in protecting the environment, as the country continued to grow economically. More companies had taken on the role of environmental protection businesses, including Donglee Environment Company, to address ecological restorations and control issues. However, China continued to face challenges. For



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example, in 2013, Beijing recorded almost 175 smog days. Pollution and smog problems have never been resolved in the country due to the lack of an integrated approach for sustainable development. In additions, businesses and projects that focused on environmental control were often short-term, and received very little attention. In conclusion, she stated that the world must have China on board to implement the SDGs, and environmental businesses and the general public need to work together in protecting the environment.

### Question and Answer Period

During the question and answer session, discussions focused on how to implement environmental education in current school curricula; the contribution of NGOs in promoting the SDGs; and what UNESCO was doing to promote education in different sectors.

Mr. Barreno concluded the discussion with the statement “dialogue is a way to solve problems.” He acknowledged the many different perspectives presented and suggested discussion was one way to solve global issues. Another way would be to connect with our neighbours to understand their challenges in order to work together to find solutions.

To view Roundtable 4 in its entirety, please visit: [https://www.youtube.com/watch?v=kr\\_lo6fwcO4](https://www.youtube.com/watch?v=kr_lo6fwcO4)



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## SPECIAL ROUNDTABLE HOSTED BY NATIONAL ORGANIZING COMMITTEE OF KOREA Sharing the Saemaul Undong (SMU) Experience in Korea and other developing countries as a case study in eradicating poverty and nation building in support of the Sustainable Development Goals

### Overview

Korea has a unique experience of rising from the tribulations of colonization and war to build a democratic nation with a thriving economy, and a deep respect for human rights. The Saemaul movement originated from the Canaan Farmers School as an agriculture pioneer movement and the Korean government adopted it as a national poverty eradication campaign focusing on education for citizenship.

The SMU movement emphasized: 1) poverty eradication; 2) improvement of health services and child care; 3) empowerment of local communities; 4) revitalization of community leadership and intergenerational leadership; 5) women's participation in the community; 6) microfinancing for villages.

Kyung-Sang-Buk Do was the province hosting this year's Conference and is known as the place where the Saemaul movement originated. The session shared how this civic movement contributed to economic development and improved human rights and brought awareness for environmental sustainability in the Korean context and how it could be applied around the world today.

### Summary

The Special Roundtable Session on the **Saemaul Undong Movement** (SMU) was opened by **Ms. Cristina Gallach**, United Nations Under-Secretary-General for Communications and Public Information. She began by thanking the panellists and participants and said the goal of the Conference had been two-fold:

**i) to raise awareness of Goal #4: ensure inclusive education for all and promote life-long learning; and**

**ii) to place education at the centre of achieving them.**

It was fitting that the Republic of Korea was hosting the Conference because the country had been exemplary in showing how education played a central role in development. The Republic of Korea had moved from being one of the poorest countries in the world to one of the most developed by educating its citizens. The international community knew how successful the SMU had been in laying the foundation for the Republic of Korea that we knew today. What happened in Korea was essentially what the global community was aiming to do through the Sustainable Development Goals — improve the lives of people



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in every country. However, the 2030 Agenda for Sustainable Development could not be achieved without the support of everyone — government leaders, members of civil society, academia and youth.

In his keynote speech, **Mr. Hyun-Ki Kim**, Vice Governor of Gyeongsangbuk-do province, explained that the SMU had played a pivotal role in overcoming poverty in Korea. In 1970, The Republic of Korea was one of the poorest countries in the world, with a Gross National Product (GNP) of \$253 per person. A half-century later, Korea had developed to the point of becoming a donor country and a member of the Organisation for Economic Co-operation and Development. The SMU was a success story of a rural community's movement that quickly expanded to factories, companies, and communities across the nation. This success was contributed to government and rural community leadership and the collaboration of residents. Mr. Kim said the international community had recognized the achievements of SMU and had asked the Korean government to share its know-how. The province of Gyeongsangbuk-do, the birthplace of SMU, was playing a leading role in globalizing SMU and was working with local communities in Asia and Africa. Rwanda and Viet Nam were examples that could be used as benchmarks of success.

**Mr. Bumil Kim**, President of Canaan Farmers School (CFS), explained the Saemaul Undong movement and the history of the CFS. In the 1930s, Korea's GNP had reached \$67 per person with a predominantly agriculture based economy (44% of GNP). The CFS and the Isang-chon community (which means ideal village) in Bong-an, founded by Mr. Yongki Kim, led the rural community movement of Korea. Mr. Kim and his colleagues had developed action plans for education, hygiene, housing, agriculture and energy. The CFS was also the birthplace of agricultural technology in Korea. Mr. Kim believed that spiritual change was the most important point of community development, and the CFS raised leaders who could make a change in his/her family, community and nation. In 1962, former President Park Jung-Hee came to visit CFS and officially launched the SMU. Now CFS had development cases in Uganda and Laos. At times its training could seem slow or fruitless, but this system has made meaningful changes.

**Mr. Edward P. Reed** explained why agriculture was an important sector, especially in developing countries. Because of climate change and population growth, sustainable agricultural products would need to be increased by 50% to feed the world's population. As political leaders and technical managers considered the best policies for meeting these challenges, they would need to keep in mind the complexity of the rural sector. This was the reason why education was the most essential issue for rural communities. In Korea, the SMU movement involved both top-down and bottom-up approaches to stimulate cooperative and productive activities in rural communities. It also encompassed a wide range of government investment and pricing programmes, which were favourable to farmers. In spite of controversy regarding its methods, the positive results of the SMU movement could not be denied. In case studies, local knowledge should be incorporated into practical education for resilient agriculture. For sustainable impact, government must work in partnership with NGOs and give them the power and capacity to prioritize needs, select projects, manage funds, and take action.



**H.E. Mr. Mamadou Ndiaye**, Ambassador of Senegal to the Republic of Korea, said the Republic of Korea was a country which had good experiences to share with the rest of the world, due to its successful economic and social development. Among these experiences, the SMU movement had demonstrated its effectiveness as an original strategy to reduce national poverty. Other policies had not been able to produce results matching those seen in Korea. Since January 2014, the SMU model had found fertile ground in Senegal where it could be implemented to enhance and mobilize human resources. The SMU model should be popularized at the local, national, and global levels to achieve the sustainable development goals.

To view the special roundtable in its entirety, please visit: [https://www.youtube.com/watch?v=HX\\_PclKU8Tc](https://www.youtube.com/watch?v=HX_PclKU8Tc)

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### Rapporteurs for the Open and Closing Sessions and Roundtable Discussions:

**Ms. Justine Ahn**, *National Organizing Committee of Korea*  
Mr. Soo-Young Baek, *Handong Global University*  
Ms. Angel Oi Yee Cheng, *Lehigh University*  
Ms. Danielle Hanes, *Lehigh University*  
Ms. Hanna Lee, *National Organizing Committee of Korea*  
Ms. Janice Joo-Kyung Lee, *Pepperdine University*  
Ms. Adrienne Nenow, *Lehigh University*  
Ms. Soukaina Rachidi, *Lehigh University*  
Mr. Min Son, *Attorney, Washington D.C.*  
Ms. Jin Son, *Attorney, Washington D.C.*  
Mr. Yong Ho Song, *National Organizing Committee of Korea*  
Ms. Erin Sowell, *Lehigh University*  
Mr. Dong Cheon Syn, *Attorney, Washington D.C.*  
Ms. Rena Zhu, *Lehigh University*



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## List of Workshops

**30 May 2016, 5:30 p.m. to 6: 45 p.m.**

**Peace Education for Children and Youth through SDGs Campaign**, sponsored by Action for Peace Through Prayer and Aid

**Education of the Children of Migrant Workers in Asia: Assistance, Barriers and Opportunities**, sponsored by Human Asia

**Foundation of UN NGO Center for Global Civil Society**, sponsored by The Korean Association of NGO Studies, Social Science Korea (SSK)

**Toward Inclusive, Harmonious Societies and Sustainable Development: Four Case Studies**, sponsored by Women's Federation for World Peace International

**Making a Difference: Good Governance, Rule of Law and Compliance with SDG's policy Framework for Sustainability and Growth**, sponsored by the Tinker Institute on International Law and Organizations

**Oral Health Literacy to Promote Sustainable Healthy Habits**, sponsored by the Academy of Dentistry International

**Visions for Universal Education Protocol towards Global Citizenship**, sponsored by The Light Millennium

**Education for Global Citizenship through Massive Open Online Courses (MOOCs)**, sponsored by the Sookmyung Women's University

**Civil Society Space and Human rights Education**, sponsored by the United Nations Office of the High Commissioner for Human Rights

**Academia and NGOs: Stories of Partnership with the United Nations Department of Public Information**, sponsored by the United Nations Department of Public Information

**See the Unseen: The Inclusion of Marginalized Groups**, sponsored by Dream Touch for All

**Hwabaek Conference: Education for Global Citizenship**, sponsored by Dongguk University, Gyeongju City

**31 May 2016, 9:00 a.m. to 10:15 a.m.**

**The United Nations Sustainable Development Goals in ASEAN: Realizing Human Rights, Promoting Peace and Protecting Our Planet**, sponsored by Khmers Kampuchea-Krom Federation

**Youth Initiatives in Peace and Disarmament Advances SDG16**, sponsored by NGO Committee on Disarmament, Peace and Security

**How to Strengthen Government-Citizen Relations: Citizens as Partners in**



**Policy-making**, sponsored by the Prime Minister’s Advisory Committee for Civil Society Development

**Religious Education as a Means to Counter Extremism**, sponsored by the Cooperative Baptist Fellowship

**International Partnership Models to Promote Globally Shared quality Education for sustainable Development**, sponsored by the Center for International Virtual Schooling (IVECA)

**Community Driven Education: Local Ownership for Global Advancement**, sponsored by Bahá’í International Community Strengthening the Solidarity and Effort of Women in the Peace Building Process on the Korean Peninsula, sponsored by the World YWCA

**Achieving SDG 11 through Slum Upgrading, Urbanization and Education**, sponsored by Habitat for Humanity Korea

**Civil Society and Public Information at the United Nations**, sponsored by the Department of Public Information

**Platforms for Global Citizenship Education in Higher Education**, sponsored by UN Academic Impact Korea

**Cross Sector Partnerships for Global Citizenship Education**, sponsored by WFUNA



Workshop entitled “Education of the Children of Migrant Workers in Asia: Assistance, Barriers and Opportunities”, organized by Human Asia





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**31 May 2016, 3:45 p.m. to 5:00 p.m.**

**Bridging Formal and Non-formal Education through Global Citizenship Education**, sponsored by UNESCO APCEIU

**Ensuring Every Girl's Rights: Achieving Gender Equality through Active Citizenship and Child Participation**, Good Neighbors International

**Making SDG 4.7 Happen Globally**, sponsored by Korea NGO Council for Overseas Development Cooperation

**Learning from the Past: Lessons for Global Citizenship**, sponsored by Seton Hall University School of Diplomacy and International Relations

**Effective Use of Non-Formal Education Tools in achieving the SDGs**, sponsored by Soka Gakkai International

**Empowering Youth to Find Solutions: Northeast Asian Models of Education for Peace, the Environment and the SDGs**, sponsored by Peace Boat

**UNESCO UNITWIN Project for Capacity Building of Developing Countries**, sponsored by Handong Global University

**Inclusive Education and the SDGs**, sponsored by the Unitarian Universalist Association

**Saemaul Citizenship Awareness and Rural Development in Developing Countries**, sponsored by Gyeongsangbuk-do Province

**Global Citizenship Education: Research and Practices for School Children**, sponsored by Chungnam National University

**Sustainable Development in Asian Developing Countries through Education, Appropriate Technology and Social Entrepreneurship**, sponsored by Hanyang University

**1 June 2016, 9:00 a.m. to 10: 15 a.m.**

**Samsung Dream Class: An Education Program which Provides Hopes and Dreams to Students**, sponsored by Samsung

**Women, the Environment, Sustainable Consumption and Production: Perspectives from UNEP**

**The SDGs Generation: Who Are They**, sponsored by JF Oberlin University

**From Disaster Relief to Sustainable Development: Informal Education Cultivating Global Citizens**, sponsored by the Buddhist Tzu Chi Foundation

**Holistic Education for Indigenous People: Issues and Challenges**, sponsored by Managing Committee of Kalinga Institute of Social Sciences

**Poverty Alleviation and Empowerment through Education in Africa**, sponsored by Seoul Women's University





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## CLOSING SESSION

Wednesday, 1st June, 2016

**Gyeongju, Republic of Korea**

**Venue:** Gyeongju Hwabaek International Convention Center (HICO)  
Convention Hall  
10:30 a.m. — 12:30 p.m.

**Ms. Cristina Gallach**, Under-Secretary-General of the United Nations

**Messrs Scott Carlin (PhD) and YuKang Choi (PhD)**,  
Co-Chairs of the 66th UN DPI/NGO Conference

**Mr. Hyun-Ki Kim**, Vice-Governor of the Gyeongsangbuk-Do Province

### Conference Closing Video

**Video Message from Ms. Hanan Al Hroub**, Winner of the Varkey Foundation's  
Global Teacher Prize 2016

**Ms. Teopista Birungi**, Founder of the Uganda National Teachers Union,  
Commissioner of the International Commission on Financing Global Education  
Opportunities

**Ms. Yuuka Kimura**, Youth Representative of the Girl Guides and Girl Scouts of  
Japan

**Video Message from Dr. David Nabarro**, Special Advisor of the Secretary-General  
on the 2030 Agenda for Sustainable Development

**Mr. Juan Pablo Celis**, Youth Representative of the United Nations Association of  
New York

**Mr. Ahmad Alhendawi**, United Nations Secretary-General's Envoy on Youth

**Mr. Ho-Seung Yang**, CEO of World Vision Korea

**Ms. Ye-Seul Kim**, Youth Representative of Korea University

### Performance: Gyeongju Children's Choir

**Reading of the Gyeongju Action Plan**, Co-Chairs of the Experts Sub-committee

**Mr. Maher Nasser**, Director of the United Nations Department of Public  
Information Outreach Division

**Mr. Cyril Ritchie**, President of the Conference of NGOs (CoNGO) in Consultative  
Relationship with the United Nations Economic and Social Council (ECOSOC)

**Ms. Mary E. Norton (EdD)**, Vice-Chair of the NGO/DPI Executive Committee

**Mr. Yang-Sik Choi**, Mayor of the City of Gyeongju

**Mr. Il-Ha Yi**, Co-Chair of the National Organizing Committee of Korea



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**Mr. Soon-Heung Chang (PhD)**, Chairman of the National Organizing Committee of Korea

**Mr. YuKang Choi (PhD)**, Co-Chair of the 66th UN DPI/NGO Conference

**Mr. Scott Carlin (PhD)**, Co-Chair of the 66th UN DPI/NGO Conference

**Performance: World Taekwondo Federation Demonstration Team**

**END**



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## Summary of Closing Session

**Ms. Cristina Gallach**, United Nations Under-Secretary-General for Communications and Public Information, opened the Closing Session by congratulating conference participants, including the large contingent of youth present, for the energy they brought to the Conference. She said much work had been accomplished over the three days of the Conference and expressed her belief that the United Nations was doing the right thing by partnering with academia and NGOs. The Gyeongju Action Plan was going to be a great resource for the United Nations, NGOs, and Academia for the implementation of the Sustainable Development Agenda. She called on governments to take note of the Conference and reinforce global networks to implement the 2030 Sustainable Development Agenda. In her concluding remarks she reaffirmed the importance of the United Nations partnership with NGOs for the implementation of the Sustainable Development Goals.

**Mr. Hyun-Ki Kim**, Vice-Governor of Gyeongsangbuk-do Province, expressed his gratitude to all participants whose energy and efforts delivered a hopeful message of a brighter future. It was of great value that an Action Agenda was produced during the first year of the implementation of the United Nations Sustainable Development Goals. He also emphasized that in order to meet the SDG targets, civil society would have to take action.

**Video** chronicling highlights of the work achieved together over the three days of the Conference.

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**“I feel like my job is similar to what a farmer does. A farmer creates a good environment for seeds to grow and flourish and that’s how he earns a good harvest. My harvest is a global citizen.”**

*Hanan Al Hroub,  
Winner of the Varkey Foundation Global Teacher Prize*

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**Ms. Hanan Al Hroub**, Winner of the Varkey Foundation’s Global Teacher Prize 2016, discussed the value of her work as a teacher via a video message. She said her job was similar to a farmer’s job, as they both created a good environment for seeds to grow and flourish. Teaching was one of the most difficult professions in Palestine due to the difficult political and economic circumstances in the region, violent behaviour of students, limited resources and insufficient training for teachers. Ms. Al Hroub urged the international community to take action to empower teachers and provide them with the resources needed to achieve their long-term goals. She expressed her hope to work together for a peaceful, just and loving world by 2030.



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**Ms. Teopista Birungi**, Founder of the Uganda National Teachers Union and Commissioner of the International Commission on Financing Global Education Opportunities, opened her remarks by saying that everyone was gathered at the Conference for the children of the world. She stated that education must be a part of the political agenda worldwide and urged the international community to provide better resources for public, inclusive and gender-sensitive education. Increased long-term financing for schools and teachers is needed because education is a long-term investment. Teachers were the heroes of the world and worked to transform the lives of people, often in challenging circumstances. Ms. Birungi invited participants to stand, join hands and pledge, “We are here to transform lives through education and we shall.”

**Ms. Yuuka Kimura**, Representative of Stop the Violence Team and Girls Scouts of Japan, spoke on how education was key to securing women’s and girls’ rights. Gender stereotyping and discriminating social norms and attitudes were at the root of gender violence. Such trends needed to be addressed through education, starting at a young age. Informal education also played an important role in empowering women to be active players in achieving the global goals, when formal or good quality education was not available. She emphasized that young women were agents of change, who were standing up, speaking out, and challenging harmful social norms and attitudes within their society. When young women were adequately empowered, they were able to design, implement and monitor global goals. Girl Guides and Girl Scouts organizations were exemplary of such empowerment and were leading voices against violence in communities and supported transformative social change for equality.

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**“The world needs the people to know about the goals so that they can hold their leaders to their promises.”**

*David Nabarro, Special Adviser to the Secretary-General on the 2030 Agenda for Sustainable Development and Climate Change*

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**Mr. David Nabarro**, Special Advisor to the Secretary-General on the 2030 Agenda for Sustainable Development and Climate Change, addressed the Conference via video message. He thanked NGOs for working tirelessly to amplify the voice of citizens and stated that the United Nations was committed to guarding space for civic participation. Participation of NGOs in debates on global sustainable development was integral to our collective efforts for securing lasting peace and prosperity in the world. He emphasized that the SDGs were our goals — the goals of the people of the world. Now was the time to do the hard work and take action that would enable the goals to be realized worldwide. The world needed the help of NGOs to do this, and ensure the SDGs were known to at least 2 billion people by the end of 2017 so that citizens could hold their leaders accountable to their promises.



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**Mr. Juan Pablo Celis**, Youth Sub-committee Co-chair and Youth Representative of the United Nations Association of New York, opened his remarks by saying that for many years, he had asked himself how he could make a considerable impact on people's lives. He shared childhood memories of living in Colombia during the ongoing conflict between the FARC guerrilla group and the Colombian Government. He had felt insecure walking to school by himself every day after hearing news of violence and deaths in different regions of the country. After the year 2000, educational projects had increased students' awareness of the conflict and ignited their interest to become more involved in the problem-solving process. Youth was a stage of life that allowed for energy, creativity, and innovation. The SDG generation saw themselves as important contributors to the discussion on Education for Global Citizenship. The conference youth declaration highlighted the importance of integrating youth into formal power structures and decision-making processes. These perspectives had been incorporated into the final Gyeongju Action Agenda. He called on all conference participants to continue working together to leave our planet in a better condition for future generations.

**Mr. Ahmad Alhendawi**, United Nations Secretary-General's Envoy on Youth, opened his remarks by stressing the importance of partnerships for the United Nations. He said the United Nations we wanted was a United Nations that brought everybody together and unite efforts to achieve the Sustainable Development Goals. The Conference was important because it reminded us that nobody could do everything, but everybody could do something. He added that youth of today were not silent. They were coming forward to speak up and make unique contributions, where previously they lacked a mechanism to do so. He emphasized the need for global citizens to work together and honour the Gyeongju Action Plan. With only 15 years to implement the SDGs, there was no time to waste. He stated that there were 3.5 billion youth ready to contribute, and that we had the biggest opportunity in the history of this planet.

**Mr. Ho-Seung Yang** (PhD), CEO of World Vision Korea, spoke about the important contribution made by NGOs in rebuilding Korea in the aftermath of the Korean War. World Vision was one of the first NGOs to operate in Korea and started in 1950 with the help of the United States. Today, it operated in more than 100 countries. After suffering from extreme poverty, Koreans had empathy and compassion for people in need. Although the 2030 Agenda for Sustainable Development, comprised of the 17 SDGs, was ambitious, we had a common responsibility to achieve the goals for generations to come. The SDGs gave the global community an opportunity to work in solidarity, which was the spirit of global citizenship. For children, the opportunity of education was more than just learning. Quality education was a means for children to feel loved and gain a positive perception of their future. In conclusion, he emphasized that we need to prioritize the needs of the most vulnerable children in order to achieve all of the SDGs.

**Ms. Yeseul Kim**, Youth Representative and Student at Korea University, shared an anecdote of how her mother had to let go of her passion for education and her dream to become a teacher in order to help provide for her family's livelihood. Her mother's dedication to provide the best educational opportunities for her children had blessed



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her with the gifts of a quality education. She said the Conference was a meaningful experience because it provided an opportunity to act on behalf of those who did not have access to education. She expressed her hope that everyone who shared the spirit and energy of the Conference would respond through actions as global citizens.

### **Performance by the Gyeongju Children's Choir**

### **Reading of the Gyeongju Action Plan**

**Mr. Maher Nasser**, Director of the United Nations Department of Public Information Outreach, opened his remarks by expressing his gratitude to the participants, planning committee, organizers and volunteers who had helped make the Conference possible. Mr. Nasser shared how his father, a refugee and an educator, had instilled in him a love of learning, which ultimately transformed his life. Education was the best investment that human beings could make and provided the means for individuals, nations and disadvantaged groups to move ahead. He congratulated the participants for having endorsed the Gyeongju Action Plan and stressed that the plan was only the beginning of the journey to achieve the SDGs. He urged participants to take the document back home with them and start thinking about what they were going to do to put the plan into action.

**Mr. Cyril Ritchie**, President of the Conference of NGOs (CoNGO), said that global citizenship and the SDGs were closely linked because the concept of the SDGs invoked attributes of global citizenship. This linkage demonstrated the need for cooperation between governments and civil society in order to achieve lasting results for humanity. Mr. Ritchie also stressed the importance of innovative dialogue between governments and civil society and expressed his disappointment over the decreasing opportunities to open space for civil society. Some NGOs and CSOs had been intimidated or threatened by some governments. He called on governments to have confidence in their citizens and civil society organizations so that Education for Global Citizenship could expand and take root.

**Ms. Mary E. Norton** (EdD), Vice-chair of the NGO/DPI Executive Committee, opened her remarks by thanking all participants for a wonderful experience at the Conference that she would carry back to her classrooms in the United States. Participants were leaving as friends and colleagues with a deeper understanding of each other. She concluded her remarks by citing the Irish blessing:

*May the road rise to meet you,  
the wind always be at your back,  
the rain fall softly on your land,  
and the sun warm your face.  
And until we meet again,  
May the Good Lord hold you in the palm of His hand*

**Mr. Yang-Sik Choi**, Mayor of the City of Gyeongju, expressed his appreciation to the organizers and participants of the Conference. He said he was confident that the Conference had taken the participants to a new land, and they would leave with a new vision and hope for global citizenship.





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**“Informal education is an empowerment mechanism that builds young people’s capacity and enables them to generally contribute to social change.”**

— *Yuuka Kimura, Representative of the World Association of Girl Guides and Girl Scouts*

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**Mr. Il-Ha Yi**, Co-chair of the National Organizing Committee of Korea, said that Conference participants now had a better understanding of the SDGs and would leave the Conference with the responsibility of protecting the planet. Important issues had been addressed during the roundtable discussions and workshops, but the time had come to get back to doing important work. He urged delegates to reaffirm their mission and responsibilities to work for the advancement of society, and work in harmony with the United Nations in achieving the SDGs.

**Mr. Soon-Heung Chang (PhD)**, Chairman of the National Organizing Committee of Korea, began his remarks by thanking those involved in organizing the Conference. The Conference had given participants an assurance that they could change the world if everyone worked together. He said that when the participants returned to their home countries, global issues in need of attention would always be waiting for them. He urged participants to make the world a better place through the knowledge they had gained at the Conference.

**Mr. YuKang Choi (PhD)**, Co-chair of the Conference, expressed his appreciation to conference participants for their attendance. He said he hoped participants had gained a better understanding on how to initiate positive change and live out the values of global citizenship. At times, differences had been highlighted during the Conference, but such occasions provided an opportunity to tune our ears to new thoughts and ideas, and ultimately educate ourselves. Mr. Choi concluded his remarks by encouraging everyone to continue the conversations that took place in the various platforms of the Conference and work to safeguard the planet and humankind.

**Mr. Scott Carlin (PhD)**, Co-chair of the Conference, opened his remarks by paying tribute to the Conference organizers in both New York and Korea. Mr. Carlin stated that global citizenship was not a new idea, but rather it was something that had been with humanity for centuries. However, a new era — the SDG generation — had begun. The SDG generation was a powerful historic commitment which pledged to leave no one behind. Participants would leave the Conference, committed to the idea that Global Citizenship must be taught in all schools and integrated throughout the curriculum, wherever possible. He encouraged participants to move forward in implementing the SDGs in a manner that would leave no one behind.

To view the closing session in its entirety, please visit: [https://www.youtube.com/watch?v=mc\\_yrOeuEw4](https://www.youtube.com/watch?v=mc_yrOeuEw4)





Participants engage in a discussion on the outcome document in a Town Hall Meeting.



## Gyeongju Action Plan

### “Education for Global Citizenship: Achieving the Sustainable Development Goals Together”

Gyeongju, Republic of Korea  
30 May–1 June 2016

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

*In order to achieve Agenda 2030, we affirm:*

The importance of Sustainable Development Goal 4: “Ensure inclusive and equitable quality education and promote lifelong opportunities for all.”<sup>1</sup>

“Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship ...”<sup>2</sup>

In the spirit of global citizenship, in which our primary identity is that of human beings, *all* people, regardless of circumstances, “should have access to life-long learning opportunities that help them acquire the knowledge and skills needed to exploit opportunities and to participate fully in society.”<sup>3</sup>

The importance of universal inclusion, acknowledging that the absence of a particular group or identity in text can lead to the exclusion of that group or identity in policy. We have made a conscious decision not to highlight any particular group or identity to ensure full inclusion and equal treatment of *all* people — especially those in positions of specific vulnerability and marginalization. It is unacceptable that diverse group memberships and identities have been used to deny the right to learn or otherwise marginalize individuals. In education, as in all things, the basis of non-discrimination is, and ought to be, our common humanity.

In addition to literacy and numeracy, education must advance the cause of global citizenship which:

- promotes integrated development of the whole person emotionally, ethically, intellectually, physically, socially, and spiritually; imbued with an understanding

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

<sup>2</sup> UN General Assembly, *Universal Declaration of Human Rights*, Art. 26, 1948.

<sup>3</sup> UN General Assembly, *Transforming our world*, Para. 25.



of our roles, rights and responsibilities for the common good in service to humanity and the advancement of a culture of peace, non-violence, freedom, justice, and equality;

- inculcates a sense of care for the earth, reverence for the interdependent kinship of all life, and stewardship of all ecological systems for future generations;
- strengthens the societal relationships among individuals, institutions, communities, states, humanity, and the planet;
- “empowers learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive, and secure world”;<sup>4</sup>
- nurtures a sense of solidarity and empathy in order to end poverty, protect the planet, ensure human rights, and foster prosperous and fulfilling lives for all.

The pivotal role that arts, engineering, the humanities, mathematics, natural and social sciences, and technology must play to catalyze innovation and fulfill the 2030 Agenda. We further affirm the value of interdisciplinary education as a driver for creative expression and innovation.

Education for global citizenship is an essential strategy to address global challenges as well as to promote gender equality, facilitate the eradication of poverty and hunger, build skills, eliminate corruption, and prevent violence, including violent extremism. It promotes truly sustainable production and consumption, mitigating climate change and its effects, protecting our waters and biodiversity, and preserving indigenous knowledge.

The importance of the inclusion and participation of young people in decisions that affect their learning processes since educational systems have a profound, distinct, and lasting impact on them.<sup>5</sup>

Local knowledge and best practices should be incorporated into practical educational strategies for resilient communities and sustainable agriculture. Particular targeted efforts should be made to include and empower rural people living in poverty, women, and disadvantaged groups through education. Community-based organizations must be given authentic power and capacity to prioritize needs, select projects, manage funds, and take action.

This gathering builds on previous foundational initiatives including, but not limited to, the 2013 UNESCO Forum on Global Citizenship Education: Preparing Learners for the Challenge of the 21<sup>st</sup> Century; the 2014 UNESCO World Conference on Education for Sustainable Development: Learning Today for a Sustainable Future; and the 2015 World Education Forum: Transforming Lives through Education.

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

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



*We commit to:*

An education based on creative and critical thinking that enables *all* people to actively contribute to political and developmental processes in a complex, interlinked, and diverse global society both within and beyond their borders.

An education that teaches conflict resolution, a deep appreciation for diversity, ethical reasoning, gender equality, human rights and responsibilities, interdependence, multilingual and multicultural competence, social justice, sustainable development, and values.

Utilize the pillars of formal education, informal education and training, and advocacy and public information as means to reduce inequalities that impede the achievement of the Sustainable Development Goals, most particularly Goal 4.

Strengthen diverse civil-society-led coalitions around the world that contribute to the development of education for global citizenship.<sup>6</sup>

Work with the UNESCO Clearinghouse on Global Citizenship Education, the Global Education First Initiative (GEFI) and the United Nations Academic Impact (UNAI) for the next 12 months, at which point a review of activities will take place.

Support Member States and the United Nations in their efforts to “provid[e] inclusive and equitable quality education at all levels — early childhood, primary, secondary, tertiary, technical and vocational training.”<sup>7</sup>

Promote educational skills for social entrepreneurship and the sharing of appropriate information and communication technologies.

Enhance educational understandings of “tradition” and “innovation” in a manner that preserves each culture’s unique perspectives and principles and is consistent with human rights and global citizenship.

Collaborate to formulate a comprehensive and succinct definition of global citizenship that can be used in curricula around the world.

Harness strategies, expertise, and resources across the widest spectrum of civil society to unleash a range of educational initiatives that ensure inclusive, safe, and equitable quality education, and promote lifelong learning opportunities for *all* people.

Work at the local level, engaging parents and community leaders, to formulate plans to incorporate education for global citizenship in educational systems.

Strengthen intergenerational partnerships in all aspects of our work.

Translate and disseminate this document in multiple languages and implement it in diverse cultural contexts.

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

<sup>7</sup> UN General Assembly, *Transforming our world*, Para. 25.



*We urge Member States and the United Nations to:*

Prioritize education in policy and practice.

Support enactment by the United Nations for an International Day of Education that would serve as a means to promote education for global citizenship, learning for civic engagement, and literacy for grassroots empowerment.

Provide an education that will enable all people to actively contribute to the political and developmental processes in a complex, interlinked and diverse society.

Re-think current models and structures of participation in decision-making processes at all levels.

Allocate a greater percentage of public revenues to education, particularly through the reduction of global military expenditures.

Provide adequate resources to address all the SDGs.

In furtherance of Agenda 2030, promote the right to access information. “Access to information and sharing and creation of knowledge contributes significantly to strengthening economic, social and cultural development, thus helping all countries to reach the internationally agreed development goals.”<sup>8</sup>

Adopt implementation approaches to education which respect local specificities including the political, social, cultural, and historical dimensions without discrimination.

Increase sustainable and renewable energy to ensure *all* people’s access to education, health, environmental sustainability, and planet-friendly development.

Explore ways and means by which education for global citizenship can be integrated into curricula and the agenda for education.

Continue the important work the United Nations is doing in this field through, for example UNESCO, as well as initiatives such as GEFI and UNAI.

Promote experiential learning, interdisciplinary studies, online learning, and intercultural exchanges to prepare students and educators to become global citizens.

Devise and implement effective capacity-building programs for education practitioners.

Create the position of Secretary-General’s Envoy to Civil Society to act as a liaison between the Secretary-General’s Office and Civil Society.



<sup>8</sup> Outcome Document from the World Summit on the Information Society, 2005. Para. 10.

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*Therefore, be it resolved,*

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

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





Gyeongju Action Plan Drafting Committee Members read the conference outcome document during the Closing Ceremony, left to right: Rev. Brian Muzas, Ms. Mary E. Norton, Mr. Paul Lim, Mr. Daniel Perell



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## Youth Participation

### Secretary-General's remarks at 66th UN DPI/NGO Conference Youth Caucus Event (30 May 2016)

This is a great way to start my day in Gyeongju. Thank you for organizing this very important meeting for me, youth representatives and leaders of today or tomorrow; that really energizes me all the time.

I am inspired by hearing from the young leaders this morning I have met here. Thank you for sharing your ideas.

Everywhere I go, any place I meet young leaders around the world, I am asking young leaders to speak out. Raise your voice. Raise your voice.

The youth issue has not been much given priority in the world, but the United Nations has never neglected the importance of youth leaders. That is why when I began my second term in 2012, I decided to appoint, for the first time in the history of the United Nations, a Special Envoy on Youth of the United Nations Secretary-General: Ahmad Alhendawi, he's a very young man.

For me and for you, the old era, where existing elders have been making prominent roles in every way of our life has gone. The old era has gone, now [the] new era has come. The United Nations fully recognizes the immense contributions of young people.

Now, I hope you will work closely with my envoy, Mr. Alhendawi. He has been working very hard to network with youth organizations around the world. I am very much



Secretary General Ban Ki-Moon and Mrs. Ban Soon-taek attend at the Youth Caucus

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impressed, very much energized by such a powerful way the young people are contributing to what the United Nations is doing.

In fact you played a pivotal role in pushing governments to adopt the 2030 Agenda for Sustainable Development. And you also raised your voice for the Paris Agreement on climate change. You have been speaking out. And I have really been asking you: raise your voice. You have unlimited power, unlimited authority, legitimate prerogative to raise your voice. Make your governors, mayors, national assembly members even professors and business communities — make them accountable. They should work very closely with you. That is what I have been always saying.

Now young people are finally being recognized for their contributions to peace and security.

For the first time in the history of the United Nations, in December last year, the Security Council has adopted a landmark resolution for youth, because you have a critical role to play for international peace, development and human rights.

Security Council Resolution 2250, I don't mean to be too detailed, 2250, please remember this number, it's a landmark resolution. The Security Council, which is the primary responsible organization within the United Nations for international peace and security, has recognized the implications and importance of youth in maintaining world peace.

Now likewise, 16 years ago, in 2000, the Security Council for the first time recognized the role of women in world peace and security. That is another one, very landmark resolution, 1325. Those [resolutions], 1325, 2250 are the numbers which you may have to remember. It may come in your examinations.

Women have now been recognized, [since] 2000. But even now, [women are] much less recognized [than they should be which is] why I have been raising the awareness on the importance of women in the highest possible way, by establishing UN Women. This is the very powerful integrated organization in the United Nations, UN Women. Now I have only established a small office of the Envoy for Youth but we have to expand it. But please remember that the United Nations recognizes the role of women and youth.

Youth we normally say, professors or your parents say, that you are the leaders of tomorrow. But many of you have become leaders of today.

Do you remember Mohamed Bouazizi who [was a] Tunisian jobless street vendor who sparked this Arab Spring in 2011 in Tunisia? That wind is still blowing, still sweeping. Of course depending on where they live, this Arab Spring has not fully impacted the whole world with democratization but very poor, jobless young man has made history. His name will be remembered in world history. Mohamed Bouazizi. But be proud that you are young.

Since you are young, I should tell you this one: while you raise your voice, that's fine. Have a strong passion, that's fine. Everybody has passion. It is a prerogative of being young. At the same time, having only passion [means] you have only half. Have



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compassion, passion and compassion, that means you must have both. Think about what your friends in other parts of the world — what circumstances they would be living in. Without compassion, the world would be strange and miserable. When everybody has only passion, passion without compassion will lead to a strange way, undesirable way, sometimes destructive way and tragic way. When you have too much passion, that's what happens in many parts of the world. Therefore, passion should be accompanied with compassion. That's what I'm telling you. That's my message to you.

Many people are worried that terrorists and violent extremists will recruit young people. That, we have to think about. I'm telling European leaders and Asian leaders and African leaders, just think why [do] these young people join foreign terrorist fighters? Because they are just being driven, not because they want it but they are just driven out of society. Just bring them, engage them, giving them good and decent political, social, economic opportunities. That's the number one priority: giving decent opportunities.

Likewise, women's potential should also be fully utilized. Half the global population, half the sky, is women. More than half the global population is young people. Among them, the average age of global youth is under 25 years of age. That means this world, planet Earth, has a 4 billion year history, but this world is very young, full of energy, full of dynamism, full of power. This power, energy, dynamism has not been fully utilized, fully used. The able leader of our community should become one who really tries to transform this power into constructive action.

That's my message to you. Be proud to be young but be prepared for your days tomorrow. I'm leaving tomorrow as Secretary-General, but who knows that [maybe] one of you will become Secretary-General of the United Nations.

Throughout human history, young people are generally open and idealistic. Today's young people have enormous powers of networking. It's a transformative power. Social media will make you as one. There are many young people. We have to unite ourselves.

When the United Nations was negotiating to adopt the Sustainable Development Goals with 17 Goals, the United Nations DPI, under the leadership of Ms. [Cristina] Gallach [Under-Secretary-General for Communications and Public Information] we reached out to young people, 8 million people, asking them what kind of world do you want? Just tell us. Then millions of young people responded by saying I want this, I want that, I want that. We compiled and analysed and we presented it to the Member States. That's why you have the Sustainable Development Goals with 17 Goals, the most ambitious, vision for the future of us as human beings and planet Earth.

Let's work together, with the United Nations, with your power, to make this world better for all. And I count on your strong engagement, dynamism and energy [which] should be fully used. I'm positive to do that.

Thank you very much.





Youth Flash Mob promotes the SDGs



Youth participants pose for a photo at the Youth Hub with Korean Youth Sub-committee Chair Yunkeum Chang



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## Summary of Youth Activities

Representatives from the United Nations, governments, and NGOs/CSOs (including academia) convened at the 66th United Nations Department of Public Information (DPI) / Non-Governmental Organization (NGO) Conference in Gyeongju, Republic of Korea, to raise awareness of the Sustainable Development Goals (SDGs) and the importance of quality education in achieving them. The final outcome document (the Gyeongju Action Plan) urges governments to provide an education that would enable all people to contribute to the development process; allocate a greater percentage of public revenue for education; provide adequate resources to promote the SDGs; increase sustainable and renewable energy; and incorporate global citizenship into curricula and the agenda for education.

Youth delegates participated in several consultative activities which resulted in a Youth Declaration and allowed their voice to be represented in the final outcome document. These activities ranged from Youth Caucuses to Youth Hub Chats and Youth Hotspots.

At the first Youth Caucus, “Youth-Led Innovation in Education”, **United Nations Secretary-General Ban-Ki-moon**, spoke about what was needed to achieve global citizenship. He stressed the importance of innovation and technology for achieving the SDGs, and recommended that the youth participants memorize the 17 SDGs and devote themselves to raising awareness of one of them.

Following her remarks, **Ms. Biya Han**, Writer, Refugee Advocate, and Director of World Vision Korea, defined what being a global citizen meant to her. She stressed the importance of SDG #4: ensure inclusive and equitable quality education. In order to achieve this, every child would need to be given access to education, the quality of education would need to be improved, and youth would need to be able to relate to one another’s experiences to ensure global citizenship. She gave an analogy to demonstrate the interconnectedness of the societies we lived in today: “the world today is more like a ‘global house’ than a ‘global village’. With the advance of technology, there were ‘7.5 billion houses in one house’, and to truly become a global citizen, everyone would need to have a perception of the global house and the issues in it.” She advised youth participants to live “heart-beating moments.” After the guest speakers segment of the caucus ended, all youth caucus participants separated into groups with their rapporteurs to discuss how technology played a role in providing equal education.

At the second Youth Caucus, “Formal Education in Conflict and Post-Conflict Situations”, the first guest speaker, **Ms. Ediola Pashollari**, Secretary-General of World Assembly of Youth, stressed the importance of post-conflict education in conflict regions. She emphasized that providing education in conflict situations was advantageous in increasing human and social capital, and should be provided with additional security measures by states.

**Ms. Yuuka Kimura**, Representative of the World Association of Girl Guides and Girl Scouts, explained in depth the “Voices against Violence” programme. The campaign



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targets girls between the ages of 5 and 25, and aims to teach them about healthy relationships and protection, and to see themselves as agents of change, rather than victims of violence. With mentoring, 97% of women participants showed positive change, which demonstrates the transformative potential of young women.

**Mr. Jin Wook Jung**, Chairman of Cooperative Damanna, who works with university volunteers to help multicultural families, shared the NGO's vision and near-future goals. He stressed the importance of equality education, stating that education should be free. Cooperative He said that Damanna had been working locally but would branch out internationally and send a volunteer team to Turkey in a month to aid with the refugee crisis there.

Following Mr. Jung's speech, youth participants separated into groups to work on the Youth Declaration document.

At the third youth caucus, "Youth Employment, Unemployment, and Underemployment", Ms. Eunhee Jung, Executive Director of the Intercultural Virtual Exchange of Classroom Activities (IVECA), shared her inspiration for establishing the NGO and the impact IVECA has made since its founding. Ms. Jung was previously an elementary school teacher in South Korea and left for New York to establish her NGO. She pointed out that IVECA's programmes taught global citizenship to students through virtual classroom settings, and allowed students to carry out meetings, share their perspectives on global social issues, and better understand cultural diversity. Long-lasting impacts of the programme included: shaping global citizens; providing quality education



Ms. Hawa Diallo, Public Information Officer, United Nations Department of Public Information Outreach Division addresses the Youth Caucus

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for all; reducing the education gap; educating about peace, security and sustainable development; and building the mind sets of students to be ready for the 21st century.

Mr. Patrick Sciaratta, Representative of the IAAI to the United Nations Department of Public Information, shared his reflections about the Intergenerational Mentoring Lunch, at which two youth Representatives spoke — Aishwarya Narasimhadevara, of Medical Women’s International Association, and Subhajit Saha, of World Association of Former United Nations Internes and Fellows.

In wrap up remarks, Ms. Maxine Davila, World Association of Former United Nations Internes and Fellows (WAFUNIF), reflected on the importance of networking, and Mr. Subhajit Saha of WAFUNIF gave a special thank you to Ms. Hawa Diallo, United Nations Public Information Officer and youth mentor, who served as the Department of Public Information focal point for conference youth activities.

When the Youth Caucuses were not in session, the Youth Hub was available daily for networking and special events. The Youth Hub was successful in welcoming guests and engaging conference participants (both young people and older delegates) in live music, interviews, poster presentations and more. During the day, conference participants would drop in and actively engage in networking sessions. In the afternoon, the hub was a venue for both live musical performances and discussions regarding education, gender equality and women empowerment. The youth hub was developed and successfully run by the Conference Youth Sub-committee members representing youth organizations and NGOs from Bangladesh, India, the Republic of Korea, Saudi Arabia, and the United States.

In addition, a group of some 20 young women from around the world met with Cristina Gallach, Under-Secretary-General for Communications and Public Information, to reflect on education and gender equality. The discussion centred on inclusion and the need to end violence against women. Participants also shared their reflections on how access to quality education can address gender inequalities. The encounter provided an opportunity for young women attending the conference to bond with each other and Ms. Gallach while discussing social issues that pertain to them.

The youth delegates of the 66th UN DPI/NGO Conference undertook a process of knowledge sharing, consultation and drafting to develop a Youth Declaration, elements of which were incorporated in to the final outcome document. Approximately 1,300 youth attended the conference and participated in the events. As consultations amongst the youth unfolded, an issue that repeatedly came up was youth participation — both in decision making processes about quality education that had a deep and lasting impact on young people and youth participation more broadly. Integrating young people into formal structures of power is of course advantageous for a variety of reasons, particularly because youth bring a fresh perspective, innovative solutions, creativity, enthusiasm, open mindedness and a spirit of service to these spaces.

While many current education systems are not meeting the evolving needs of young people, the youth at the Conference recognized that they are active agents of change



and have much to contribute towards strengthening educational processes at all levels. In the Youth Declaration, they listed a range of contributions they can make to empower others to make change. They then call on Member States to prioritize strong education systems, empower youth and create an enabling environment for young people's full participation in education systems and society.



Youth delegates attend an interview with Ms. Cristina Gallach, Under-Secretary-General for Communications and Public Information, at the Youth Hub



Mr. Juan Pablo Celis, Youth Subcommittee Co-chair and Youth Representative of the United Nations Association of New York, address the Youth Caucus



## Gyeongju Youth Declaration

### 66th DPI/NGO Conference “Education for Global Citizenship: Achieving the Sustainable Development Goals Together”

Gyeongju, South Korea  
30 May to 1 June 2016

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

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

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

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

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

*Thus, we the youth, commit to:*

- Wholeheartedly work to implement the SDGs and empower increasing numbers of youth to take real action together.
- Harness our innovation to develop projects aimed at improving quality educational experiences for young people.
- Report regularly on our actions, reflect on the efficacy of programs aimed at youth, and share our honest learning and shortcomings.



- Take up the responsibility to mentor each other through higher educational processes and share learning opportunities.
- Build strong intergenerational partnerships with Civil Society Organisations to work towards achieving the SDGs together, in particular strengthening informal educational initiatives.
- Offer honest, measured and unbiased perspectives to policy and decision making processes, for the betterment of all, not just for young people.
- Strive to leave this planet better than we found it.

*We urge Member States to:*

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



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## Reflections on the Youth Declaration

Representatives from the United Nations, governments, and NGOs /CSOs (including academia) convened at the 66<sup>th</sup> United Nations Department of Public Information (DPI) / Non-Governmental Organization (NGO) Conference in Gyeongju, Republic of Korea, to raise awareness of the Sustainable Development Goals (SDGs) and the importance of quality education in achieving them. The outcome document (Gyeongju Action Plan) urges governments to provide an education that would enable all people to contribute to the development process; allocate a greater percentage of public revenue for education; provide adequate resources to promote the SDGs; increase sustainable and renewable energy; and incorporate global citizenship into curricula and the agenda for education.

Youth delegates in attendance contributed to the final Gyeongju Action Plan by developing a Youth Declaration that delves into the topic of Education for Global Citizenship. Throughout the conference, youth assembled at various youth-focused events for discussion and synthesized their recommendations for the outcome document. The Youth Declaration was read at the final Town Hall Meeting. Many suggestions outlined in it were integrated into the final Gyeongju Action Plan.

On the final morning of the Conference, representatives of the United Nations Department of Public Information, youth rapporteurs, Youth Sub-committee members and members of the Korean Press convened at the youth press briefing where the Gyeongju Youth Declaration was read. Members of the Youth Sub-committee presented a youth-initiative to improve access and quality of education, demonstrating how youth are already acting on their words to contribute to a better world. United Nations Under-Secretary-General for Communications and Public Information Cristina Gallach, Director of the United Nations Department of Public Information Outreach Division Maher Nasser and United Nations Secretary-General's Envoy for Youth Ahmad Alhendawi responded by offering their congratulations, admiration and support to the next generation.

During this event, the co-chairs of the Youth Sub-committee also summarized the contribution from youth to the Conference. Prior to the Conference, the youth had participated in several Google Hangouts and pre-conference briefings. At the Conference, they engaged in consultative discussions through a Youth Caucus, a Youth Hub and a Youth Hangout. A "Flash Mob", where youth engaged all conference delegates in a high-energy dance focused on the SDGs, was a highlight of youth activities.

Based on the experience of youth at the Conference, the following recommendations for the 67<sup>th</sup> UN DPI/NGO Conference have been made: i) establish a clear process that allows the voice of young people to be heard; ii) build on the capacity of youth to allow them to participate more substantively in the conference Town Hall discussions; iii) include a youth representative on the Expert Sub-committee to ensure the voice of youth is included throughout the consultative process of the outcome document.

Now, more than ever, youth are needed as leaders not only in youth forums but in every space where the direction of society as a whole is determined. Youth conference



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participants recognized that they are active agents of change and have much to contribute towards strengthening educational policy at all levels. The youth have listed a range of contributions they can make to empower others to initiate change. The Youth Declaration will empower young people to reach out to youth through their networks and raise awareness within the international community of their specific needs.



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# 66<sup>th</sup> UN DPI/NGO Conference Communications Strategy

## Background

The 66<sup>th</sup> UN DPI/NGO Conference was organized in partnership with the United Nations Department of Public Information, civil society and the National Organizing Committee of Korea. It was an important opportunity to raise awareness and mobilize global civil society around the SDGs. Participants strove to define culturally appropriate international and regional messaging, pedagogical and advocacy strategies, and partnerships and governmental accountability frameworks including financing for development. The Conference aimed to build on the centrality of three pillars of education (formal, informal/training, advocacy and public information) and global citizenship as the bedrock of sustainable development and climate action. The Conference resulted in an action agenda for NGOs and academia that aims to catalyze the successful implementation of the 2030 Agenda for Sustainable Development.

## DPI NGO Conference Goals

1. **Bring the voice of civil society to the United Nations**, highlight the role of NGOs and academia in achieving the objectives of the United Nations, and promote partnership between the United Nations and civil society.
2. **Foster NGO / academia support for the implementation of the 2030 Agenda for Sustainable Development.**
3. **Facilitate an inclusive and transparent conference planning process and global consultation platform for the conference outcome document (Gyeongju Action Plan).**
4. **Disseminate and support the action agenda through all appropriate channels of the United Nations**, Member States and civil society.
5. **Increase the number of NGOs associating with DPI.**

## Communication Goals

1. **Promote Education and Global Citizenship as core concepts for the successful implementation of all SDGs**, beginning with Goal 4.
2. **Highlight the role and potential of academia and NGOs to implement the 2030 Agenda for Sustainable Development.**
3. **Generate excitement and optimism among CSOs worldwide to spur actions that lead to implementation of the SDGs.**
4. **Position the Gyeongju Action Plan as an effective tool for NGOs and academia to successfully implement the SDGs.**



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## Target Audience

NGOs, Academia, Civil Society, Youth, Member States, Private Sector, Media

\*NGOs associated with DPI or in consultative status with ECOSOC, UNAI member universities, organisations in consultative/associative status with UNESCO were key targets.

## Partnerships

NGO/DPI Executive Committee, Republic of Korea, National Organizing Committee of Korea, UNESCO, UN Academic Impact, Conference Planning Committee, United Nations Information Centres and Services (UNICs, UNIS), SDG Action Campaign (Worldwewant2030.org / @WorldWeWant2030).

## Key Messages

- 1. The SDGs cannot be achieved without the contribution of NGOs,** academia and youth.
- 2. SDG #4,** “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,” is central to achieving all of the SDGs.
- 3. Global Citizenship will drive the 2030 Agenda for Sustainable Development.**

## Website

A dedicated conference website served as the main platform for disseminating information and consultations on the outcome document. The “Worldwewant2030” website hosted global multi stakeholder consultations on the outcome document. Links: <http://outreach.un.org/ngorelations/conference-2016/> and <https://www.worldwewant2030.org>

## Media / Press

The Conference was announced to global media through press releases which were disseminated by the DPI NGO section and partners. Media was invited to cover the Conference virtually, or in person, via an online accreditation process that was accessible from the conference website (see media report below).

Press releases were disseminated by DPI/NGO Relations, the NGO/DPI Executive Committee, the International Public Relations Association (IPRA) and the IPRA Asian Task Force consisting of Mileage Communications Group members in the region. Press releases were posted on the UN DPI/NGO conference website and the IPRA website. They were also disseminated to some 10,000 IPRA members. The IPRA Asian Task Force translated releases into Indonesian, Burmese, Vietnamese and Chinese, which were posted on the Conference website and picked up by media throughout the region and published online in China, Indonesia, Myanmar, Vietnam and Korea.



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## Content / Multimedia

Short promotional videos, interviews with key partners, blogs for a Huffington post series and graphic assets were created. Mr. Scott Carlin (PhD) was interviewed by FOX-WWOR-TV's "New Jersey Now" programme, the NGO Reporter, the American Association of Geographers, as well Long Island University's *The Pioneer*.

Additional stories about the Conference were published in *Asia Today*, *The Diplomatic Courier*, the *Korean Herald*, *The Sag Harbor Express*, *The Southhampton Patch*, *The Southhampton Press* and *Long Island Herald Newspaper*. Several NGO/Academia partners published stories on their websites or newsletters including Felician University — The Franciscan University of NJ (featuring Ms. Mary Norton (EdD), the Syrian Orthodox Church in America, The Pennsylvania Council for International Education, the Sustainable Consumption Research and Action Initiative.

The opening ceremony of the Conference was covered by Ariang TV News, an English language network based in Seoul.

## Social Media

The United Nations Facebook, Google+, Instagram, LinkedIn, Snapchat, Tumblr, Twitter and YouTube accounts were used to promote the Conference. In addition, several "Google Hangouts" were used to engage with youth. The Secretariat of the National Organizing Committee also managed a Naver, Facebook and Instagram account to promote the Conference regionally.

A Facebook Live featuring the Secretary-General and NGO reps was produced and reached 210,000 people and was viewed 12,000 times. Particularly popular on Facebook were the "People of the #UNNGO2016 conference" photo album, the video of the youth flash mob and the image of attendees holding hands at the closing ceremony. Link <https://www.facebook.com/unitednations>. In addition, the Conference Facebook page received 4,068 likes. Link: [www.facebook.com/66undpingoconference](http://www.facebook.com/66undpingoconference).

On UN Google+, which has over 3.6 million followers, posts about the conference were viewed over 30,000 times. Link: <https://plus.google.com/+unitednations/videos>

On UN Instagram, photos from the conference generated nearly 40,000 likes, while the video of the youth flash mob was viewed over 22,000 times. All conference-related posts on UN Instagram were well above average in popularity. <https://www.instagram.com/unitednations/>. The Conference Instagram account posted casual informative photos and videos of the Conference, including pictures of the SDGs, Conference venue, landscape, weather and events taking place in Gyeongju. Link: [https://www.instagram.com/66th\\_unngoconference/](https://www.instagram.com/66th_unngoconference/)

Content about the conference on UN LinkedIn was seen over 216,000 times by LinkedIn users. Link: <https://www.linkedin.com/company/united-nations>



Comprehensive information about the Conference, including information about previous Conferences, was posted on Naver. The blog received 2,027 views over the span of three months prior to the Conference. Link : <http://blog.naver.com/66undpingoconference>

## Branding

A visual identity was created by the United Nations Graphic Design Unit, with a special version for use by civil society to promote and fundraise in support of the Conference. Guidelines for use of the branding were posted on the conference website. The hashtag “#UNNGO2016” was used to generate buzz throughout the planning process and the conference itself, and to monitor outreach and messaging.

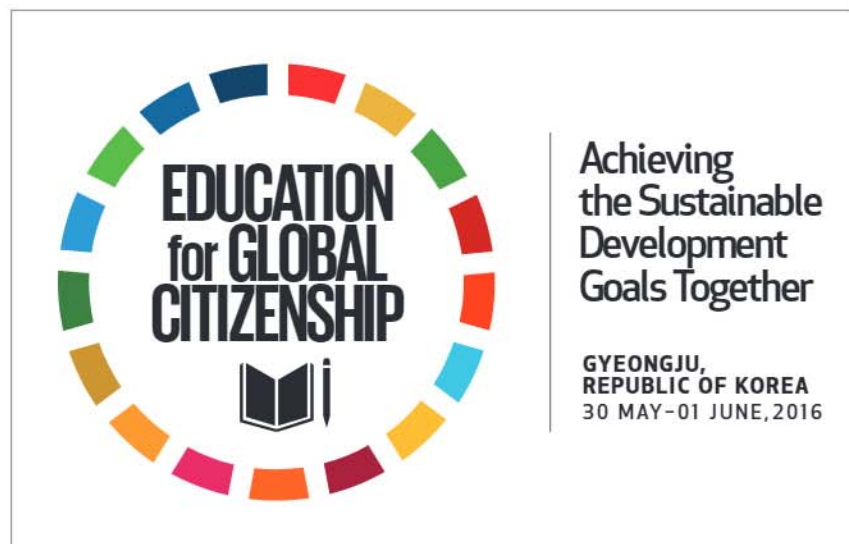
## Measures of Success:

Number and distribution (languages, geographical) of feedback received on outcome document through online and on-site consultations;

1. **Number and geographical distribution of representatives of NGOs, academia and education communities that attend the Conference;**
2. **Feedback received via conference survey**
3. **Reach and engagement via social media**
4. **Number of visits to conference website**
5. **concept note downloads / views**
6. **final outcome document downloads / views**
7. **Number / type of references to the outcome document**
8. **Media coverage**

## Visual Identity

The visual identity for the conference was created by the United Nations Department of Public Information Graphic Design Unit (GDU). The visual identity was used on the conference website, posters, banners, backdrops and other promotional material.







### Banners

Banners outside and inside of HICO



### Backdrops

United Nations Under-Secretary-General for Public Information and Communications Cristina Gallach addresses opening session.

### Media Report

The 66<sup>th</sup> UN DPI/NGO Conference attracted great interest and coverage from the media. Over 350 journalists and reporters applied for media accreditation and approximately 200 media personnel attended the Conference. The media highlighted that the 66<sup>th</sup> UN DPI/NGO Conference was the first of its kind to take place in Asia and that it attracted



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a high number of pre-registrants from all over the world. The media also paid particular attention to Secretary General Ban Ki-moon, who spoke at the Opening Ceremony and visited several sites at the Conference. The Secretariat of the National Organizing Committee distributed press releases to domestic media outlets prior, throughout and after the Conference. DPI handled distribution to international media.

The media had access to cover all conference programmes and were able to work in a designated Press Room throughout the Conference. Journalists and reporters had the opportunity to interview distinguished figures, speakers, and youth at two press conferences and in the interview room.

The Secretariat of the National Organizing Committee of Korea played an active role in promoting the Conference through various social media platforms in the Republic of Korea, including Facebook, Instagram and Naver. Additionally, the Secretariat produced promotional videos and printed advertisements including posters and leaflets.

## Media / Press

Korean and international media received press releases and media advisories were invited to cover the Conference virtually or in person via an online accreditation process through the conference website.

### 1. Media Accreditation

Media Accreditation was open from May 5 to May 26, 2016 on the DPI Conference website: <http://outreach.un.org/ngorelations/conference-2016/media/>

### 2. Media Outreach

#### Invitation of Media Outlets:

**Invitations to cover the conference and guidelines for media accreditation were sent to international media**, and to Korean journalists and reporters who cover news on the Ministry of Foreign Affairs, Gyeongsangbuk-do Province, and City of Gyeongju via e-mail. International media correspondents based in Seoul were also informed about the Conference through the Seoul Foreign Correspondents Club.

#### Accredited Journalists (Total: 370)

- Ministry of Foreign Affairs: 67
- Gyeongsangbuk-do: 132
- Gyeongju City: 92
- Correspondents: 12
- Overseas Media: 13
- Conference Media Team: 39
- Others: 15





Opening Press Conference, left to right: Under-Secretary-General for Communications and Public Information Cristina Gallach, Secretary-General Ban Ki-moon and Conference Co-chair Scott Carlin



Opening Press Conference



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### 3. Media Relations

#### Press Releases:

- Three press releases were distributed to the media prior to the Conference.
- Six press releases were distributed during the Conference which covered the Conference the Opening/Closing Sessions, Roundtables and the Gyeongju Action Plan (outcome document).
- One press release was distributed after the Conference about the Gyeongju Action Plan.

#### Press and Interview Rooms:

**Two rooms were made available to journalists. The Press Room was used for Press Conferences and as a workspace for journalists and reporters. The Interview Room was made available to journalists for private interviews.**

#### Press Conferences:

**Two press conferences were held during the Conference. The first press conference was held on May 30, 2016** with United Nations Secretary-General Ban Ki-moon, United Nations Under-Secretary-General for Communications and Public Information Cristina Gallach and Conference Co-chair Scott Carlin (PhD). The press conference focused on the goals of the Conference. A second press conference was held on June 1, 2016 with youth delegates. This press conference focused on the youth participation at the Conference, the Youth Statement and the role of youth in Education for Global Citizenship.

#### Media opportunities

**A flag raising ceremony was organized prior to the opening of the conference to generate media attention and featured United Nations Under-Secretary-General for Communications and Public Information Cristina Gallach, Mayor of Gyeongju Yang-sik Choi, Chairman of the National Organizing Committee of Korea Soon-Heung Chang (PhD) and NGO/DPI Executive Committee Co-chair Mary Norton (EdD).**

### Major Media Coverage

#### 1. Pre-Conference

##### Conference Highlights:

<http://www.yonhapnews.co.kr/bulletin/2016/01/15/0200000000AKR20160115098700053.HTML?input=1195m>

<http://www.asiatoday.co.kr/view.php?key=20160303002339503>

[http://edu.chosun.com/site/data/html\\_dir/2016/04/11/2016041102095.html](http://edu.chosun.com/site/data/html_dir/2016/04/11/2016041102095.html)

##### Honorary Conference Promoter:

<http://star.mbn.co.kr/view.php?no=255485&year=2016&refer=portal>

<http://www.hankookilbo.com/v/7f6bb689a23843c3bff7b4ac7299cdaf>



**Youth:**

<http://www.asiatoday.co.kr/view.php?key=20160409010004073>

**Flag Raising Ceremony:**

<http://www.nspna.com/news/?mode=view&newsid=173764>

**2. During the Conference**

**Opening Session:**

[http://www.newsis.com/ar\\_detail/view.html?ar\\_id=NISX20160530\\_0014116860&clD=10201&pID=10200](http://www.newsis.com/ar_detail/view.html?ar_id=NISX20160530_0014116860&clD=10201&pID=10200)

[http://imnews.imbc.com/replay/2016/nw1200/article/3983210\\_19821.html](http://imnews.imbc.com/replay/2016/nw1200/article/3983210_19821.html)

<http://news1.kr/articles/?2676911>

[http://news.jtbc.joins.com/article/article.aspx?news\\_id=NB11243441](http://news.jtbc.joins.com/article/article.aspx?news_id=NB11243441)

**Press Conference:**

[http://www.ytn.co.kr/\\_ln/0101\\_201605301219582207](http://www.ytn.co.kr/_ln/0101_201605301219582207)

**Youth:**

<http://www.ajunews.com/view/20160530162137016>

[http://news.khan.co.kr/kh\\_news/khan\\_art\\_view.html?artid=201605301654001&code=940401](http://news.khan.co.kr/kh_news/khan_art_view.html?artid=201605301654001&code=940401)

<http://news1.kr/photos/view/?1958539>



Youth Press Conference, left to right: Mr. Juan Pablo Celis, Ms. Saphira Rameshfar, Ms. Yunkeum Chan and Mr. Mohammed Bakhrieba



### Roundtables:

[http://www.newsis.com/ar\\_detail/view.html?ar\\_id=NISX20160531\\_0014119215&cID=10201&pID=10200](http://www.newsis.com/ar_detail/view.html?ar_id=NISX20160531_0014119215&cID=10201&pID=10200)

[http://www.newsis.com/ar\\_detail/view.html?ar\\_id=NISX20160531\\_0014119357&cID=10201&pID=10200](http://www.newsis.com/ar_detail/view.html?ar_id=NISX20160531_0014119357&cID=10201&pID=10200)

[http://www.newsis.com/ar\\_detail/view.html?ar\\_id=NISX20160601\\_0014121415&cID=10201&pID=10200](http://www.newsis.com/ar_detail/view.html?ar_id=NISX20160601_0014121415&cID=10201&pID=10200)

<http://news1.kr/articles/?2679642>

### 3. Post-Conference

[http://news.chosun.com/site/data/html\\_dir/2016/06/13/2016061301743.html](http://news.chosun.com/site/data/html_dir/2016/06/13/2016061301743.html)

[http://news.chosun.com/site/data/html\\_dir/2016/06/13/2016061301638.html](http://news.chosun.com/site/data/html_dir/2016/06/13/2016061301638.html)

[http://news.chosun.com/site/data/html\\_dir/2016/06/13/2016061301698.html](http://news.chosun.com/site/data/html_dir/2016/06/13/2016061301698.html)

### Multi-Media Approach

The Secretariat of the National Organizing Committee created multi-media content to promote the conference in advance and captured highlights over the three days of the Conference.

#### 1. Videos

- Intro Video (ENG): <https://youtu.be/hLbIA-VmXak>
- Intro Video (KOR): <https://youtu.be/3vyJGkQqAKs>
- Opening Session: <https://youtu.be/P2wzCePuUIE>
- DAY 1: <https://youtu.be/X0-XsN7a3s8>
- DAY 2: <https://youtu.be/Fbuqw4gR-eQ>
- Closing Session: <https://youtu.be/dpCKHu5ZFKI>
- Interview of Mr. Soon-Heung Chang (PhD), Co-chair of the National Organizing Committee: [https://youtu.be/jD2v\\_Qnx9sg](https://youtu.be/jD2v_Qnx9sg)
- Interview with Ms. Biya Han: <https://youtu.be/v4oxV1ogbDE>

**Film Crew:** Seongwoong Son, Namgyun Kim, Inae Kang, Taerim Koo, Jinwoo Nam, Myeongjin Seo, Donghan Shin, Youngkun Lee, Soeun Jo, Esther Cho, Jooyeon Choi, Junhyong Park, Juhyung Kim.

#### 2. Photos

Photos taken during the Conference have been posted on DPI NGO Relations Facebook page: <https://www.facebook.com/UNDPINGO/photos/?tab=albums>

The official photographers were Messrs Daiyoon Lim, Donghoon Lee and Lee So Jin, from the National Organizing Committee.



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## THE 66TH UN DPI/NGO CONFERENCE MEDIA CLIPPINGS

1. All Africa (AFNWS), DPI/NGO UN Conference on Quality Divide in Education, 1 June 2016
2. All Africa (AFNWS), Make Your Governments Implement UN 2030 Agenda, Ban Urges Youth, 2 June 2016
3. Anadolu Agency, UN leader baffled by SKorean presidential speculation, 30 May 2016
4. Bahrain News Agency (BAHRNA), Education for Global Citizenship, 30 May 2016
5. Big News Network.com, UN Sec. Gen visits home country South Korea, adds to presidential speculation, 26 May 2016
6. Diplomatic Courier, Breaking Down the UN's Gyeongju Action Plan, 8 June 2016
7. Foreign Affairs (PARALL), DPI Associates 19 New NGOs, Strengthening Coalition with Civil Society Globally, 29 April 2016
8. Foreign Affairs (PARALL), SG's Press Conference at Opening of 66th Annual UN DPI/NGO Conference, 30 May 2016
9. Foreign Affairs (PARALL), SG's Remarks at 66th DPI/NGO Conference Youth Caucus Event, 30 May 2016
10. Foreign Affairs (PARALL), DPI/NGO: UN Conference Reflects on Quality Divide and Equitability in Education, 1 June 2016
11. Huffington Post, Why We Need Education for Global Citizenship, 24 May 2016
12. IDN InDepthNews, Ban Praises NGOs, carps Opponents - Mid Term Review in Antalya, 30 May 2016
13. IDN InDepthNews, Conference Adopts Global Education Action Agenda to Implement SDGs, 2 Jun 2016
14. Inner City Press, As Ban Plays Politics in S. Korea, GA Resolution Violation Amid Ng Scandal? 25 May 2016
15. Inner City Press, As Ban Politics in S. Korea, ICP Asks Who's Paying For Mr. Kim's Spin? 26 May 2016
16. KBS WORLD Radio News, UN Chief Arrives in S. Korea Amid Speculation of Presidential Bid, 25 May 2016
17. KBS WORLD Radio News, UN Chief Cautions Against Political Speculations, 29 May 2016



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18. KBS WORLD Radio News, 66th UN NGO Conference Opens in Gyeongju, 29 May 2016
  19. Korea JoongAng Daily, Ban's Korea visit raises questions, 24 May 2016
  20. Korea JoongAng Daily, Ban Ki-moon's return home parsed politically, 25 May 2016
  21. The Korea Times US, UN chief's homecoming draws keen attention as presidential election nears, 24 May 2016
  22. Korea Times, Ban Ki-moon's ambiguity fuels speculation about 2017 presidential bid, 24 May 2016
  23. Korea Times, UN chief Ban indicates presidential bid, 25 May 2016
  24. Korea Times, UN chief calls for dialogue with NK, 26 May 2016
  25. Korea Times, UN chief 'baffled' by presidential speculation, 29 May 2016
  26. Korea Times, UN chief ignites early interest in presidential race, 30 May 2016
  27. Leadership Newspapers, UN Conference Adopts Global Education Action Plan, 2 Jun 2016
  28. M2 Presswire (MTPW), DPI/NGO: 'You Have Unlimited Power' Ban Tells Youth, Rallying Support for UN 2030 Agenda, 31 May 2016
  29. NDTV, Ban Ki-Moon Fuels Presidential Speculation With South Korea Trip, 25 May 2016
  30. News Ghana, UN NGO conference kicks off with emphasis on global citizenship 2030 Agenda, 30 May 2016
  31. News Press (NPRESSE), UN Conference Adopts Global Education Action Agenda to Mobilize Civil Society, 2 June 2016
  32. NTA News, UN Adopts SDGs Global Education Action Plan Agenda, 3 Jun 2016
  33. Pakistan Press International Information Services (PAPRIN), Let Us Work Together to Foster Education for Global Citizenship: Ban, 31 May 2016
  34. Pakistan Press International Information Services (PAPRIN), UN Chief Says Youth Have Unlimited Power, 31 May 2016
  35. Pulse, UN Secretary-General Ban hints of running for next presidency, 27 May 2016
  36. StarAfrica.com, DPI/NGO: UN and civil society set to meet on global citizenship as keystone for sustainable development, 30 May 2016
  37. Thailand National News Bureau, UN DPI/NGO Conference opens with spotlight on global citizenship for 2030 agenda, 30 May 2016





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38. The Hankyoreh, As he leaves South Korea, Ban Ki-moon says “stop speculating”, 31 May 2016
  39. The Hankyoreh, Ban Ki-moon’s weekend tour hints even more strongly at presidential run, 30 May 2016
  40. The Hankyoreh, UN Resolution mandates that Ban Ki-moon from running for president, 25 May 2016
  41. The Korea Herald, Singer Lee Seung-chul to perform at U.N. conference in Gyeongju, 6 Apr 2016
  42. The Korea Herald, Ban comes to Korea amid speculation of political entry, 24 May 2016
  43. The Korea Herald, Ban’s visit fans political speculation, 25 May 2016
  44. The Korea Herald, U.N. chief arrives in Korea as presidential speculation grows, 25 May 2016
  45. The Korea Herald, U.N. chief Ban back in S. Korea after short trip to Japan, 27 May 2016
  46. The Korea Herald, U.N. NGO conference to open in Korea, 27 May 2016
  47. The Korea Herald, U.N. chief urges youth to rise up for global causes, 29 May 2016
  48. The New American, UN Adopts “Education” Plan to Indoctrinate Children in Globalism, 3 Jun 2016
  49. The Pioneer (PINEER), Generous Slot for KISS in UN DPI Conference, 5 May 2016
  50. The Straits Times, UN chief fuels presidential speculation with South Korea trip, 24 May 2016
  51. The World On Arirang, Ban wraps Korea visit with UN NGO Conference in Gyeongju, 30 May 2016
  52. The World On Arirang, UN chief Ban Ki-moon set for short trip to Korea, 25 May 2016
  53. UN News Centre, In Republic of Korea, Ban urges Asian nations to settle border disputes, historical issues, 26 May 2016
  54. UN News Centre, DPI/NGO: UN and civil society set to meet on global citizenship as keystone for sustainable development, 29 May 2016
  55. UN News Centre, DPI/NGO: ‘Let us work together to foster education for global citizenship,’ Ban tells UN conference, 30 May 2016
  56. UN News Centre, DPI/NGO: ‘You have unlimited power’ Ban tells youth, rallying support for UN 2030 Agenda, 30 May 2016



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57. UN News Centre, DPI/NGO: UN conference adopts global education action agenda to mobilize civil society, 31 May 2016
  58. US Fed News (INDFED), At Conference Dinner, SG Hails NGOs' Contributions to UN, Urges Leadership Roles for Youth, Women, 29 May 2016
  59. US Fed News (INDFED), SG's Remarks at the Opening of the 66<sup>th</sup> UN DPI/NGO Conference, 30 May 2016
  60. US Fed News (INDFED), Youth Must Assume Greater Responsibility in Creating Better World for All, Says SG in Remarks to DPI/NGO Conference, 30 May 2016
  61. US Fed News (INDFED), Let Compassion Temper your Passion, SG Urges Young People Attending DPI/NGO Conference Youth Caucus Event, 30 May 2016
  62. Yonhap News, Political parties split over U.N. chief's possibility of presidential bid, 25 May 2016
  63. Yonhap News, (3rd LD) U.N. chief hints at presidential bid, 25 May 2016
  64. Yonhap News, (EDITORIAL from The Korea Herald on May 30), 29 May 2016
  65. Yonhap News, (LEAD) U.N. chief guards against exaggerating his action in S. Korea, 29 May 2016
  66. Yonhap News, S. Korean cities hope Ban's visit boosts tourism, 1 Jun 2016
  67. "교육 불평등 줄이자" 경주 유엔 NGO 콘퍼런스 폐막(종합) 연합뉴스, 31 May 2016
  68. International-중도일보, 경주 선언문 채택, 31 May 2016
  69. 머니투데이, 제66차 유엔 NGO 컨퍼런스 피날레, 1 Jun 2016
  70. All Africa, 'Let Us Work Together to Foster Education for Global Citizenship,' Ban Tells UN Conference, 31 May 2016
  71. Africa News, Freedom of NGOs & CSOs under threat even at the UN - Ban Ki-moon, 30 May 2016
  72. Big News Network, 'You have unlimited power' Ban tells youth, rallying support for UN 2030 Agenda, 31 May 2016
  73. New Kerala, DPI/NGO: 'You have unlimited power' Ban tells youth, rallying support for UN 2030 Agenda, 31 May 2016
  74. New Kerala, DPI/NGO: 'Let us work together to foster education for global citizenship,' Ban tells UN conference, 31 May 2016
  75. New Kerala, DPI/NGO: UN and civil society set to meet on global citizenship as keystone for sustainable development, 30 May 2016



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76. National News Bureau of Thailand, UN DPI/NGO Conference opens with spotlight on global citizenship for 2030 agenda, 30 May 2016
  77. Business Ghana, ESCAP highlights critical role of Asia-Pacific NGOs in advancing Sustainable Development Goals, 31 May 2016
  78. Business Ghana, UN NGO Conference opens with spotlight on global citizenship to achieve 2030 Agenda, 31 May 2016
  79. Nigeria Television Authority, UN Adopts SDGs Global Education Action Plan Agenda, 3 June 2016

#### **Chinese Media**

80. Sina.com.cn, 13 May 2016
81. 163.com, 13 May 2016
82. toutiao.com, 13 May 2016
83. hexun.com, 16 May 2016
84. xincaijie.com, 16 May 2016
85. 21cn.com, 17 May, 2016
86. zgddmx.com, 17 May 2016
87. 中国网 china.com.cn Online News 15 March, 2016
88. 和讯网 hexun.com Online News 15 March, 2016
89. 新浪网 sina.com.cn Online Business 16 March, 2016
90. 央广网 cnr.cn Online Business 16 March, 2016
91. 腾讯网 qq.com Online News 16 March, 2016
92. 凤凰网 ifeng.com Online Business 16 March, 2016
93. 网易 163.com Online Education 16 March, 2016
94. 8中国新闻网 chinanews.com.cn Online Business 16 March, 2016
95. 光明网 gmw.cn Online Economy 17 March, 2016
96. 河南网 4k0.cn Online News 17 March, 2016
97. 京华网 jinghua.cn Online News 21 March, 2016

#### **Indonesian Media**

98. Okezone.com, Konferensi DPI/NGO Bakal Digelar di Negeri Ginseng, 14 March 2016
99. Rakyat Merdeka, Konferensi DPI/NGO 2016 Digelar Di Korea Selatan, 14 March 2016
100. Warta Ekonomi, Korsel Siap Gelar Konferensi DPI/NGO, 14 March 2016



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101. Harian Semarang, Korea Selatan Tuan Rumah Konferensi Departemen Informasi Publik di Gyeongju, 14 March 2016
  102. Liputan6.com, Korsel Akan Jadi Tuan Rumah Konferensi Organisasi Non-Pemerintah, 15 March 2016
  103. Metrotvnews.com, Korsel akan Jadi Tuan Rumah Konferensi DPI/NGO, 15 March 2016
  104. Harianaceh.co.id, Konferensi DPI/NGO Resmi Digelar di Korea Selatan, 15 March 2016
  105. Fokusini.com, Gyeongju, Korsel Tuan Rumah Konferensi DPI, 16 March 2016
  106. Marketplus.co.id, Korea Selatan akan Menjadi Tuan Rumah Konferensi Departemen Informasi Publik/Organisasi, 16 March 2016
  107. Indonesia Finance Today, Korsel Jadi Tuan Rumah Departemen Informasi Non Pemerintah, , 17 March 2016
  108. Bisnis Indonesia, Korsel Ingin Jadi Tuan Rumah Konferensi Dept. Informasi Publik & NGO, 17 March 2016
  109. Viva.co.id, Korsel Jadi Tuan Rumah Konferensi NGO ke-66, 19 March 2016
  110. Tribunnews, Korea Selatan akan Menjadi Tuan Rumah Konferensi DIP/NGO di Gyeongju, 20 March 2016
  111. Jurnalissatu.com, Korsel International Korsel Jadi Tuan Rumah Konferensi Departemen Informasi Publik, 21 March 2016

## Exhibitors

### 1. Overview

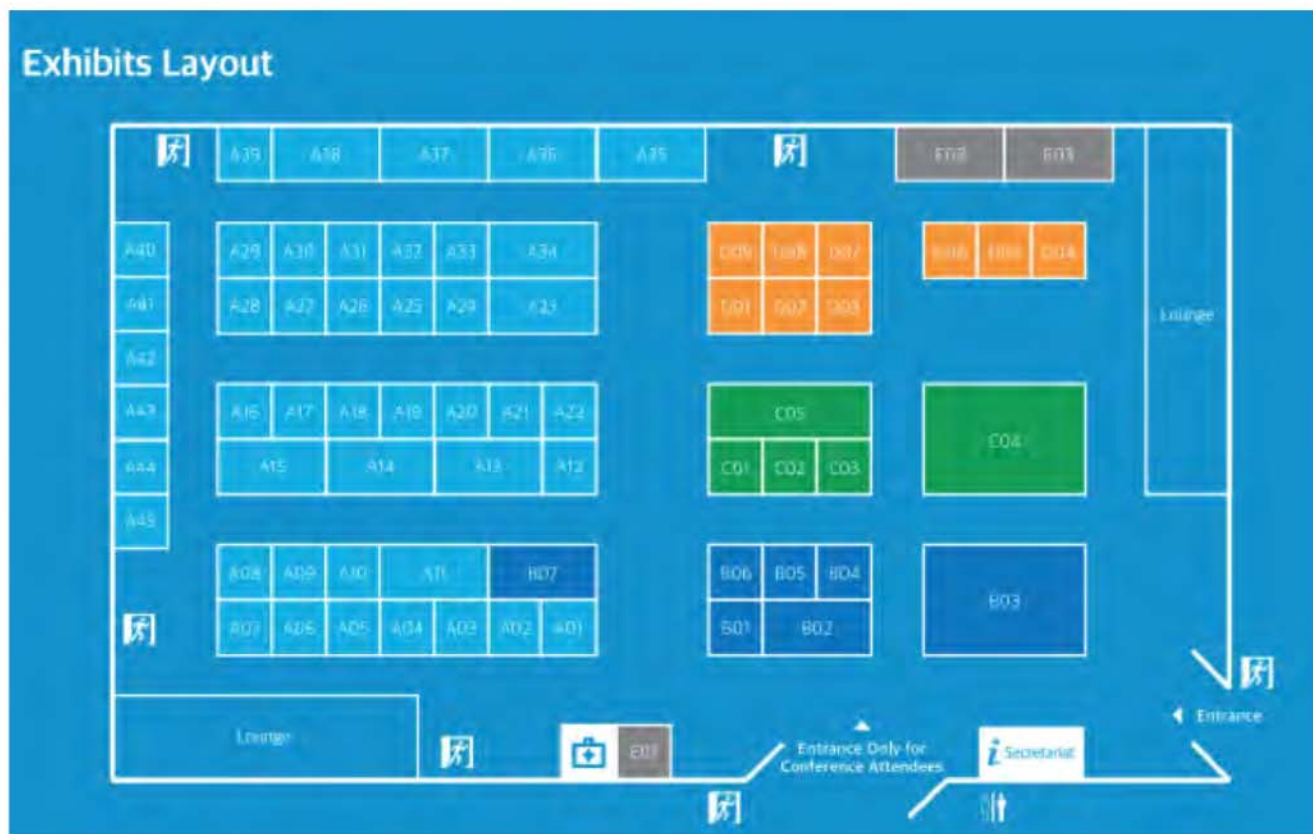
Conference exhibitors included NGOs, United Nations entities, social enterprises and corporate sponsors. Exhibitors were required to submit proposals related to the Sustainable Development Goals, which were reviewed by the conference Exhibit Sub-committee and the National Organizing Committee of Korea.

While the conference site was restricted to conference participants, the exhibit area was open to the general public. The site was divided into five zones from A to E. The Secretariat of the National Organizing Committee operated a souvenir shop and two lounges, where the general public could watch the conference live.

On the first day of the Conference, United Nations Secretary-General Ban Ki-moon paid a special visit to the conference area. Co-chair of the Exhibits Sub-committee Elisabeth K. Shuman and two members of the National Organizing Committee of Korea, Yeseul Kim and Yeeun Cho, received the Secretary-General and gave him an overview of the exhibits. The Secretary-General visited several exhibits including the Peace Boat, Habitat for Humanity Korea, ChildFund Korea and Hope to the Future.



## 2. List of Exhibits



### “A” NGO

- A01** Association for Childhood Education International (ACEI) - USA
- A02** MIDAM Foundation - ROK
- A03** CityNet - ROK
- A04** Queer and Women’s Resource Center Japan - Japan
- A05** The NGO Committee on Education, Learning and Literacy - USA
- A06** NGO/DPI Executive Committee - USA
- A07** Okedongmu Children in Korea - ROK
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- A11** World Vision Korea - ROK
- A12** Human in Love - ROK
- A13** ChildFund Korea - ROK
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- 
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The exhibits report was written by Yeeun Cho of the National Organizing Committee of Korea.





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# DPI/NGO 66TH CONFERENCE

30 MAY — 1 JUNE 2016

## SURVEY RESULTS

Evaluation & Communications Research Unit, Office of the Under-Secretary-General, Department of Public Information, United Nations

## Results at a Glance

- The organization of the conference was **highly rated by 88%** of the respondents.
- The opening and closing sessions as well as all roundtables were **very well rated** in terms of their usefulness to the work of NGOs in the implementation of the Sustainable Development Goals (SDGs), as shown in graph in Q2 below.
- 92% of respondents found the WORKSHOPS “useful” to “very useful” in to the work of their NGO and the implementation of the SDGs. **The number of workshops** was considered “just right” by 71% of respondents but “too many” by 24%.
- The **outcome document consultations** were deemed “useful” to “very useful” by 88% of respondents, while 12% did not find them useful.
- Most **respondents heard about the conference** from the NGO Relations list serve (23%), from International NGOs (23%) and on social media (14%). Facebook was the most common outlet for those who used social media to follow the conference.
- The **top 3 countries for participating NGOs** were from the United States, the Republic of Korea and Qatar.
- Response rate: The total number of participants in the Conference was 3,750 out of which 421 or **11% completed the electronic survey**, 294 (8%) in English and 127 (3%) in Korean.



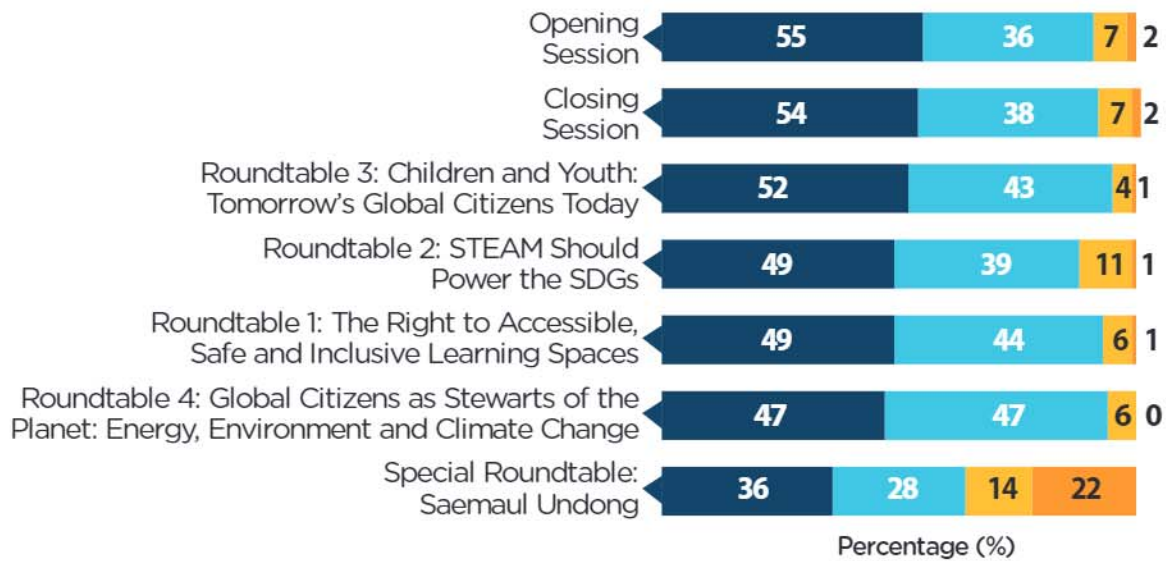
# Complete Survey Results

## Q1. How did you hear about the conference?



Answered: 413 — Skipped: 8

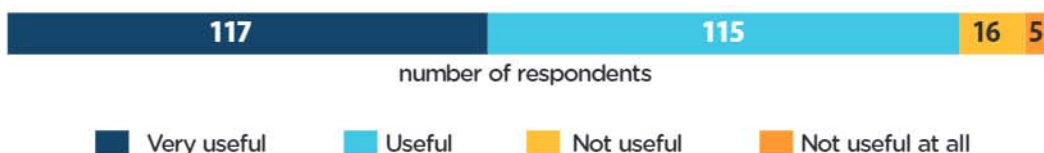
## Q2. How USEFUL were the following SESSIONS for the work of your NGO in the implementation of the Sustainable Development Goals:



Answered: 413 — Skipped: 8



**Q3. How USEFUL were the WORKSHOPS you attended to the work of your NGO and the implementation of the Sustainable Development Goals?**



Answered: 330 — Skipped: 91 — (Not sure: 20 — Neutral: 57)

**Q4. Please list your top 5 WORKSHOPS that clearly supported the Conference theme and the Action Agenda**

Workshop Title *
Ensuring Every Girl's Rights : Achieving Gender Equality through Active Citizenship and Child Participation
Inclusive Education and the SDGs
Bridging formal and non-formal education / UNESCO
SDG Action Campaign
Sustainable Development Goal #4: Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for all
Towards Inclusive Harmonious Societies and Sustainable Development: Four Case Studies

\* 138 respondents listed their 5 top workshops choices. Some workshops obtained the same ranking, thus the top 6 most voted Workshops are listed here. See Annex A for all responses

**Q5. What do you think about the NUMBER of workshops offered during the Conference?**



Answered 328 — Skipped: 93 (Not sure: 23)

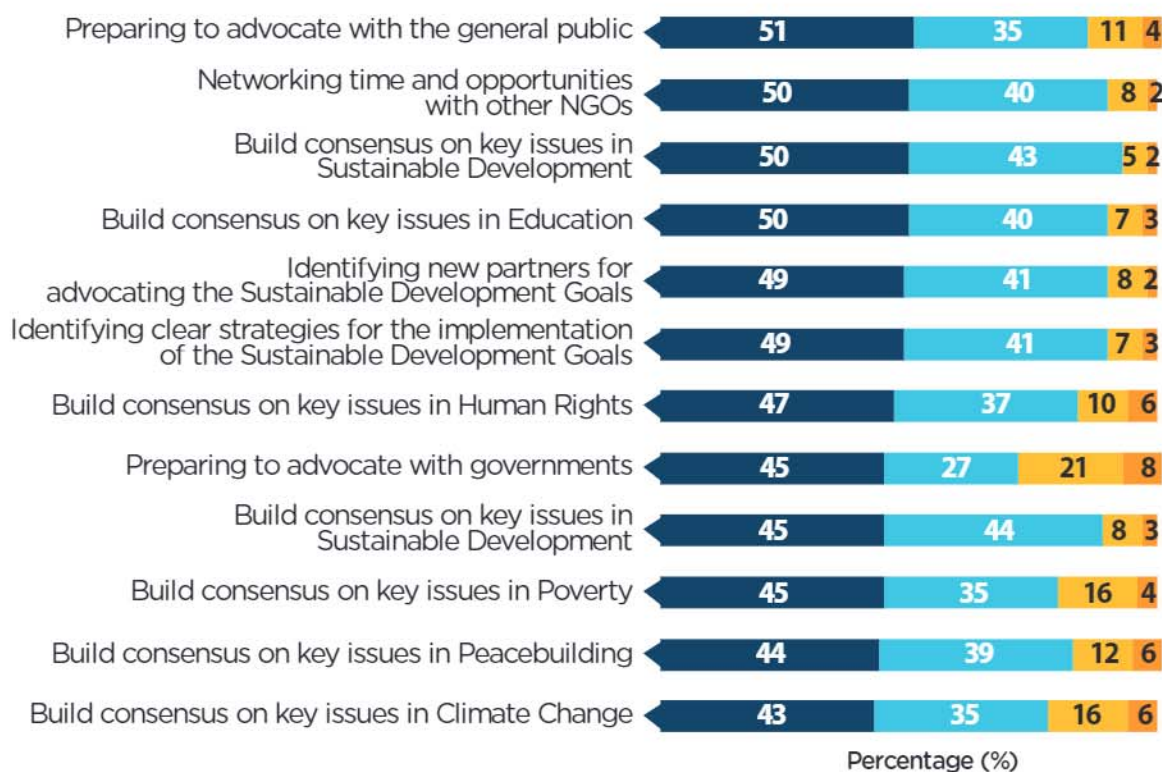


## Q6. Overall, how USEFUL were the Outcome Document Consultations?



Answered: 320 — Skipped: 101 (Not sure: 42 — Neutral: 85)

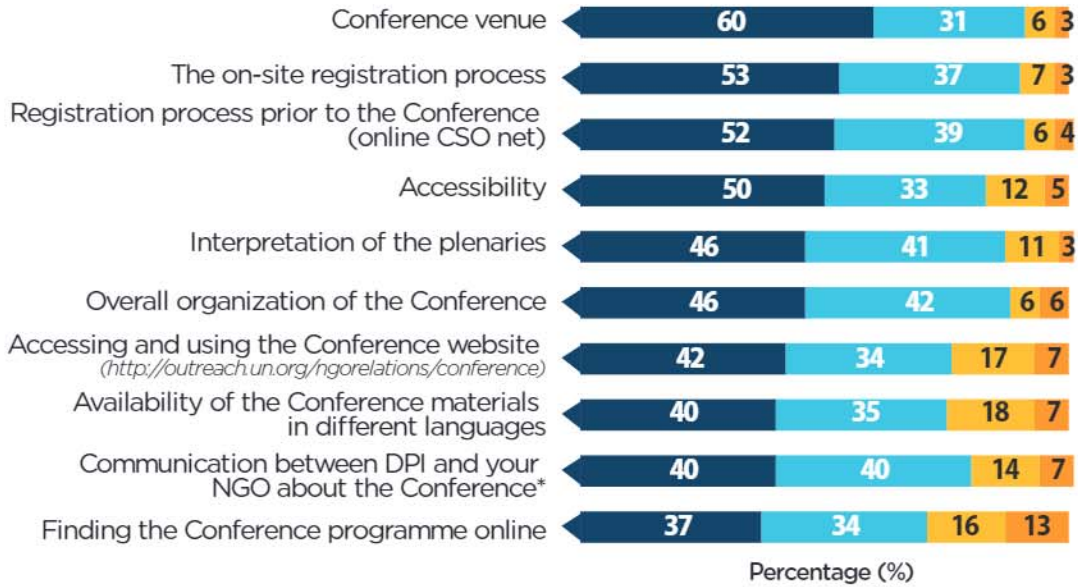
## Q7. How USEFUL was the 66th Annual UN DPI/NGO Conference for your work with respect to:



Answered 299 — Skipped: 122



**Q8. How SATISFIED were you with the 66th Annual UN DPI/NGO Conference in terms of:**



\*e.g. via phone, listserv communication, visits to the Resource Centre



Answered 288 — Skipped: 133

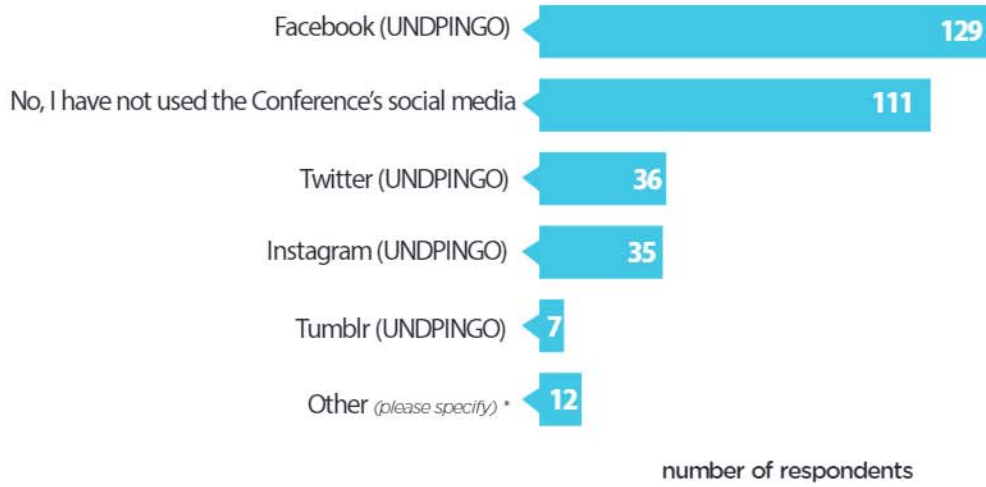
**Q9. In your opinion, how ACTIVE has your NGO been in promoting the Sustainable Development Goals and Education?**



Answered 267 — Skipped: 154 (Not sure/Not familiar: 12 — Neutral: 50)



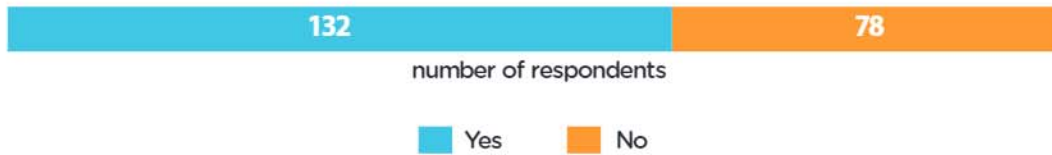
**Q10. Did you USE or FOLLOW any of the Conference's social media platforms?  
If yes, which:**



Answered 261 — Skipped: 160

\* Other Responses: Website (2); Blog (1); Email (1); Human Asia (1); LinkedIn, Lightmillennium.org (1); Naver band, naver cafe, naver blog (1); Not available in China (1); Naver blog (1); Via email (1); Wifi (1); YouTube (1);

**Q11. Did you use the Conference hashtag? #UNNGO2016**



Answered 210 — Skipped: 154 (Not sure/Not familiar: 57)

**Q12. In which country are the HEADQUARTERS of your organization located? \***

Country	Responses
United States of America	60
Republic of Korea (South Korea)	56
Qatar	51
Italy	9
France	8
Nigeria	8
Japan	6
Switzerland	6
Jordan	5
United Kingdom of Great Britain and Northern Ireland	5

*\*Top ten responses. See ANNEX B for complete list*

**Q13. What country is your most common working location? \***

Country	Responses
Qatar	52
Republic of Korea (South Korea)	52
United States of America	45
Philippines	11
India	10
Nigeria	8
Japan	5
China	4
Indonesia	4
Bangladesh	3

*\*Top ten responses. See Annex C for complete list.*

**Q14. We welcome any comments you may have on the Conference:**



## ANNEX A

Workshop	Responses
Ensuring Every Girl's Rights : Achieving Gender Equality through Active Citizenship and Child Participation	6
Inclusive Education and The SDGs	6
Bridging formal and non-formal education / UNESCO	5
SDG Action Campaign	5
Sustainable Development Goal #4: Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for all	5
Towards Inclusive Harmonious Societies and Sustainable Development: Four Case Studies	5
Achieving SDG 11 through Slum Upgrading, Urbanisation and Education	4
Civil Society Space and Human Rights Education	4
Cross Sector Partnerships for Global Citizenship Education	4
Effective Use of Non-formal Education Tools in Achieving the SDGs	4
Holistic Education for Indigenous People: Issues and Challenges	4
How to Strengthen Government -Citizen Relations: Citizen as partners in Policy-making	4
International partnernship models to promote globally shared quality education for sustainable development	4
Platforms for global citizenship education in higher education	4
Saeemaul Ciitizenship Awaareness and Rural Development in Developing Countries.	4
Action plan write up	3
Civil Society and Public Information at the United Nations	3
Climate Change, Cities and CSOs	3
Education for Global Citizenship through Massive Open Online Courses (MOOC)	3
Education of the children of Migrant Workers in Asia	3
Grassroots advocacy: A key for the achievement of the SDGs by 2030	3
Peace Education for Children and Youth Through SDGs Campaign	3
Religious education as a means to counter extremism	3
Samsung Dream Class	3
See the Unseen: The Inclusion of Marginalized Groups	3
The Light Millennium	3



Workshop	Responses
UNESCO UNITWIN project for capacity building of developing countries	3
Workshop 3 UNESCO APCEIU	3
Workshop 3, Handay...?	3
Academia and NGOs: Stories of Partnership with the United Nations Department of Public Information (DPI)	2
Child development	2
Civil Participation and Cooperation to Achieve SDGs with Education for Sustainable Development : From Local to Global	2
Community Driven Education: Local Ownership for Global Advancement	2
DPI Workshop	2
Dream touch for all: See the unseen	2
Education for global education	2
Engaging youth in disarmament	2
Formal, informal, non formal education	2
Foundation of UN NGO Center for Global Civil Society	2
Global Citizenship education: research and practices for school children	2
Good Neighbours International	2
Habitat for Humanity	2
Hwabaek Conference: Education for Global Citizenship	2
Intergenerational lunch	2
Issue on climate change	2
Learning from the Past Lessons for Global Citizenship	2
Lessons from the Past – Seaton Hall folks	2
Making differences: Good governance...(Tinker Institute)	2
Making SDF 4.7 Happen Glocally	2
Poverty alleviation and empowerment through education in Africa (workshop4, 201)	2
Poverty alleviation & empowerment through education in Africa	2
SDG#4 Ensure inclusive and equitable quality education for all / UNESCO	2
Strengthening the Solidarity and Effort of Women in Peace Building Process on Korean Peninsula	2
Sustainable development in Asia Developing Countries through education, appropriate technology and social entrepreneurship	2



Workshop	Responses
The SDGs generation: who are they?	2
The United Nations Sustainable Development Goals in ASEAN	2
UNAI	2
Using nontraditional methods of education	2
Women, the environment, sustainable consumption and production: perspectives from UN Environment Programme	2
Workshop 1 Human Asia	2
Workshop for Khmer Kampuchea Krom Federation NGO was successful conference	2
Youth Initiative in peace and Disarmament / NGO Committee on Disarmament	2
Youth Initiatives in Peace and Disarmament Advances SDG16	2
YWCA Workshop	2
AITEC	1
Bahai	1
Educating Global Citizens about Mental Health	1
Education in Local Populations	1
Empowering youth to find solutions	1
Executive Committee	1
From Disaster Relief to sustainable development	1
Geongsangbuk-do Province	1
Inclusive Education for persons with disabilities	1
Indigenous people	1
Issue on indigenous people	1
Issue on peace and free to navigation	1
Issue on women	1
Khmers Kampuchhea-krom Federatio	1
Making a Difference: Good Governance, Rule of Law and Compliance with SDG's	1
Partnership	1
Peace boat	1
Roundtable 3 on children and youth	1
Seoul Women's University	1
Soha Gahhai International	1
Sookmyung Univ. Workshop	1
Sustainable city by Habitat	1



Workshop	Responses
UNDPI	1
Unesco apceiu:	1
Virtual Education	1
WFUNA	1
Women and nutrition	1
Workshop 4 APA	1
Youth caucus 2	1
Youth caucus 3	1
Youth Caucus Education Employment Underemployment, Eun Hee Jung	1
Youth live chat with under-secretary general	1
UN workshop	1
A Key for the Achievement of the SDGs by 2030	1
Inclusive Education and The SDGs	6
Peace Education for Children and Youth Through SDGs Campaign	5
Bridging formal and Non-Formal Education through Global Citizenship Education	4
Civil Society and Public Information at the United Nations	4
UNESCO	4
Effective Use of Non-formal Education Tools in Achieving the SDGs	3
Empowering every girl's rights...	3
Holistic Education for Indigenous People: Issues and Challenges	3
Academia and NGOs: Stories of Partnership with the United Nations Department of Public Information (DPI)	2
Community Driven Education: Local Ownership for Global Advancement.	2
Cross sector partnership for global citizenship education	2
Dream touch for all: See the unseen	2
Education for Global Citizenship through Massive Open Online Courses (MOOC)	2
Foundation of UN NGO Center for Global Civil Society	2
How to Strengthen Government-Citizen Relation: Citizens as Partners in Policy-making	2
International partnership models to promote globally shared quality education for sustainable development	2
Platforms for global citizenship education in higher education	2



Workshop	Responses
Sustainable Development Goal #4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.	2
The Light Millennium	2
The United Nations Sustainable Development Goals in ASEAN	2
UNAI	2
Women, the environment, sustainable consumption and production: perspectives from UN Environment Programme	2
Achieving SDG 11 through Slum Upgrading, Urbanisation and Education	1
Action plan write up	1
Child development	1
Civil Participation and Cooperation to Achieve SDGs with Education for Sustainable Development : From Local to Global	1
Civil Society Space and Human Rights Education	1
DPI Workshop	1
Education for global education	1
Education of the children of Migrant Workers in Asia	1
Engaging youth in disarmament	1
Formal, informal, non formal education	1
Global Citizenship Education	1
Good Neighbours International	1
Grassroots advocacy: a key to achievements Of SDG by 2030	1
Habitat for Humanity	1
Intergenerational lunch	1
Issue on climate change	1
Lessons from the Past — Seaton Hall folks	1
Making differences: Good governance...(Tinker Institute)	1
Poverty alleviation & empowerment through education in Africa	1
Religious education as a means to counter extremism	1
Saeemaul Ciizenship Awaareness and Rural Development in Developing Countries.	1
SDG Action Campaign	1
See the Unseen: The Inclusion of the Marginalized Groups	1
Toward Inclusive, Harmonious societies and sustainable development: four case studies	1
Using nontraditional methods of education	1
Workshop 1 Human Asia	1





Workshop	Responses
Workshop 3, Handay	1
Workshop 3, Room-202- UNESCO-UNITWIN Project for Capacity Building of Developing Countries	1
Workshop for Khmer Kampuchea Krom Federation NGO was successful conference	1
Youth Initiative in peace and Disarmament / NGO Committee on Disarmament	1
Youth initiatives in peace and disarmament advance SDG16	1
YWCA Workshop	1



## ANNEX B

### Q12. What country are the HEADQUARTERS of your organization located?

Country	Responses
United States of America	60
Republic of Korea (South Korea)	56
Qatar	51
Italy	9
France	8
Nigeria	8
Japan	6
Switzerland	6
Jordan	5
United Kingdom of Great Britain and Northern Ireland	5
Austria	4
India	3
South Africa	3
Sudan	3
Bangladesh	2
Canada	2
Israel	2
Malaysia	2

Country	Responses
Thailand	2
United Arab Emirates	2
Brazil	1
China	1
Democratic Republic of the Congo	1
Ecuador	1
Germany	1
Ireland	1
Madagascar	1
Myanmar	1
Nepal	1
Pakistan	1
Philippines	1
Russian Federation	1
Senegal	1
Sierra Leone	1
Singapore	1
Tajikistan	1
Zimbabwe	1

## ANNEX C

### Q13. What country is your most common working location?

Country	Responses	Country	Responses
Qatar	52	Vanuatu	2
Republic of Korea (South Korea)	52	Afghanistan	1
United States of America	45	Australia	1
Philippines	11	Brazil	1
India	10	Cabo Verde	1
Nigeria	8	Cyprus	1
Japan	5	Democratic Republic of the Congo	1
China	4	Ecuador	1
Indonesia	4	Ethiopia	1
Bangladesh	3	Lebanon	1
Peru	3	Mozambique	1
Switzerland	3	Nicaragua	1
Cambodia	2	Niger	1
France	2	Pakistan	1
Germany	2	Portugal	1
Kenya	2	Rwanda	1
Kiribati	2	Saudi Arabia	1
Malaysia	2	Senegal	1
Mauritius	2	Sierra Leone	1
Myanmar	2	Tajikistan	1
Nepal	2	Turkmenistan	1
Russian Federation	2	United Republic of Tanzania	1
South Africa	2	Vietnam	1
Thailand	2	Zimbabwe	1
United Arab Emirates	2		





<https://outreach.un.org/ngorelations/conference-2016>

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NGO Relations Unit, Outreach Division,  
Department of Public Information, United Nations

The Department of Public Information (DPI) and civil society organizations cooperate regularly. Non-governmental Organizations (NGOs) associated with DPI disseminate information about the United Nations to their membership, thereby building knowledge of and support for the Organization at the grassroots level. This dissemination includes, publicizing UN activities around the world on such issues as peace and security, economic and social development, human rights, humanitarian affairs and international law. Additionally, they promote UN observances and international years established by the General Assembly to focus world attention on important issues facing humanity.

The NGO Relations Unit within the Department of Public Information at the United Nations is the link with approximately 1,450 NGOs who are associated with the Department of Public Information and support the efforts of the United Nations to disseminate information on the priority issues on its agenda, including sustainable development, creating a safer and more secure world, human rights, helping countries in transition, empowering women and young people, and addressing poverty, among others.

Inquiries on the work of DPI and the NGO Relations Unit should be addressed to  
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