

66th United Nations DPI/NGO Conference

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

24 de Junho de 2016

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“Ensuring that no one is left behind”

Introduction

66th United Nations Department of Public Information (DPI)/Non-Governmental Organization (NGO) Conference were held in the City of Gyeongju, Republic of Korea, from May 30 to June 1, 2016.

Organized by the NGO Relations and Advocacy Section of the United Nations Department of Public Information, in partnership with the Republic of Korea, the NGO/DPI Executive Committee, and the National Organizing Committee of Korea, the theme of the 66th UN DPI/NGO Conference was “Education for Global Citizenship: Achieving the Sustainable Development Goals Together.”

The Conference took place during the launch year of the newly adopted Sustainable Development Goals, and sought to mobilizing civil society and academic organizations around the United Nations 2030 Agenda for Sustainable Development, focusing on education and global citizenship as drivers for change and action. The Conference provided a unique opportunity for participating non-governmental organizations, or NGOs, to engage UN officials, members of civil society, educators, businesses and others from around the world in discussing education for global citizenship as the bedrock of sustainable development and climate action.

It was organized in the context of the 2030 Agenda for Sustainable Development Goals, with the focus on Goal 4:

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

Education is a human right and essential to the well-being and dignity for all people. We live in an increasingly interconnected world, where global challenges cross national borders and concern us all. Education for global citizenship is central to achieving sustainable development. Education is a starting point for NGO engagement worldwide for SDG implementation.

“Global citizenship is no longer an ideal, rather a requirement for creating a peaceful, just, and environmentally sustainable world of interconnected societies.” - To achieve this new perspective, a paradigm shift in education is called for and requires the examination of the three pillars of i) formal education, ii) informal education and training and iii) advocacy and public information to correct gender, ability, social, economic and other inequalities that create and perpetuate marginalization and hinder achievement of Goal 4.

Education for Global Citizenship:

- ∴ Focuses on a new understanding of the world and our place in it; our primary identity is that human beings.
- ∴ Places emphasis on relationships among individuals, communities, institutions, states, humanity and the planet – create a sense of solidarity, tolerance and generosity.
- ∴ Play an active role in creating a more peaceful, tolerant, inclusive, and secure world.
- ∴ Stewardship of the earth – integral ecology – reverence for the interdependent kinship of all life.

The values that are to be inculcated through education for global citizenship are understanding, respect, tolerance, friendship, peace, non-violence, human rights and fundamental freedoms of all. It aims to empower learners to assume active roles to face global challenges and become contributors to a more peaceful, just and sustainable world where no one will be left behind.

The Conference had over 4,400 participants that represented 700 NGOs and universities, from 100 countries.

It was very encouraging to listen to the opening address of the Secretary-General Ban Ki-moon, where he focused on the NGOs:

“This is a powerful gathering of representatives of non-governmental organizations, or NGOs. You have such a positive impact – to my mind, NGOs really stands for “networks of global opportunities”. NGOs are the vanguards of international action. 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 possible or can be fully achieved. That’s a 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 hindrance.”

Mr. Ban Ki-moon also said “education is critical to nurture global citizens who can rise to the challenges of 21st century.” He was pleased to see that one quarter of the 4,400 participants were youth. He urged to have dreams and passion: “passion accompanied by compassion to care about other people.” He called on everyone to take the vision of the 2030 agenda to all the people, especially to the women who struggle for equality, the families who suffer discrimination, to the communities hit by disasters; to provide a life of dignity for all.

The three pillars of the Conference were:

- ∴ Formal Education;
- ∴ Informal Education and Training; and
- ∴ Advocacy and Public Information.

They were examined as means to eliminate inequalities that create or perpetuate marginalization and disenfranchisement. Conference participants finalized an education action agenda to mobilize civil society –its local and international NGOs, networks and activists, academics, educators, policy makers, businesses and youth– reflecting the aspirations and ambitions of all global citizens. This agenda was drafted through a global multi-stakeholder consultation process, leading up to, and during the conference. The agenda was offered for adoption at the final plenary session of the conference and the 66th UN DPI/NGO Conference Outcome Briefing of the Trusteeship Council was presented on 23 June (New York) and will be now shared widely with civil society as well as the UN Secretary-General, UN System, UN Member States and learning communities.

A key statement from the Agenda reads thus – “In addition to literacy and numeracy, education must advance the cause of global citizenship which: promotes integrated development of the whole person emotionally, ethically, intellectually, physically, socially, and spiritually; imbued with an understanding of our roles, rights and responsibilities for the common good in service to humanity and the advancement of a culture of peace, non-violence, freedom, justice, and equality.

The achieved Action Plan is a concrete mean for NGO participation in the implementation of SDGs through Goal 4.7:

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

After you, respectful and honourable colleagues, read the Gyeongju Action Plan (available in this report), make sure you (and the organizations to which you are connected) make your own plan of action for the coming years for your personal (and collective) participation in the implementation of the 2030 Agenda for Sustainable Development.

It is a universal agenda to “leave no one behind.”

Maputo, 24th June’16

1. Roundtable Sessions, Workshops and Meetings

Through five roundtable discussions, 45 workshops, 69 exhibitions, youth-related events, town hall and nonofficial meetings, conference participants explored a range of educational initiatives that ensure inclusive education and promote lifelong learning opportunities for all.

1.1. Roundtable Sessions

The discussion of the themes took place as follows:

- . The moderator introduced the topic;
- . The moderator presented the speakers;
- . Each speaker expressed his opinion on the subject or part thereof;
- . Speakers argue with each other;
- . Participants were able to place their questions to the speakers or express their opinion.

1.1.1. Roundtable 1 - The Right to Accessible, Safe and Inclusive Learning Spaces

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, including 775 million adults, a disproportionate number of them women, who lack minimum literacy skills. This session will explore how the education community can ensure 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 will recommend 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.

Moderator

Mr. Marco Roncarati

Social Affairs Officer, UN Economic and Social Commission for Asia and the Pacific (UNESCAP)

Speakers

Mr. Robert Ogburn

Foreign Service Officer, US State Department

H.E Ambassador Omrie Michael Golley

Ambassador of Sierra Leone to the Republic of Korea, Sierra Leone Embassy to the Republic of Korea

Mr. Bruce Knotts

Representative to the United Nations of the Unitarian Universalist Association; Chair, NGO/DPI Executive Committee

Ms. Myungsook Cho

Vice-Principal, Yeomyung School for North Korean Defectors

Dr. Chaechun Gim

President, Korean Education Development Institute

Ms. Rasheda Choudhury
Vice President, Global Campaign for Education

Ms. Daniela Bas
Director, Division for Social Policy and Development, UN DESA

[Key SDGs: 1, 2, 3, 4, 5, 6, 10]

Notes on the session

This round table, by the nature of its subject, and being the one that includes direct health and mental wellbeing issues, required more attention and intervention capacity.

Contrary to expectation, any kind of mental health care, including situations of psychological emergency, or education within the awareness of health and mental wellbeing to reduce the stigma and ensuring easier inclusion and quality of life was not discussed.

Only two organizations related to mental health intervened with relevant issues and expression of opinion:

. WFMH, Kelly O'Donnell: This colleague asked about the connection of the agenda under discussion and in the specific context of this theme, of the Mental health action plan 2013-2020, prepared by the WHO.

. WCP, Ana de Sousa Baptista: In an exchange of direct impressions with Ms. Daniela Bas, at the end of the discussion, it was possible to express the relevance of health and mental well-being to ensure effective inclusion, equality, and education. It is impossible to achieve a quality education without having taken into account the individual development conditions and their capacity / mental, cognitive, emotional conditions, and so on. Both agreed that it is important to create conditions that ensure an inclusive education but it is also important to consider the allocation of value to the individual. It is also important to consider the mental inclusion and the inclusion of Being.

I introduced a vision to Ms Daniela Bas: imagine healthy minds, creative minds, children with a sense of self-worth and self-confidence. What kind of future would they dream for themselves? And how they would be as adults? What kind of society would we be talking about? What socio-economic benefits are we talking about? And spiritual? So when we talk about health and mental well-being are not talking about economic, social, spiritual development, and sustainability?

The paradigm has to change. The responsibility of society towards a desirable future implies commitment to the health, physical and mental, of the individual, since it is conceived.

Ms Daniela Bas expressed deeply pleased and asked the WCP to embrace the opportunity that this Action Plan creates for NGOs to develop their work in to and with society, all over the world. Ms Bas says there is a huge space to intervene.

1.1.2. Roundtable 2 - STEAM Should Power the SDGs

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 will explore 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 will be 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 centers around the world, rich and poor, will be discussed.

Moderator

Dr. Eunhee Jung

Executive Director (CEO), International Virtual Schooling (IVECA)

Confirmed Speakers

H.E. Ambassador Joon Oh

Permanent Representative, Republic of Korea to the UN

Mr. Virgilio Andrade Martinez

Minister of Public Administration, Mexico

Dr. Monika G MacDevette

Deputy Director, Division of Environmental Policy Implementation, United Nations Environment Programme (UNEP)

Ms. Saphira Rameshfar

NGO Representative to the United Nations of the Baha’i International Community

Dr. Seunghwan Kim

President, Korea Foundation for Advancement of Science and Creativity (COFAC)

Ms. Ann Woo

Director, Corporate Social Responsibility, Samsung Electronics North America

Mr. Jonathan Wong

Regional Advisor on Science, Technology and Innovation, UN Economic and Social Commission for Asia and the Pacific (ESCAP)

Notes on the session

Mr. Jonathan Wong, Regional Advisor on Science, Technology and Innovation, said “We need to promote risk taking helping people to develop shock absorbers for life and prepare them for micro failure. Without risk taking we cannot learn and grow.” “Values are an inherent component of Education. Education requires egalitarian relationships.”

1.1.3. Roundtable 3 - STChildren and Youth: Tomorrow's Global Citizens Today

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. Enrolment in primary education in developing countries has reached 91 per cent, 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 will aim 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 will focus 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 will be explored. The session will also offer approaches to avoid breaks in education due to natural disasters and public health emergencies. The roundtable will also examine the disparity in the amounts that governments spend on military and education sectors, respectively, and highlight the economic and social benefits that higher budget allocations for primary and secondary education in particular promise.

Moderator

Cristina Gallach

United Nations Under-Secretary-General for Communications and Public Information (DPI)

Speakers

Dr. Yanghee Lee

Special Rapporteur on the Situation of Human Rights in Myanmar, Office of the High Commissioner for Human Rights (OHCHR); former Chair of the Convention of the Rights of the Child

Mr. Ahmad Alhendawi

United Nations Secretary-General's Envoy on Youth

Ms. Nasrine Gross

Founder and President of the Roqia Center for Women's Rights; Founder and President, Kabultec

Ms. Ediola Pashollari

Secretary General, World Assembly of Youth (WAY)

Ms. Wendy Carbajal Sotelo

Director, Comité de Paz Zihuatanejo

Mr. Darren Oh

Graphics and Packaging Sales Representative, DuPont Tyvek

Ms. Teopista Birungi Mayanja

Founder, Uganda National Teachers Union; Deputy Director of Uganda Education Services; Commissioner, International Commission on Financing Global Education Opportunities

[Key SDGs: 1, 2, 3, 4, 5, 6, 10, 11, 16]

Notes on the session

Ms. Nasrine Gross, President and Founder, The Roquia Center for Women's Rights Studies and Education in Afghanistan/Kabultec spoke of how "Education is not only for children, there should be education for adults and for women too. We need to establish schools for Global Citizenship."

1.1.4. Roundtable 4 - Global Citizens as Stewards of the Planet: Energy, Environment and Climate Change

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 will explore 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 will feature 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 will be 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 will address the pivotal role that increased access to sustainable energy will have in ensuring each person's right to education, health, and a healthy environment.

Moderator

Mr. Leonzo Barreno

Adjunct Professor, Global Chair, University of Regina

Speakers

Dr. Myungja Kim

Former Minister of Environment, Republic of Korea

Ms. Ta'Kaiya Blaney

Youth Ambassador for Native Children's Survival

Ms. Hindou Oumarou Ibrahim

Coordinator, Association for Indigenous Women and Peoples of Chad

Dr. Han Shi

Assistant Professor, City University of Hong Kong

Ms. Tsui Ling

Chairperson of the board, Donglee Environment Co. Ltd

Mr. Alexander Leicht

Chief, Education for Sustainable Development, United Nations Education, Science and Culture Organization

[Key SDGs: 7, 9, 11, 12, 13, 14, 15, 17]

Notes on the session

In this session, we felt the absence of organizations that are in the field, creating basic conditions for communities, especially in developing countries.

1.1.5. Special Roundtable - Local Development and Poverty Eradication for Global Citizenship

Sharing the Saemaul Undong (SMU) Experience from Korea and other developing countries as a case study in eradicating poverty and nation building in support of the Sustainable Development Goals.

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.

KyungSangBukDo is the province hosting this year's conference and is known as the place where the Saemaul movement originated.

The session will share 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.

[Key SDGs: 1, 4, 5, 8, 9, 10, 11, 16, 17]

1.2. Workshops (attended)

1.2.1. Bridging Formal and Non-formal Education Global Citizenship Education

UNESCO APCEIU (Asia Pacific Centre of Education for International Understanding) held a workshop on Bridging Formal and Non-formal Education Global Citizenship Education. Alexander Leicht, Chief of UNESCO Section of Education for Sustainable Development, made several interesting remarks, "Global Citizenship Education is moving into a social-emotional education from an Academic competitive model... Learn what you live, live what you learn. The mindset of belonging to one global family will eradicate most of our social problems... The environmental challenges are forceful arguments for global citizenship. We need a change in the mindset and action of people and only education will bring this about" and Utack Chung, Director, APCEIU, added "What other way can we move on from all the problems we are faced with? Global Citizenship Education is a long-term solution to poverty, inequality, etc." and Kim Gwang-Jo, Director, UNESCO Bangkok, emphasized: "Global Citizenship Education is a game changer in education. The sciences have dominated education for the past few decades, now the humanities need to be brought to the forefront to create global citizens."

1.2.2. SDG Action Campaign

A panel of NGO representatives, with experience of developing and executing projects with the UN, shared their experiences of working with the UN. They encouraged NGOs to take the initiative to introduce their ideas to their local UN bodies and that they should be very active to get support from the UN to realize their project from the beginning to the end.

1.2.3. Educating Global Citizens about Mental Health, Well-being, Empowerment, and Resilience to Achieve Sustainable Development for All at All Ages, American Psychological Association

1.2.4. Inclusive Education for Persons with Disabilities, Miral Welfare Foundation

1.2.5. From Disaster Relief to Sustainable Development: Informal Education Cultivating Global Citizens

1.2.6. UNESCO UNITWIN Project for Capacity Building of Developing Countries, Handong Global University

1.3. Meetings (unofficial, group/individual)

Nevertheless it has been made many contacts and created empathy with many people and organizations, we summarize the following as being of interest or affinity for the WCP purposes:

- . Dr Cyril Ritchie, President CONGO, Switzerland
- . Rev. Liberato C. Bautista, UN and International Affairs, Assistant General Secretary, USA
- . Dr Holly Shaw, CTA UN, USA
- . Lilia Calderon-Clemente, Clemente Capital, Inc.
- . Queen Mother Dr Delois Blakely, UN Goodwill Ambassador to Africa, New Future Foundation, USA
- . Dr Kelly O'Donnell, WFMH, Switzerland
- . Dr. Shahram Dehbozorgi, WCP
- . Dr Juneau Gary, APA, Kean University, USA

- . Mrs. Rasheda K. Choudhury, CAMPE, Bangladesh
- . Mrs. Carola Tasseti, Literacy Expert, USA
- . Mrs. Sugandha Sukrutaraj, AMBA, India
- . Prof Jae-Chun Won, Handong Global University, Korea
- . Ms Ta’Kaiya Blaney, Human Rights Activist

2. Conclusions

2.1. Final considerations

- ∴ Considering that the WCP is an affiliate and advisory member of ECOSOFT and thus endorses the purpose of this entity. To know:
 - promoting higher standards of living and economic and social progress
 - identifying solutions to international health problems
 - facilitating international cultural cooperation
 - encouraging universal respect for human rights and fundamental freedoms
- ∴ Considering the objectives of the World Council for Psychotherapy (WCP). To know:
 1. To promote psychotherapy on all continents of the world (in accordance with the Strasbourg Declaration on Psychotherapy of 1990).
 2. To enhance the conditions for psychotherapy patients.
 3. To cooperate with national and international organizations in peacekeeping and conflict management measures.
 4. To create an international information center for psychotherapy.
 5. To reach a counseling status as a Non Governmental Organization (NGO) of the United Nations (UN).
 6. To establish international ethical guidelines for psychotherapists.
 7. To support all efforts to achieve and maintain human rights.
 8. To establish international working groups on special topics.
 9. The exchange of training standards world-wide.
 10. To support its members in all psychotherapeutic concerns.
- ∴ Considering also that the central theme of this Conference (Inclusive education with quality and sustainable for all without leaving anyone behind) was a result of previous massive consultation on what is the most important objective and urgent to meet, among the seventeen targets to 2030; and that the approved Action Plan is binding on all member states and associated organizations and individuals;
- ∴ Considering that "Mental health is an integral and essential component of health. The WHO constitution states: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." An important implication of this definition is that mental health is more than just the absence of mental disorders or disabilities.
Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.

Mental health and well-being are fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living and enjoy life. On this basis, the promotion, protection and restoration of mental health can be regarded as a vital concern of individuals, communities and societies throughout the world. " [WHO - The World Health Organization is a specialized agency of the United Nations that is concerned with international public health];

- ∴ Considering that health is a basic human right, as well education;
- ∴ Considering that WCP has all the conditions to evolve within the United Nations (like being integrated in CONGO); to develop various types of protocols and partnerships with other international organizations that promote its purposes, and through partnerships and programs achieve the necessary sustainability to grow; and whereas, finally, that we have affiliates in many countries and continents, and with an awareness of the social reality and human needs that surround him, and that it has an intrinsic value that can accrue to him, the WCP (as an NGO can support many projects and fulfil its social function) and psychotherapy as a positive social intervention model;

I suggest a profound reflection. And a time to our own nutrition, with love.

Then, with great generosity, compassion and conscience, allow ourselves to reconcile all the good will and unite to our human family, doing what we do best, take care.

It is urgent that the WCP care, next UN and other organizations to. The individual and the communities. And educate.

2.2. Gyeongju Action Plan (in appendix)

3. Appendix

- . Gyeongju Action Plan
- . Conference Photos



Achieving the Sustainable
Development Goals Together

GYEONGJU, REPUBLIC OF KOREA
30 MAY-01 JUNE 2016



Gyeongju Action Plan

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

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

In order to achieve Agenda 2030, we affirm:

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

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

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

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

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

We commit to:

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

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

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

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

- 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.”⁷
- 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.

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.”⁸
- 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.

⁷ UN General Assembly, *Transforming our world*, Para. 25.

⁸ Outcome Document from the World Summit on the Information Society, 2005. Para. 10.

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

Therefore, be it resolved,

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

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







