The 66th UN DPI-NGO Conference: Workshop
Cross-Sector Partnerships for Global Citizenship Education
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CONGRATULATORY REMARKS

May 31st, 2016
Soo Gil Park

Distinguished panelists, members of civil society, ladies and gentlemen:

On behalf of the World Federation of United Nations Associations (WFUNA), I am honored to welcome you to WFUNA’s workshop on Cross-Sector Partnerships for Global Citizenship Education. For guests in this workshop who are acquainting themselves to WFUNA for the first time, WFUNA is a global civil society network of over 100 nationally based United Nations Associations working to strengthen and improve the United Nations. Since 1946, we have strived to bring civil society’s involvement into all levels of local, national and global decision-making in order to achieve the goals of the UN.

In a hyperconnected era where the boundaries between individuals, organizations and nation states are becoming increasingly blurred, there is not a single entity that does not have a stake or role in advancing global citizenship education. Furthermore, global citizenship education is not fixed to one age group or region as the pursuit of knowledge and the act of living out what one learns is one that surpasses all generations, ethnicities and cultural backgrounds. Therefore, when approaching global citizenship education, all hands must be on deck.

In light of such interconnectedness, we must make sure that leaders of various sectors are aware of one another’s efforts in order to create mutually beneficial synergies. WFUNA believes there must be a more proactive, coordinated effort for cross-sector partnerships that advances all realms of global citizenship education, starting from global advocacy, program implementation to even policy dialogues. Together, we must be aware of the implications of international narratives and be ready to adapt our efforts accordingly.

For the past decade, WFUNA has strived to be at the forefront of such endeavor. We have seen the fruit of cross-sectoral collaboration come to blossom, and we hope to continue contextualizing global citizenship education for all stakeholders. Today’s workshop is just one of WFUNA’s many attempts.

However, such intention cannot be carried further without the support of individuals like those sitting in today’s audience. I urge you to not only listen to the impressive work being carried out by the different organizations represented by our panelists, but also be engaged beyond this workshop. After all, if we want to go fast, we can walk alone, but if we want to go far, we must go together.
WORKSHOP OVERVIEW

The implementation of global citizenship education is a task that requires a multifaceted approach. Governments, civil society organizations, multilateral agencies and the private sector have gradually widened their scope of collaboration in order to ensure GCED is included in all areas of life. Such efforts have come in the form of education programs, awareness raising campaigns or the creation of an environment that propels GCED. This workshop will bring together a panel of leading representatives from various sectors to observe progress that has been made in each of their respective organizations, including cross-sector examples of the implementation of GCED. Furthermore, panelists will discuss a broader future vision, examining what sort of efforts need to be made to ensure collaboration continues to be fostered and sustained at a national, regional and global level.

- Topic: Cross-Sector Partnerships for Global Citizenship Education
- Date: 31 May 2016 [Day 2 of conference]
- Location: Hwabeck International Convention Center
- Room: 300A, 300B [3rd floor]

SCHEDULE

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<td>Opening ceremony &amp; Introduction to speakers</td>
<td>Bonian GOLMOHAMMADI Secretary-General, WFUNA</td>
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<td>00:05 – 00:07</td>
<td>Opening Remarks</td>
<td>Soo Gil PARK President, WFUNA</td>
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<td>00:07 – 00:08</td>
<td>Introduction to Presentation order &amp; contents</td>
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<td>[Panel 1] International Organization</td>
<td>Utak CHUNG Director, APCEIU</td>
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<td>00:16 – 00:24</td>
<td>[Panel 2] Government</td>
<td>Young Eui KWON Director-General, KOICA ODA Education Center</td>
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<td>00:24 – 00:32</td>
<td>[Panel 3] Local Government</td>
<td>Se Yeon KIM Member of the National Assembly of the Republic of Korea</td>
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<td>[Panel 4] Corporation</td>
<td>In Hyuk CHOI CEO, Happybean Foundation</td>
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<td>[Panel 5] NGO</td>
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<td>Q &amp; A</td>
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<td>00:70 – 00:75</td>
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<td>Bonian GOLMOHAMMADI Secretary-General, WFUNA</td>
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Ambassador Park Soo-gil, prior to his election as President of WFUNA at the 39th Plenary Assembly in August 2009, served as the Republic of Korea’s Ambassador in the Kingdom of Morocco, Canada, to the European Office of the United Nations in Geneva and the UN in New York, from 1984 to 1998. At the Ministry of Foreign Affairs and Trade, in which he served from 1963 to 1998.

Mr. Park also served as a member of the Sub-commission on the Promotion and Protection of Human Rights, an affiliate body of the former Commission on Human Rights from 1999 to 2003. He is currently teaching at the Graduate School of International Studies, Korea University as a distinguished professor on the subject of international organization and the United Nations.

Mr. Park graduated in 1959 from the Korea University College of Law, and obtained a MIA degree in 1971 from the school of International Affairs and Public Administration, Columbia University.

Bonian Golmohammadi was elected Secretary-General of the World Federation of United Nations Associations (WFUNA) in August 2009. Previously, Mr. Golmohammadi served as Secretary-General of the United Nations Association (UNA) of Sweden for eight years. Under his leadership, UNA-Sweden increased its budget from $1 million to $5 million, and expanded its staff from 10 to 30 full-time employees.

Since 2005, Mr. Golmohammadi has served as President of the UNA Europe Network, coordinating United Nations Associations from all over Europe. He has served or is serving on various advisory boards for Swedish Ministers for Development, international development corporations, UN entities, and civil society organizations. Prior to joining UNA-Sweden, Mr. Golmohammadi worked with consultancy and private businesses in Sweden and the Czech Republic.

Mr. Golmohammadi earned a degree in Political Science, and has studied International Law, Human Rights and Philosophy, from Stockholm and Uppsala Universities.

Dr. Utak Chung is currently the Director of the Asia-Pacific Centre of Education for International Understanding (APCEIU), a UNESCO Category 2 Centre based in Seoul, Republic of Korea. Prior to being inaugurated as APCEIU’s Director, Dr. Chung served as Assistant Secretary General and Director of Strategic Programs Division at the Korean National Commission for UNESCO, where he started his professional career in 1982.

Additionally, he was the Associate Expert for the International Commission on Education for the Twenty First Century of UNESCO Headquarters from 1993 to 1995, and served as a Visiting Scholar at Graduate School of International Relations and Pacific Studies, University of California, San Diego from 2000 to 2002. Dr. Chung’s teaching career also includes his work as Adjunct Professor at Graduate School of International Studies at Sogang University (2002-2012) and Sookmyung Women’s University (2009-2012) in Seoul, Republic of Korea. His academic focus was on Official Development Assistance (ODA), International Organizations and Education for International Understanding.

Dr. Utak Chung holds Ph.D and M.A. in Political Science from Sogang University, Republic of Korea.
Mr. Kwon has worked for KOICA since April, 1991 when KOICA was established. He took the post of Director General of KOICA ODA Education Center 3 months ago.

Prior to taking incumbent post, he worked for Director General of the Office of Assessment and Evaluation, Resident Representative of Lao PDR, Uzbekistan and Mongolia. In Mongolia, he completed many medical projects and established Korea-Mongolia Vocational College. In Uzbekistan, he conducted many ICT-based projects and completed emergency medical service project by providing 110 ambulances. In Lao PDR, he completed Lao Children’s Hospital in Vientiane and planned mother and child healthcare project for LuangPrabang and Udomxai Provinces.


Serving his third term as a member of the National Assembly of the Republic of Korea (2008 – present), Mr. Se Yeon Kim works in Geumjeong-gu, Busan. He was a member of the Foreign Affairs and Unification Committee and the vice-chairman of the Committee Distortion Measures Northeast Asian History.

Mr. Kim was also the vice-chairman of the Committee on Education, Science and Technology and the Committee on Education, Culture, Sports & Tourism, both in the National Assembly. He also served as the member of the National Defense Committee in the National Assembly and was elected as a vice-chairman of International Democratic Union of the IDU meeting of party leaders.

As a member of the Saenuri Party, he was the vice-chairman of Policy Committee, after filling various posts which include the Emergency Leadership Committee member, the Deputy Floor Leader and the International Committee vice-chairman. Mr. Kim is currently the chairman of the Busan city party. He also holds a position as the chairman for the Group of Practicing Economic Democracy, which is a meeting of the National Assembly members, who belong to the Saenuri Party.

In Hyuk Choi is the CEO of Happybean Foundation and the director of Naver Creative Business center. Born in Masan Korea in 1971, he received his bachelor’s degree and master’s degree in Control Sensor Engineering both from Seoul National University.

Prior to Naver, he worked at Samsung SDS from 1995 to 1992 and later joined NHN, the predecessor of Naver Corporation, in 2000 to start his career in IT business. He now holds various important positions at Naver including the head of audit department, the CEO of Happybean Foundation as well as the director for Creative Business center.

As a leader of Happybean, he has brought business and charity mindset together to the organization, adding insight to their performance. He also notes that with the growth of internet usage, Happybean expects to become the platform that fosters easier and more convenient environment of sharing.
Dr. Mi-Jung Im was the gold medalist of the 1997 San Antonio International Piano competition. Dr. Im is currently professor at Hansei University, and President of Music for One Foundation.

Dr. Im received her B.A. in music from Seoul National University in Korea and came to the United States. She received her Master’s degree in music from the Juilliard School and earned her Doctorate of Music and Art from SUNY, Stony Brook.

Her concert career includes performances with the George Enescu Romanian Orchestra, the Sliven Philharmonic of Bulgaria, the Los Angeles Youth Symphony, the Stony Brook Orchestra, the Korean Broadcasting Symphony Orchestra, the Seoul National University Orchestra and the Seoul City Orchestra. Dr. Im has also given recitals at Carnegie Recital Hall, Lincoln Center, and Symphony Space in New York City and at the Kennedy Center in Washington D.C. as well as in Los Angeles, Chicago, Toronto, and Salzburg, Austria

HOST ORGANIZATION

World Federation of United Nations Associations (WFUNA)

WFUNA is the largest global network of people supporting and engaging with the United Nations. As a global nonprofit organization, we represent and coordinate a membership of over 100 national United Nations Associations (UNAs) and their thousands of constituents. Guided by our vision of a United Nations that is a powerful force in meeting common global challenges and opportunities, WFUNA works to strengthen and improve the United Nations. We achieve this through the engagement of people who share a global mindset and support international cooperation – global citizens.
PARTNER ORGANIZATION

Asia-Pacific Centre of Education for International Understanding (APCEIU)

Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO, was established in 2000 as a UNESCO Category 2 Centre in Education.

Guided by the UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974) and the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1995), APCEIU seeks to promote Education for International Understanding (EIU) towards a Culture of Peace, working with UNESCO Member States in the Asia-Pacific and beyond. APCEIU's vision to expand globally follows its commitment in promoting Global Citizenship Education (GCED), a global agenda with close ties to EIU whose inclusion in the Sustainable Development Goals as Target 4.7 follows the efforts that APCEIU has been leading with partners globally. APCEIU works in promoting GCED through its programmes include capacity-building of educators and international teacher exchange, policy research and development, material and information dissemination and partnerships and networking.

KOICA ODA Education Center

KOICA ODA Education Center is Korea’s first education institute dedicated to raise public awareness and to foster specialists in international development cooperation.

It provides a wide range of systematic education program for global citizens and international development cooperation specialists

Happybean

HAPPYBEAN

Happybean is an online platform for publishing contents regarding public interest. It’s a new donation model created by Naver, which uses the benefits of the internet to the fullest and allows Naver users to easily make donations while using Naver services. Naver is a representative, and the largest search portal website in Korea and the parent company and the main traffic source of Happybean.

Naver users can make easy donations through Happybean to any organization that have registered in Happybean.

Music for One Foundation

Music for One Foundation is a Performing Arts-based humanitarian organization (NGO) founded in 2005 by Dr. Mijung Im, dedicated to working with children and their communities worldwide to reach their full potential through music and music education.

Based on a philosophy that the promotion of music fosters connection and builds trust between people, the Foundation believe that music can promote a shared sense of civic virtue and engage people in creative activities that bring communities together.
Panel 1: International Organization

Asia-Pacific Centre of Education for International Understanding (APCEIU)

* Speaker: Utak Chung, Director, APCEIU
APCEIU's Role in Promoting Partnerships for Global Citizenship

Utak Chung (Director of APCEIU)

I. Efforts to Establish a Global Agenda for GCED

1. The Introduction of GCED and the Process of Establishing a Global Agenda

(1) The Global Education First Initiative

In September 2016, UN Secretary-General Ban Ki-moon emphasized the importance of education through the introduction of the ‘Global Education First Initiative(GEFI).’ In addition to ‘putting every child in school’ and ‘improving the quality of learning,’ GEFI placed a special emphasis on ‘fostering global citizenship’ as one of its three priorities as GEFI began to catch the attention of the international community. In later years, Secretary-General Ban Ki-moon newly established the GEFI Secretariat within the UN by tasks such a role to UNESCO and, as a result, a GCED Division was newly created within the UNESCO Education Sector.

(2) UNESCO Technical Consultation on GCED

The first programme implemented by UNESCO related to Global Citizenship Education was the Technical Consultation on GCED held from 9 to 10 September 2013 at the Asia-Pacific Centre of Education for International Understanding(APCEIU) in Seoul.

Through this meeting the concept of GCED, the status of GCED in the world and the future direction of its implementation were discussed with the results being compiled in a publication entitled Global Citizenship Education: An Emerging Perspective. Through the successful hosting of this meeting, an international conference known as the <First UNESCO Forum on GCED> was held in Bangkok in December 2013 resulting in greater understanding of the importance of GCED. In January 2015 in Paris the <Second UNESCO Forum on GCED> was held resulting in even greater interest on GCED. Through the Second UNESCO Forum on GCED, the <UNESCO GCED Clearinghouse> jointly created by UNESCO and APCEIU was officially launched.

(3) Global EFA Meeting (Muscat, Oman)

Since 2014, the Republic of Korea took the initiative to strengthen GCED by pushing GCED to become part of the global agenda at the UN and UNESCO. The goal was to make GCED part of the UN Sustainable Development Goals(SDGs) scheduled to last from 2015 to 2030 and the UNESCO Post-2015 Education Goals. The most important part of such efforts included the hosting of a GCED session by APCEIU at the ‘Global EFA Meeting, GEM’ in Muscat, Oman from 12 to 14 May 2014. The session attended by over 100 policy makers from the Ministries of

1) http://www.globaleducationfirst.org
Education as well as the Ministries of Foreign Affairs across the world provided the venue for the panelists to induce the participants the need for GCED logically and answer the questions related to the topic. The successful outcome of the session has resulted in GCED being included in the Muscat Agreement\(^3\).

\(4\) **UN Open Working Group on SDGs**

Due to the outspoken efforts of the Deputy Permanent Representative of the Permanent Mission of the Republic of Korea to the United Nations, Hahn Choong-hee, GCED was included in the draft of the SDGs\(^4\) during the session of the UN Open Working Group held in July 2014. This draft was later adopted without any significant changes by the 70\(^{th}\) Session of the UN General Assembly in September 2015 with global citizenship being included in Target 4.7 of the SDGs.

\(5\) **UNESCO World Education Forum**

From 19 to 22 May 2015, the UNESCO World Education Forum was held in Incheon, Republic of Korea. Throughout the Forum, UNESCO Member States adopted the Incheon Declaration\(^5\), which recognized GCED as a global education agenda that needed to be implemented by UNESCO member states until the year 2030. During the 38\(^{th}\) UNESCO General Conference held in November 2015, "Education 2030: Framework for Action," which included GCED, was adopted.

\(6\) **UN Sustainable Development Summit**

During the United Nations Sustainable Development Summit held from 25 to 27 September 2015, heads of states gathered and adopted the SDGs\(^6\), a set of goals the international community agreed were necessary to achieve sustainable development from 2016 to 2030. 17 goals and 169 targets were included in the SDGs where ‘global citizenship’ was included in Target 4.7, resulting in the ‘promotion of GCED’ becoming a part of the UN development agenda until the year 2030.

The adoption of GCED as part of the global agenda of the UN and UNESCO signified that all UN and UNESCO member states now had to include GCED as part of their national education policies and actively pursue its implementation until the year 2030.

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<td>Despite GCED catching the limelight of the world through the Global Education First Initiative in 2012, its roots can be traced back to educational initiatives on peace, human rights, international understanding, and sustainable development carried out by UNESCO since its foundation in 1946. The concept of GCED was born from a stable foundation cultivated through the past actions of UNESCO.</td>
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\(^4\) SDGs draft: [https://sustainabledevelopment.un.org/content/documents/1579SDGs%20Proposal.pdf](https://sustainabledevelopment.un.org/content/documents/1579SDGs%20Proposal.pdf)


Since the founding of UNESCO in 1946, European states including Germany, France, and Poland initiated revisions of their history textbooks in hopes of preventing another world war. Efforts to revise such history and geography textbooks led to the initiation of projects on Education for International Understanding, which consisted of education on peace, human rights, and inter-cultural understanding. In 1953, the UNESCO Associated School was founded through such efforts.

Amidst the East-West Cold War framework of the 1950s and early 1960s, education regarding peace and human rights remained sensitive areas showing limited progress. In light of this circumstances, Education for International Understanding, which dealt with greater understanding of cultures and customs, emerged at the forefront of GCED as it was considered a relatively less sensitive topic.

However, due to increasing concerns associated with the nuclear arms during the late 1960s, civil peace movements supporting disarmament and calling for an end to the nuclear arms began to emerge in Western Countries. During the 1970s, third world countries in Asia, Africa, and South America demanded the establishment of New International Economic Order and New World Information and Communication Order after becoming critical of global politics and global economic order. During the 1950s and up to the mid-1960s, the UN System faced little conflict in comparison to the turbulent times between the mid-1960s and the mid-1980s.

Although criticism of state-to-state power disparities and unequal distribution of wealth during this turbulent period manifested in 'non-alliance' movements, 'third world' group identities, and the 'dependency theory,' the period also provided the opportunity pushed for soul-searching regarding the concepts of peace, human rights, and international understanding as the world recognized that inequalities within the international system profoundly affected humanity.

In 1974 UNESCO adopted the Recommendations Concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms during the 18th UNESCO General Conference and subsequently adopted the Declaration and Integrated Framework of Action on Education for Peace, Human Rights, and Democracy at the 44th UNESCO International Conference of Education held in Geneva Switzerland on October 1994. These documents were later supported and adopted by the 28th UNESCO General Conference on October 1995, resulting in the establishment of international norms.

Although problems associated with state-to-state power disparities is still an issue present today, absolute disparity has been reduced and past models of state level war-profiteering by looting and plundering and imperial colonialism have both become impossible. The United Nations has been quietly supporting this trend towards world peace through PKO missions.

Global concerns regarding low levels of development, starvation, and poverty gave birth to Official Development Assistance and Development Studies. Through the adoption of the
Millenium Development Goals in 2001, the UN has been placing efforts to alleviate absolute poverty and starvation. Although the results of such efforts have not been stellar, a transition from state level war-profiteering to a model of cooperation and support signifies a drastic paradigm shift in the history of mankind.

During the 1970s, an increase in the human population and industrialization resulted in planetary environmental problems that began to call for global action. Following the 1972 United Nations Conference on the Human Environment in Stockholm, the UN Environment Programme (UNEP) was founded and the concept of sustainable development was born in subsequent years during the 1980s. In 1992, the United Nations Conference on Environment and Development in Rio resulted in the adoption of the Rio Declaration and Agenda 21, which was then followed by the adoption of the Kyoto Protocol in 1997 dealing with the issue of Global Warming. The results of this process called for more importance on environmental education catching worldwide attention through the 2002 World Summit on Sustainable Development and the UN Decade for Education for Sustainable Development.

With increasing demand for labor to fuel Western European economic development during the 1960s, foreign labor was imported to West Germany and other West European Countries. Further international exchange was brought on during the 1980s due to a boom in the tourism industry and developments in transportation technologies. Following the collapse of the Soviet Union, market economies emerged to shape the post cold-war order of the 1990s resulting in an increase in cross border traffic associated with international trade, multinational corporate activities, movement of foreign labor, study abroad opportunities, and tourism. Recently a rapid influx of African and Middle Eastern refugees into Europe have resulted in the shaping of Western European country demographics as becoming increasingly multi-cultural, multi-religious, and multi-ethnic to a degree that concerns have been raised that the status quo has reached the limits of assimilation.

With multicultural policies of the 1960s and 1980s no longer considered effective, such policies have been declared a failure and have been discarded by some European Countries. Faced with challenges associated with multicultural, multi-religious, and multi-ethnic societies, European and other Western countries have been centering their attention on the cultural diversity policies of UNESCO and have been looking forward to the emergence of GCED as a possible solution to the issue.

GCED is a concept that was newly introduced to the 21st Century lexicon through the combined efforts of UNESCO and other entities to promote education on peace, human rights, and international understanding as well as education for sustainable development and cultural diversity as demanded by our current times.

[The Definition of GCED]

UN Secretary General Ban Ki-moon’s emphasis on the Global Education First Initiative resulted in the placement of ‘putting every child in school’ and ‘improving the quality of
learning’ and ‘fostering global citizenship.’

Global Citizenship is a phrase used interchangeably with similar phrases such as ‘Citizenship without Borders’, ‘Citizenship beyond Nationality’, ‘Cosmopolitanism’, and ‘Planetary Citizenship’

Today’s concept of Global Citizenship refers to a sense of belonging to humanity or a global community. The concept does not bear any particular legal status but rather relates to the ethos or metaphors associated with a sense of togetherness regarding humanity, a collective identity, and the idea of collective responsibility.

Currently, Global Citizenship refers to a sense of belonging and identity not only as a citizen of a national state but moreover as identifying as a citizen of earth having ‘multiple identities.’ As we seek for a better world and a better future, Global Citizenship can be further expanded to incorporate respect for the standard values of humankind such as peace, human rights, democracy, justice, equal treatment, diversity, sustainable environment and more.

Hence, the goal of GCED in raising greater awareness of global citizenship focuses on enabling the learner to develop the competence to contribute to making a more righteous, peaceful, consistent, embracing, safe, and sustainable world.

Such education needs to be implemented in the long run for all children, teens, and adults and necessitates the inclusion of formal education, non-formal education, and informal education while also incorporating a process of teaching the concept of Global Citizenship in various curricular subjects.

GCED seeks to raise interest in issues all humankind face today. Through an enhanced sense of belonging, fellowship, and duty to earth, such education will internalize the values of human rights, social justice, diversity, peace, and sustainability. Based on global issues of recent period, general knowledge regarding mutual dependency, and with critical understandings, the plan is to develop the competency and skills of facing the global issues with communication, cooperation, and creativity. The education involves all these in its process and content.

II. APCEIU’s Role in Promoting Partnership for Global Citizenship

1. Global Partnerships

(1) UNESCO

APCEIU has cooperated with the UNESCO Headquarters in diverse fields under equal partnership since 2013.

The first example is a joint hosting of an international GCED Conference. The hosting of the Technical Consultation on GCED in Seoul at APCEIU from September 9 to 10 September 2013
marks a historical milestone regarding GCED. The concept of GCED, the status of GCED, and further directions regarding GCED were discussed with 30 GCED experts from all around the world. Additionally, the ‘1st UNESCO Forum on GCED’ was co-hosted in Bangkok in 2013, the ‘2nd UNESCO Forum on GCED’ was also co-hosted in Paris on January 2015. An international Conference on GCED will be held in Seoul with UNESCO on October 2016, and the ‘3rd UNESCO Forum on GCED’ will be co-hosted in Ottawa, Canada on March 2017.

Second, publications regarding GCED were co-published by UNESCO and APCEIU. ‘GCED: An Emerging Perspective’, ‘GCED: Preparing Learners for the Challenges of the 21st Century’, ‘GCED: Topics and Learning Objectives’ are representative co-publications. ‘GCED: Policy Guidance’ is also planned to be published.

Third, GCED Clearinghouse7), a platform for gathering GCED information and resources from all around the world was established and managed by UNESCO and APCEIU. The GCED Clearinghouse was officially launched from the ‘2nd UNESCO Forum on GCED’ which was held at UNESCO in Paris on January 2015.

Fourth, UNESCO and APCEIU are working together to develop GCED curriculum starting from 2016 in cooperation with the UNESCO International Bureau of Education. The main target countries are Uganda from Africa, Colombia from Latin America, Cambodia from Southeast Asia, Mongolia and Republic of Korea from East Asia. This is a 3-year project, which will focus on the localization of GCED in the national curriculum of the aforementioned countries.

Fifth, GCED capacity building workshops are held with UNESCO. A workshop is hosted from 19 June to 2 July 2016 in the Republic of Korea with 30 educators from all around the globe. In addition, Asia-Pacific Training Workshop on EIU will be held in Seoul on August and Sub-regional Workshop on GCED in Almaty, Kazakhstan in September co-hosted by UNESCO Almaty Office.

Sixth, UNESCO and APCEIU has cooperated in the development of measurement index on GCED, with plans to further work together on the data collection of SDGs 4.7, including GCED.

Seventh, APCEIU plans to create a Global Network for GCED in cooperation with UNESCO. A network including GCED research institutions, foundations, CSOs, universities and experts will be launched around October 2016.

(2) UN

A GCED Seminar led by APCEIU on March 2015 at the United Nations in New York to promote the importance of GCED received a positive response in the presence of the United Nations Secretary-General Ban Ki-Moon, UNESCO Secretary-General Irina Bokova and Ambassador Oh Joon of the Permanent Mission of the Republic of Korea to the United Nations. This Seminar contributed to the inclusion of GCED in the SDGs during the UN Sustainable

7) http://www.gcedclearinghouse.org
Development Summit held on September 2015.

APCEIU also plans to host another meeting at the UN in 2016 to further provide publicity on the importance of GCED. The meeting is planned to raise awareness of the importance of setting a ‘UN Decade for GCED’. A global campaign at the UN level such as the ‘UN Decade of Education for Sustainable Development: UN DESD’ is essential to the spread of GCED. Therefore, a diplomatic strategy is necessary in cooperation with the UN member states that share the same interest.

Additionally, in collaboration with UN GEFI Secretariat, a Global Youth Advocacy Workshop was held from 30 March 2015 in Geumjeong District, Busan with the 2nd workshop planned to be organized from 11 to 16 July 2016 in collaboration with UN GEFI Secretariat, Geumjeong District of Busan City and Busan University of Foreign Studies.

2. Domestic Partnership

(1) Government – Ministry of Education (MOE) · Ministry of Foreign Affairs (MOFA)

The ROK Government has achieved in setting GCED as part of the global education agenda through the hosting of the UNESCO World Education Forum. Although the Republic of Korea had little experience in establishing an international agenda, based on its elevated stature within the international community, it actively participated in setting GCED as an agenda at the UNESCO World Education Forum, which today is considered a great diplomatic feat for Korea.

In January 2015, the Korean Ministry of Education selected a total of 36 lead teachers on GCED and commissioned a training programme in APCEIU to actively propel GCED within Korean schools. In 2016, the training was again implemented with a total of 64 lead teachers from 17 cities and provinces throughout the Republic of Korea. Through this programme, educators have further spread the idea of GCED across the country. By forming a GCED research groups, the teachers plan to continually and consistently play the role of expanding and researching the topic of GCED at schools in Korea.

The Korean Ministry of Foreign Affairs pays high attention to the spread of GCED through the United Nations. The Korean MOFA, the Permanent Representative of ROK to the United Nations, and the APCEIU are mutually cooperating for GCED to firmly set the GCED within the United Nations.

(2) Local Government

Recently, local governments’ interest towards GCED has been on the rise. The Geumjeong District of Busan is promoting GCED at the local government level under the slogan the ‘Capital of GCED’. APCEIU held a week-long Global Youth Advocacy Workshop from 30 March 2015 in Geumjeong District of Busan with a 2nd workshop planned to be organized from 11 to 16 July 2016 with Geumjeong District of Busan and Busan University of Foreign Studies. Additionally, GCED training for local government officials was held under the supervision of APCEIU for 30
Geumjeong district government officials from 16 to 17 November 2015.

GCED training is being carried out for Jeju local government officials and Asia-Pacific regional government officials through the UNITAR Jeju Center. 15 Asia-Pacific regional government officials that participated in UNITAR training received 1-day of GCED training at APCEIU on 22 October 2015.

In December 2015, special lectures on GCED were held for both NGO practitioners and the government officials of Ansan, a city where many foreigners reside in the Republic of Korea.

(3) University

In case of Universities, the Seoul National University (SNU) Global Education Cooperation Program and College of Liberal Studies offers lectures on GCED. The Humanitas College of Kyunghee University holds special lectures on GCED every semester, and on 27 August in 2015, the Humanitas Institute for Liberal Education hosted a ‘GCED Forum.’ The 2015 Fall Book 1 Volume 2 of the ‘Humanitas Forum’ was published with special focus on GCED. Kyunghee Cyber University hosted two forums regarding the global education of citizens in January and October 2015, and the Graduate Institute of Peace Studies at Kyunghee University also carried out a special lecture on GCED. From 2016, APCEIU will provide funding to 9 Universities in Korea to develop courses on GCED during their fall semester.

(4) Office of Education

Various Metropolitan and Provincial Offices of Education have shown interest in GCED, with several of the Offices working actively in the promotion of GCED through their education institutions. Seoul Metropolitan Office of Education is one of the active Office of Education that has been promoting the ideas of 'coexistence and co-prosperity of GCED strengthening programmes', running GCED special support school, supporting study groups, hosting GCED debates, as well as providing credit-based training programmes for teachers in Seoul in cooperation with APCEIU and NGO.

With an aim to fostering 'the creative and democratic citizens for coexistence' and 'creative thinking', Gyeonggi Provincial Office of Education has developed 4 sets of textbooks entitled 'Coexistence of democratic citizen' in 2013 to teach the traits, values and systems related to democratic citizens, such as human rights, peace, democracy for different age group of students (e.g Grade 3–6 elementary, middle school students and high school students) and these materials has been widely used in schools at the Gyeonggi Province. With further plans to publish ‘GCED’ textbooks for elementary, middle and high school students in 2016, the further efforts has been provided since 2015.

The Gangwon Provincial Office of Education has hosted a "GCED Forum" at the Wonju Education and Culture Center on 30 March 2016, where 200 principals from local elementary and middle schools have participated. The Forum was a platform to build understanding among educators on the importance of GCED in schools, and the need for cultivating GCED-competent teachers.
On 25 May 2016, the Jeollanamdo Office of Education (JOE) and APCEIU co-hosted a special lecture on GCED in Muan, Jeollanam-do, where 200 people participated including the JOE Superintendent, JOE civil servants and the principals and vice principals of local schools.

Furthermore, APCEIU signed an MOU with the Chungcheongnam Provincial Office of Education on 20 April 2016 to build cooperation on GCED initiatives.

III. Conclusion

The fact that GCED as outlined in <UNESCO Education 2030> adopted at the 2015 UNESCO World Education Forum and the <Sustainable Development Goals> adopted by the UN, has become an important global development and educational goal carries much historical significance for all mankind in the 21st century.

Continued global efforts are needed to prevent this hard-won GCED Agenda from losing its significance, and to promote it across the globe.
[참고문헌]

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APCEIU Activities, http://www.apceiu.org/ko/
Panel 2: Government

KOICA ODA Education Center

* Speaker: Young Eui Kwon, Director-General, KOICA ODA Education Center
KOICA’s Partnership on Global Citizenship Education

31st May 2016

KOICA Global Citizenship Education

<table>
<thead>
<tr>
<th>Target</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Students</td>
<td>① Special Lectures, ② Education for Student Clubs, ③ Essay Contest</td>
</tr>
<tr>
<td>School Teachers</td>
<td>GCED Teacher Training (Online, Offline)</td>
</tr>
<tr>
<td>University &amp; Graduate School Students</td>
<td>① Lectures for University and Graduate School Students, ② Dissertation Competition</td>
</tr>
<tr>
<td>General Public</td>
<td>Education on International Development and global citizenship</td>
</tr>
</tbody>
</table>
# KOICA’ Global Citizenship Education

<table>
<thead>
<tr>
<th>Target</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGOs, Teachers, Lecturers, University Students</td>
<td>Workshop on Education for Global Citizenship</td>
</tr>
<tr>
<td>Lecturers for School Children</td>
<td>Training of Trainers</td>
</tr>
</tbody>
</table>

## Global Village

<table>
<thead>
<tr>
<th>Exhibition</th>
<th>Education for Global Citizenship</th>
<th>Education on Culinary Culture</th>
</tr>
</thead>
</table>

## KOICA’ Partnership on Global Citizenship Education

- **University**
  - Supporting 30 University’s International Development Education

- **KOICA Regional Centers**
  - Providing GCED Educational Materials

- **Private Company**
  - MOU with Sigong Media
    - Developing online teacher training course on GCED

- **Education office**
  - Seoul Metropolitan Office of Education

- **Overseas**
  - Inviting overseas Experts to KOICA to Have a Lecture on GCED, Exchanging Information

- **NGO**
  - GCED workshop with NGOs, Curriculum development

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To Avoid Duplication and improve its effectiveness and Efficiency
KOICA Partnership on Global Citizenship Education

Strength:
- GCED Curriculum and materials
- Teacher’s training experience
- Partner with NGOs, Universities and Education offices
- Over 450,000 members
- Know-how on Online Education
- ICT Technology

Role:
- Planning the course
- Providing Contents
- Lecturers (KOICA, NGOs, Public Schools, Universities etc.)
- Inspecting the course
- Planning the course
- Investing money
- Filming
- Designing online course’s materials
- Editing

Benefits:
- KOICA has a prestige to develop the first online teacher training course on GCED
- KOICA can expand the course effectively and efficiently, without extra budget
- Sigong media has a prestige to develop the first online teacher training course on GCED
- When the demand is sufficient, Sigong media can earn money

KOICA Partnership on Global Citizenship Education

Before

1 Teacher training on GCED (Offline)
2 Participants: Elementary and Secondary school teacher
3 3 times a year
4 In a year (2015), 95 teachers have attended the training course

High Demand
Limited number of classes and attendee, Location due to Limited Budget and Manpower

After

1 Teacher training on GCED (Online)
2 Participants: Elementary, Secondary school teachers and Education Experts, Lecturers, general public
3 Twice a month
4 In a month (May 2016), 197 teachers is attending the training course

Limitless space and place
SDGs 4.7 By 2030, ensure all learners acquire 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.

THANK YOU
Panel 3: Local Government

National Assembly

• Speaker: Se Yeon Kim,
  Member of the National Assembly of the Republic of Korea
The Role of Politics and Local Government
In Global Citizenship Education
- World Federation of United Nations Associations Workshop -

Greetings, My name is Kim Se-yeon, National Assemblyman of the Busan Geumjeong District.

Today I come to speak to you at the WFUNA workshop on ‘Cross Sector Partnerships for Global Citizenship Education’ to explain the role of politics and local governments.

1. The role of Politics and the National Legislature

The month of March this year came as a shock to many South Koreans as the general public experienced the coming of the 4th industrial revolution by witnessing firsthand breakthroughs in Artificial Intelligence displayed by the prowess of Google’s Alpha-go. The news of World Go Champion Lee Se Dol’s 1 to 4 loss to Alpha-go had a profound impact on South Koreans as it suggested the inevitability of fundamental change to our way of living in the near future as technological innovations continue to progress in today’s era.

Experts have predicted that municipal and national boundaries that once defined the limits of economic, industrial, language, and cultural systems will disappear during this era of technological innovation.

From this standpoint, global citizenship education and its objective of helping individuals become contributing members to our global community is a very important and timely global agenda of our current period.
Cooperation and collaboration is expected as a requirement among various countries of the world as such an undertaking cannot be performed alone by one country considering that training of personnel through Global Citizenship Education transcends both local and national boundaries.

Amidst such efforts, National Legislatures, the governing bodies responsible for legislating policy decisions, and especially its Standing Committees on education need to collaborate on an international level to establish universal values shared by humanity and define the criteria of global citizenship. The role of politics is such that both of these aspects can be covered to explore the means to expand opportunities of education especially for students in need.

The Republic of Korea National Assembly Foreign Affairs and Unification Committee has been at the forefront of such efforts through 32 years of ROK-US Inter-legislature youth exchange programs. Up to this day, a total of 676 students have participated in the program as interns to the Legislature of the other country participating in various forums and discussions on topics of interest to each country and expanding greater opportunities for mutual exchange.

Another example includes a bill that I introduced as a member of the Education, Culture, Tourism, and Sports Committee of the ROK National Assembly in 2013 that provided opportunities for education to youth suffering from poverty and domestic abuse. In cooperation with major media companies (Chosun Ilbo) and research institutes (National Youth Policy Institute) I confirmed the existence of 280 thousand at-risk-youth who were provided opportunities for education in Out Of School Youth Support Centers newly established by region in the Republic of Korea. The Youth Support Centers not only provided academic tutoring but also outreach, mentoring, and overseas volunteer program participation opportunities to provide at-risk-youth with the
means to cultivate a sense of Global Citizenship.

As I’ve mentioned above, there needs to be close cooperation between politics and Global Citizenship Education in our efforts to develop new paradigms of education.

2. The role of Local Governments

Although the same can usually be expected for other countries, in the case of the Republic of Korea, students living in rural regions of the country compared to those living in highly developed areas including and surrounding Seoul Metropolitan City usually lack the experience and qualities needed to successfully assimilate in our global community. Because of this, extra attention and support is especially needed to provide opportunities of international exchange for students in such rural regions.

My constituency, Busan City Geumjeong District, has taken action on UN initiatives such as ‘Education for All’ and ‘Education for Sustainable Development’ under the slogan ‘Global Geumjeong: The Capital of Global Citizenship Education’ to help students within my district become globally talented individuals.

For example, my constituency co-hosted the ‘Global Citizenship Education Youth Leadership Workshop’ with the Global Education First Initiative Secretariat supported by UN Secretary General Ban Ki-moon to provide students within my constituency greater understanding on Global Citizenship Education. My constituency has also held international exchange programs such as the Korea-USA Youth Exchange Camp and the Korea-United Kingdom Youth Exchange Camp and also organized International Work Camps for University students to come to Geumjeong District and provide various volunteer services.
In addition to this, through a number of MOUs with various states, international organizations, and international non-governmental organizations, my constituency has organized events such as Earth Hour, UN International Day of Peace, International African Film Festival, International Art Camping Festival, and programs planned in cooperation with UNICEF to expand youth exchange. These activities have helped youth cultivate a global identity not limited to their local community and country.

In 2015 to further strengthen international exchange and cooperation, the Busan Geumjeong District newly created a Global Citizenship Education team within its administrative body and formed the 'Committee to Establish Global Geumjeong: The Capital of Global Citizenship' where continual planning and discussions have been ongoing to implement various Global citizenship education programs and policies. Lectures provided by the Secretary General of the World Federation of United Nations Associations and the Executive Director of the Korean Committee for UNICEF have also contributed to forming greater calls in support of Global Citizenship Education and voluntary participation.

As a result of these activities, Busan Geumjeong District participated in the 2015 World Education Forum as the only local government participant and has been introduced as a notable case-study at the 66th UN DPI-NGO Conference. Through this event, Busan Geumjeong District plans to distribute publications containing more information on its activities. I hope you find much interest in them.

Thank you.
Panel 4: Corporation

Happybean Foundation

* Speaker: In Hyuk Choi, CEO, Happybean Foundation
Happybean’s Role in Global Citizenship Education

CONTENTS

Introduction of NAVER and Happybean

Campaigns implemented to fulfill one of the MDGs
- UNF ‘Net’s Go’ mosquito net donation campaign with Samsung Electronics

Public Campaign for Global Brand
- GUESS Watch and H&M

Fundraising Campaign for Disaster Overseas
- Emergence relief for 2010 Haiti Earthquake and more

Public Policy Campaign
- Part-time childcare teacher campaign

Conclusion
- What makes Happybean meaningful

Happybean Foundation
Choi In Hyuk, CEO
Happybean is an online platform used to publish public interest content. One of its main success factors is high visitor traffic. Before I introduce you further to Happybean, I would first like to introduce Naver. Naver is the parent company of Happybean and is also the largest online search portal in South Korea. Naver is the source of most traffic to Happybean.

NAVER

NAVER is the largest and most widely used search portal in Korea just as Google is in America. Since the launching of its business in June 1999 using a self-developed proprietary search engine in Korea, Naver has time and again provided innovative search-related services including popular services such as Unified Search, KnowledgeiN and Real Time Search. Naver has been leading innovative developments in the web search services industry of South Korea. Naver has also presented diverse user services such as Shopping, Blog, Café and Map to position itself as being the best search portal website for Korean users. To provide the same search experience for mobile users as desktop users, NAVER recently developed and introduced various mobile web services that correspond to different mobile OS.

Service Release: June 1999
Members Joined: 42 million
Unique Visitors to Mobile Main Page per day: 26 million
Share for search queries in Korea: 77.6%
# Main Services of NAVER

<table>
<thead>
<tr>
<th>BAND, World’s Top Community Application</th>
<th>LINE, International Mobile Messenger App</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="BAND Image" /></td>
<td><img src="image" alt="LINE Image" /></td>
</tr>
</tbody>
</table>

- **Social Network for communities**
  - Joined by over 50 million users within 3 years
  - International users account for more than 20%

- **MAU worldwide marks over 200 million (2016.04)**
  - Four core markets contributed its growth: Japan, Taiwan, Thailand, and Indonesia
Happybean is Korea’s first online donation platform that connects internet users to NGOs in need of help. Happybean was first launched in July 2005 with strong support from its parent company Naver. Happybean is able to provide diverse content for the public interest sector through active service pages including Naver’s main page, Blogs, and Cafes. Since its creation, the Happybean Foundation has served as a platform that introduces public interest projects and content from various actors to online web users. The Foundation has been at the forefront of such fundraising activities in the Republic of Korea and has made possible countless campaigns and projects through crowd funding.

The Happybean online platform includes a number of different global and domestic non-profit organizations, corporations, and governmental agencies that all interact with Korea’s internet users. The platform provides information to approximately 6,000 non-profit organizations and serves as a place where they can solicit donations via online donation boxes. Happybean has launched and managed diverse participatory content such as fundraising campaigns for global disaster relief, public policy promotion campaigns, and CSR campaigns. Its purpose is to raise awareness on diverse issues regarding public goods to the public and encourage them to engage in donation activities. In the last 10 years, over 13 million people donated to various Happybean projects.

Total amount of donation
60 billion KRW
(51 million USD)
(campaign fund 39 billion KRW
/personal donation 21 billion KRW)

<table>
<thead>
<tr>
<th>Happybean Status</th>
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<tbody>
<tr>
<td># of NGO Members</td>
</tr>
<tr>
<td>Over 6,000</td>
</tr>
</tbody>
</table>
As indicated in the table above, Happybean has been successfully producing diverse campaigns in cooperation with domestic and foreign non-profit organizations, corporations, and governmental agencies for the last 10 years including emergency relief for global disasters.

Collaborations with Corporates for Public Campaign on Global Issues

In September 2000, world leaders at the Millennium Summit held in UN Headquarters office in New York City adopted the historic Millennium Declaration and agreed to achieve the Millennium Development Goals (MDGs) which included goals such as the elimination of extreme poverty, improvement of maternal health, achievement of universal primary education, and protection of environment.

To help achieve the 6th goal ‘Combat HIV and AIDS, Malaria and other diseases’, the UN Foundation (UNF) planned a campaign to donate nets capable of blocking malaria mosquitoes. The campaign was first launched in New York City where the UN Headquarters office is located with Seoul, the capital of South Korea, being selected as the staging area for the second launch of the campaign. Samsung Electronics contributed most enthusiastically to the campaign by not only partnering with Happybean but also Samsung Electronics, the sponsor of the campaign known as Net’s Go in South Korea, desired to not only contribute financial resources but also raise awareness towards the global issue and solicit nationwide support for the campaign.

In hopes of making this possible Samsung Electronics partnered with South Korea’s largest public interest project fundraising platform, Happybean, to launch the campaign and deliver various media content from live videos displaying the troubling aftermath of malaria in Africa to Samsung Electronics employee interviews from Africa calling for support to the campaign. Through such efforts South Korean internet users contributed donations to help this particular cause jointly organized by Samsung Electronics, United Nations Foundation, and Happybean.
Campaign Summary

Duration: 2010.10.25~12.14 (50 days)
Participation: Approximately 320,000 users
Funds Raised: over 3 hundred million KRW
Public Campaign for Global Brand

Happybean is largely a local online donation platform covering the South Korean internet domain. Regardless of this, however, the number of partnerships it has with several multinational companies for global campaigns is on the rise. South Korea has grown into one of the top global economic powers compared to 10 years ago when Happybean was first launched. With these changes, international brands are aiming to enter the South Korean domestic market to introduce their global campaigns into localized campaigns through collaboration with Happybean. Some of them target South Korean children and some of them focus on global issues. Happybean not only helps them localize their campaigns but also introduces their global campaigns through online page links provided to people in South Korea.

GUESS Watches ‘Time to Give’ (http://event.happybean.naver.com/timetogive)

GUESS WATCH has been holding a global campaign that manufactures special watches for worldwide fundraising in support of non-profit organizations supporting a designated country.

In 2014, while GUESS watch was planning their 8th campaign, we were given the opportunity to introduce Happybean directly to Cindy Livingston, the CEO of GUESS Watches.
She was fascinated by Happybean’s transparent charity fund operations, unique online donation promotions, and active participation of users, which made her decide she would hold the 8th campaign in Korea through Happybean.

We used 2 different methods in the TIME TO GIVE campaign. The first method was to introduce the story of a beneficiary organization through their campaign web page and let users empathize and donate online. The other method was to sell limited-edition watches through online sales exclusively at Happybean to collect funds, excluding any sort of offline sales. Through this campaign, more than 2 hundred million KRW (1.6 hundred thousand dollars) and 3 hundred million KRW were collected from domestic and global sales respectively and funds were donated to child-caring shelters.
This campaign was promoted through Naver pages to urge the public to join the campaign. Consequently, over a million people were exposed to the campaign promotion one way or another. Amongst them, around 7,000 online users wrote a comment on the campaign page.

We intended to run TIME TO GIVE campaign in collaboration between Happybean and GUESS Watches to gather public attention using the strategy to sell a fascinating limited-edition watch exclusively at Happybean.

H&M World Recycle Week (http://event.happybean.naver.com/hmwrw)

Since 2013, H&M has been holding an upcycling campaign that collects used clothes and recycles them to produce new ones. This year, H&M named their annual campaign ‘WORLD RECYCLE WEEK’ and held it worldwide for 7 days from April 18th to collect over 1,000 tons of cast-off clothes through H&M retail stores. In Korea, H&M formed a partnership with Happybean to run an online version of their campaign.

The goal we set was to encourage people to empathize with the objective of this campaign and participate in it. The program was designed to provide a simple offline quiz to people to allow them to indirectly experience the need for upcycling and later take action in our offline stores.
The campaign lasted for about a week and on the online page, a simple flash-based cloth donation drop box animation was displayed so users could select a t-shirt with a mouse cursor and put it in the box, which displayed a virtual online version of H&M’s upcycling campaign. This straightforward online participation drew over 40 thousand users to the campaign. Users were also exposed to quizzes about the positive impacts caused by upcycling which was one of the main goals of the campaign. While solving the quizzes, users were exposed to the practical benefits of reusing clothes. This quiz-solving experience made people empathize with the basic purpose of the campaign where approximately 5,000 users wrote comments to show their support. We also believe the online participation affected users and led them to go offline and donate clothes.

Through use of the web, Happybean collaborates with diverse corporations to deliver global issues to the internet users and encourage them to understand the main subject of the campaign and foster global citizenship for those who have participated in the campaigns.

If you are interested in checking out other collaborated campaigns between Happybean international corporations,

Please come visit [http://event.happybean.naver.com].
Fundraising Campaign for Disaster Overseas

As mentioned above, Happybean now works as a platform that has a positive effect in letting domestic online users recognize global issues and experiences and become a part of it through diverse campaigns. Happybean also supports fundraising activities of member non-profit organizations, which is the essence and the basic purpose of its establishment.

In addition to providing aid to 6,000 domestic non-profit organizations through fundraising, Happybean has supported efforts to find solutions to multiple global issues by encouraging Korean online users to get involved in charitable efforts aimed at raising funds for relief efforts of overseas disasters. Using our capability to communicate with the public, we offered them chances to realize their identity as a global citizen and make a successful emergency fundraising event for unexpected disasters.

As an emergency response to the 2010 Haiti earthquake and the 2011 Japan earthquake, Happybean conducted fundraising activities with domestic non-profit organizations. Despite the period of fundraising being relatively short, lasting only two weeks, exposure on various high traffic pages on NAVER were provided to Happybean by Naver to directly update South Korean internet users on the disaster zones.

Emergency relief exposed to the users through NAVER pages with high traffics

<table>
<thead>
<tr>
<th>NAVER PC Main Page</th>
<th>NAVER Mobile Main Page</th>
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<tbody>
<tr>
<td>Visits per day: 1.5 million</td>
<td></td>
</tr>
<tr>
<td>Impressions per day: 180 million</td>
<td></td>
</tr>
<tr>
<td>Visits per day: 2.5 million</td>
<td></td>
</tr>
<tr>
<td>Page views per day: 330 million</td>
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</tbody>
</table>

It is usually considered that calls for help using old media such as television and newspaper is effective in promoting disaster relief. However, Happybean went a step further from just promoting the cause but also made reliable charity funding possible by cooperating with non-profit organizations that directly provided relief to the disaster stricken areas, which offered a highly transparent and effective means of emergency relief.
Public Policy Campaign

Happybean works as a platform specialized in publishing participatory campaigns of interest by global corporations and organizations and promoting them to the public. In addition to this, Happybean fulfills its role as a public content platform by introducing government policies to the people and providing useful information to educate people on such policies. Happybean started its first public policy campaign in the latter months of 2014 and since then, it has published 30 campaigns of 20 governmental agencies for 2 years.

Public policy campaigns make up a large portion of Happybean content. Together with corporate and non-profit organization campaigns, public policy campaigns account for 25% of all campaigns Happybean operates with partners.

The Part-time Child Care Teacher Campaign is one of the most widely received public policy campaigns of Happybean. The part-time child care teacher policy was originally designed to alleviate some of the difficulties of childcare and provide support at the governmental level to those who raise kids. However, within the online space, it faced heavy criticism on its effectiveness. Most people showed a cynical stance towards the contents. However, using Happybean knowledge regarding public interest content over the last 10 years, Happybean collaborated with a government institution and launched the Part-time Childcare Teacher Campaign, making people recognize the excellence of the policy and take a positive perspective toward it rather than a negative one.
Through these campaigns, the public’s attitude towards various public policies of governmental institutions shifted. Internet users were able to learn about new policies with ease and participate in the campaign with significantly less chance of making judgmental comments against the campaign. The campaign provided an avenue to consume a public good, which is the essence of a public policy campaign, while also introducing the effectiveness of a government policy in various ways to the public.

If you are interested in checking out other Happybean public policy campaigns,

Please come visit [http://event.happybean.naver.com].

Conclusion

In Korea, it is often said that when you sow beans, you have to sow 3 at a time. One is for a bird, another is for a ground animal, and the last one for a farmer. The saying teaches us a lesson in that if we lack the spirit of sharing and only sow one bean expecting good harvest, we might end up with nothing at all. With appreciation for the moral of this story, Happybean dedicates itself to spreading hope and happiness by sowing the beans of sharing and also delivering not only domestic but also global issues to the Korean people in hopes of fostering a greater sense of global citizenship.

Thank you.
Panel 5: NGO

Music for One Foundation

* Speaker: Mi Jung Im, President, Music for One Foundation
Modeling Global Citizenship Education through Music and Partnership

Dr. Mijung Im
President
Music for One Foundation (INGO)
Seoul, Republic of Korea
THANK YOU