2014 Asia-Pacific Expert Symposium on Global Citizenship

General Program & Abstract Book

Theme | Social Responsibilities and Ethics or Global Enterprises and Educators
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1 Outline

Title
- 2014 Asia-Pacific Expert Symposium on Global Citizenship

Period
- October 23(Thu.)~24(Fri.), 2014

Venue
- Day 1: Marine Solar Park, Conference Hall
- Day 2: Hanlim Pullman Ambassador Hotel First House

Participants
(About 150 Participants)
Associated national cities in IAEC and RCE; national and local governments; global and social enterprises; multicultural-related organizations; the Changwon Office of Education; lifelong learning centers at local universities; lifelong learning centers in local areas; public officials in related departments, etc.

Theme
- Social Responsibilities and Ethics of Global Enterprises and Educators

Hosts
- Changwon City, UNESCO Bangkok Regional Bureau for Education, Korean National Commission for UNESCO

Programme
- Day 1, October 23(Thu.): Speech by Session
  • Opening Ceremony and Keynote Speech
  • Session 1: Theoretical Presentations on Global Citizenship
  • Session 2: Corporate Social Responsibility (CSR) Program and Global Enterprises
  • Session 3: Local Actions from City Governments
- Day 2, October 24(Fri.): Discussion for Day 1 Speech
  • Discussion for Day 1 Speech and conclusion
  • Theory Lecture for Global Citizenship and local Community
  • City Tour: Doosan Heavy Industry, Masan Gagopa Chrysanthemum Festival
## Programme Agenda

### 2014 Asia-Pacific Expert Symposium on Global Citizenship
- Social Responsibilities and Ethics of Global Enterprises and Educators –

#### Day1 : Thursday, 23 October, 2014 09:20~17:30 /Marine Solar Park

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<th>Time</th>
<th>Program</th>
<th>Remark/Speaker</th>
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<tbody>
<tr>
<td>09:20~09:30</td>
<td>Registration</td>
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<tr>
<td>09:30~10:30</td>
<td>Opening Ceremony</td>
<td>- Guest Introduction[Mr. Gwang-Jo Kim] [Director of UNESCO Regional Bureau of Education]</td>
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<td>- Opening Remarks[Mr. Gwang-Jo Kim] [Director of UNESCO Regional Bureau of Education]</td>
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<td>- Welcome Remarks[Mr. Sang-soo Ahn] [Mayor of Changwon City]</td>
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<td>- Congratulatory Remarks[Ms. Bernadia Irawati Tjandradewi] [Secretary-General of UCLG ASPAC] [Mr. Hyunmook Lim] [Assistant Secretary-General of Korean National Commission for UNESCO]</td>
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<td>10:30~11:00</td>
<td>Coffee Break</td>
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<td>11:00~11:30</td>
<td><strong>&lt;Keynote Speech&gt;</strong></td>
<td>Dr. Chung Utak[Director of Asia-Pacific Center of Education for International Understanding(APCEIU)]</td>
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<td></td>
<td>- Title : What is Global Citizenship Education? (Paradigm Shift in Education for the 21st Century) [Dr. Chung Utak] [Director of Asia-Pacific Center of Education for International Understanding(APCEIU)]</td>
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<td>11:30~13:30</td>
<td><strong>Session 1. Global Citizenship Education in Local Society – The Educator’s Experiences of GCE. GCE Programmes in and out of the School (Moderator : Ms. Kyung-hwa, Chung/Asia-Pacific Center of Education for International Understanding(APCEIU))</strong></td>
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<td>11:30~11:50 Formal Education Case in Asia-Pacific [Ms. Namhee Yun] [Head Researcher of Impact Square (Shared Value Initiatives)]</td>
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<td>11:50~12:10 Non-formal Education Case in Asia-Pacific [Mr. Gregory Antos &amp; Ms. Rochelle Farok Ardesher] [Point B Design + Training]</td>
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<td>12:10~12:30 Q&amp;A</td>
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<td>12:30~13:30 Lunch</td>
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<td>13:30~13:50</td>
<td><strong>Session 2. Corporate Social Responsibility (CSR) in Global Corporation (Moderator : Mr. Raul Vales Cotera/ Senior Programme Specialist at the UNESCO Institute for Lifelong Learning)</strong></td>
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<td>Programme and Global Enterprises – The Roles and Responsibilities for Local Community [Ms. Namhee Yun] [Head Researcher of Impact Square (Shared Value Initiatives)]</td>
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<td>Programme and Global Enterprises – The Roles and Responsibilities for Local Community [Ms. Clelia Daniel] [Project Manager of CSR Asia]</td>
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<td>Programme and Global Enterprises – The Roles and Responsibilities for Local Community [Ms. Mee Yin Chew] [Sustainability Manager of the Minor Food Group]</td>
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14:40–14:55  Programme and Global Enterprises – The Roles and Responsibilities for Local Community (Thailand)  Ms. Rommuk Piachan  Manager of Communications Strategy CSR True Group

14:55–15:10  Q&A

15:10–15:30  Coffee Break

15:30–15:50  <Key Lecture>  Ms. Younghwa Kee  President of National Institute for Lifelong Education

Session 3. Local Actions from City Governments/ Administrations for Multiculturalism and Environmental Education (Moderator: Mr. Woojin Cho / Chief of Education Team of Korean National Commission for UNESCO)

15:50–16:10  Local Actions from City Governments/ Administrations for Multiculturalism and Environmental Education  Mr. Raul Vales Cotera  Senior Programme Specialist at the UNESCO Institute for Lifelong Learning

16:10–16:30  Local Actions from City Governments/ Administrations for Multiculturalism and Environmental Education  Mr. Jose Enrique Sandejas Garcia III, Mayor of Balanga City, Philippines

16:30–16:50  Local Actions from City Governments/ Administrations for Multiculturalism and Environmental Education  Mr. Yuan Dayong  Researcher for the Institute of Vocational and Adult Education at Beijing Academy of Educational Sciences

16:50–17:10  Local Actions from City Governments/ Administrations for Multiculturalism and Environmental Education  Mr. Peter Blunden  Executive Officer to the City of Melton Community Learning Board, Australia

17:10–17:30  Q&A

19:00–21:00  Welcome Reception  Hallim Pullman Ambassador Hotel Grand Ballroom(2F) 21 Invited Participants (Domestic 7, Foreign 14)

◈ Day2 : Friday, 24 October, 2014, 10:00~15:00 / Hanlim Pullman Ambassador Hotel

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<th>Time</th>
<th>Program</th>
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<td>10:00–12:00</td>
<td>&lt;Discussion&gt;  ▶ The duties and attitudes of local community leaders to developing policies toward cultivating global citizens.  ▶ Discussing strategic ways to strengthen cooperation among various actors to contribute to the well-being of people at the local, regional, national and global levels.  Chair : Mr. Ichiro Miyazawa  Programme Specialist in Flexible Learning and Equivalent Programme, Asia-Pacific Programme of Education for All (APPEAL), UNESCO Bangkok</td>
<td>UNESCO Bangkok-Korean National Commission for UNESCO</td>
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<td>Wrap-up &amp; Closing Remarks</td>
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<td>12:00–13:00</td>
<td>Lunch</td>
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<td>13:00–15:00</td>
<td>Changwon City &amp; Industry tour</td>
<td>Changwon City Government</td>
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<td></td>
<td>- Doosan Heavy Industry / Chrysanthemum Festival</td>
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3 Event Background

- Further develop Changwon's international reputation as a sustainable global education city
- Promote and support lifelong learning activities for sustainable development in Asia-Pacific
- Follow-up and strengthen networks built during the 12th Changwon City Union World Congress of International Education in 2012
- Access international expertise and perspective on global citizenship by engaging the United Nations Educational, Scientific and Cultural Organization (UNESCO).
  ※ UNESCO : United Nations Educational, Scientific and Cultural Organization
- Raise awareness on global citizenship education and generate new concepts of sustainable education policy

4 Event Proceedings

- 2012.10.05: Memorandum of Understanding was made between Changwon, UNESCO Bangkok Regional Bureau for Education, Korean National Commission for UNESCO.

<table>
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<th>Main Purposes of Agreement</th>
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<td>Three parties should acknowledge and play an active role to advance the pursuit of education for sustainable development and lifelong learning through advocacy and recognize the need to address close relationship between education and urbanization on the development of the Asia-Pacific region and to strengthen regional and sub-regional cooperation in this regards.</td>
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<td>Major cooperative ways throughout Programme and Projects, sharing the information and enhancing Global Networks</td>
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- 2012.11.19: Mayor of Changwon City visited UNESCO Bangkok Regional Bureau for Education and proposed to co-host for [Asia-Pacific Symposium on Education in Local Learning Cities]
- 2013.6.10~11: Asia-Pacific Symposium on Sustainable Lifelong Learning city
- 2013.10.11: UNESCO Bangkok suggested to co-host the upcoming conference in 2014.
- 2014.7.28: UNESCO Bangkok confirmed the final proposal on “2014 Asia-Pacific Expert Symposium on Global Citizenship”
5 Photos

Venue (Marine Solar Park)

Registration

VIP Room

Group Photo

Opening Remarks

Announcer Muyong, Roh
Office of Education & Legal Affairs

Mr Gwangjo, Kim Director of UNESCO Regional Bureau of Education
October 22, Welcome Dinner

October 23, Lunch

October 23, Lunch

October 23, Banquet

October 23, Lunch Banquet Toast

Discussion Room
(Hanlim Pullman Ambassador Hotel)

Doosan Heavy Industry Tour

Gagopa Chrysanthemum Festival Tour
Ⅱ. Conference Proceedings

1. Executive Summary
2. Opening Remarks
3. Keynote Lecture (Morning)
4. Session 1
5. Session 2
6. Keynote Lecture (Afternoon)
7. Session 3
8. Discussion
9. City Tour
Global citizenship education (GCE) has gained considerable momentum in recent years as people around the world are coming to understand the importance of “thinking globally, acting locally”. But for GCE to truly take root and transform societies, the active engagement of all stakeholders – from the community level through to multinational corporations – is critical.

The “Asia-Pacific Symposium on Global Citizenship Education”, held from 23–24 October in Changwon, Republic of Korea, furthered this end by bringing together representatives from local governments, NGOs, UNESCO and multinational corporations. The diverse group of participants shared ideas and best practices toward fostering the inclusive, peaceful and sustainable societies to which we all aspire. More than 20 experts and industry professionals from Asia-Pacific joined 150 participants from the Republic of Korea, who came from local governments, educational institutions and major companies in the country.
A wide spectrum of issues pertaining to GCE as well as its core values were discussed during the symposium. How GCE can be incorporated into formal and non-formal education systems, for example, was discussed, with presenters giving inspiring examples of how the basic tenets of GCE resonate with young learners even when the concept has yet to be formalized within their education systems.

The role that local governments can and should play to advance global citizenship was also analyzed. Representatives of local governments from across the region shared some of their successes in promoting global citizenship in their areas as well as their visions for how these values could be strengthened in the future.

Major corporations are in part driving the shift from rural to urban areas and as such their involvement is critical to any push towards global citizenship. Recognizing this, the symposium welcomed representatives from corporations in the Republic of Korea as well as throughout the region to share how their corporate social responsibility (CSR) initiatives can have a positive impact in communities. Changing trends in CSR that are veering away from one–off charitable exercises to consistent and sustainable initiatives were also discussed.

The Asia–Pacific Symposium on Global Citizenship Education in Changwon offered a unique opportunity for representatives of widely disparate groups to network and broaden partnerships in the effort to keep driving GCE’s positive momentum forward.
Opening Remark

Mr. Gwang-Jo Kim
Director of UNESCO Regional Bureau for Education

Honorable Mr. Ahn, Sangsoo, Mayor of Changwon City,
Ms. Bernadia Irawati, Director of United Cities and Local Government;
Mr. Lim Hyunmook, Assistant Secretary-General of Korean National Commission for UNESCO;
Ms. Younghwa Key from the National Institute of Lifelong Learning Education and
Mr. UTAK Chung from the Asia Pacific Centre for Education of International Understanding
Ladies and Gentlemen,

Upon launching the Global Education First Initiative, our Secretary-General Ban Ki-moon noted that, “Education is about more than literacy and numeracy. It is also about citizenry. Education must fully assume its essential role in helping people to forge more just, peaceful and tolerant societies.”

That critical mission is what brings us here together in Changwon. It is my great pleasure to open the “Asia-Pacific Expert Symposium on Global Citizenship” co–organized with the city of Changwon, UNESCO Bangkok, the Asia Pacific Bureau for Education, and the Korean National Commission for UNESCO in Changwon.

We are about to embark on an ambitious endeavor over the next two days to learn from one another and find ways in which this concept of global citizenship can take root and flourish in the interest of a more peaceful, sustainable future for all of us.

Changwon offers the ideal setting for our discussion. This city offers a vibrant model of how a dynamic industrial economy can embrace – and profit from – the principles of sustainable development and lifelong learning. This commitment to promoting local actions towards the goal of global sustainability was recognized most recently when the city won the prestigious United Nations Public Service Award.

UNESCO and the city of Changwon have a strong bond forged through these mutually shared values. In 2012, Changwon and the Korean National Commission for UNESCO agreed to work with our office to promote sustainable development and lifelong learning in this region and abroad.
Our gathering here today is the result of that collaboration and follows from last year’s “Expert Symposium for Sustainable Lifelong Learning Cities in the Asia Pacific”, also held in Changwon. There were fruitful discussions were had regarding the issue of lifelong employability and our need to redefine the nature of work in the face of societal changes as well as underscoring the importance of education for sustainable development.

With this conference and the continued collaboration of our organizations, it is my belief that we can make great strides in learning how to advance the cause of Global Citizenship and lifelong learning for the well-being of our citizens.

Our world is changing at a dizzying pace. Globalization, rapid technological advancements, and population growth, particularly in cities, have changed our societies drastically in recent years. Over the half of the world’s population lives in cities, which only take up a tiny fraction of the Earth’s total land.

These are dynamic, exciting times, but the accelerating pace of urbanization also increases the potential for conflicts and can amplify existing challenges, such as the gap between the rich and poor, the unemployment, energy and resource shortages, environmental crises, and so on.

We have no option but to press forward in the face of these challenges. But how? That is what we are gathering here today to discuss.

Now is the time we must determine how we can live together in this new environment, facing of with these complex challenges, and not only survive, but thrive.

Two factors are critical here: individual empowerment and social cohesion. These form the foundation of global citizenship and are crucial to the well-being of all citizens, regardless of their country of origin. Cities must foster participation, trust, connectedness and civic engagement. Only then can they empower their citizens and promote social cohesion and in doing so foster “Global Citizens”.

There are varying definitions of the term “Global Citizenship”. Chernor Bah, a youth advocate for Sierra Leone, offered a succinct explanation of the concept when he said that, “As a citizen you get your rights through a passport/national paper. As a global citizen, it is guaranteed not by a State, but through your humanity. This means you are also responsible to the rest of humanity and not the State alone.”

Indeed, in an increasingly interconnected and interdependent world, the need for the concept of global citizenship to be embraced grows more pressing by the year. Global Citizenship Education emphasizes how interconnected we all are and the urgent need for us to “learn to live together”.

Responsibility for advancing the cause of Global Citizenship, of course, rests with us all and it’s important for us to understand our individual roles in this context. Local governments, global enterprises and educators in particular have the potential to be driving forces for global citizenship, and I am pleased to note that representatives from each have joined us here today.
Local governments must adapt to meet modern challenges, taking their lead from the directives of national governments, while at the same time inspiring the idea of global citizenship at the grass-roots level – encouraging their citizens to “Think Globally, Act Locally.” As globalization advances and multinational companies move into cities bringing with them increasingly multicultural families, local education systems must adapt to help facilitate this shift.

For multinational corporations, the type of broad outlook at the heart of global citizenship is a prerequisite to survival in today’s competitive international business landscape.

Modern corporations must respond directly to customers, employees and investors across the globe in order to profit and thrive. These corporations benefit from the bounty in resources offered to them by the cities of the world and it is important that they in turn recognize their own responsibility to give back to the communities in which they operate. For these organizations, like all of us, long-term survival also depends on sustainability.

Global Citizenship Education is built on the perspective of lifelong learning, covering everything from traditional knowledge to cutting edge IT skills and new media. As such, educators must be trained to pass these skills on to young learners. They must be dynamic and cannot stay stuck in unyielding formal education systems, but must adapt to an approach that embraces multiculturalism and globalization. Educators also must stress the importance of both cognitive and non-cognitive skills in cultivating global citizens.

As mentioned earlier, Secretary-General Ban Ki-Moon highlighted Global Citizenship Education as one of the three priorities to build a better future for all of us. UNESCO has taken a leading role in driving this agenda forward by advocating on behalf of Global Citizenship Education, which stresses peace, human rights, equality and tolerance for diversity as well as sustainable development. This goal remains the overarching objective of UNESCO’s education programme over the next eight years.

Again, I thank the city of Changwon for hosting this important conference. As one of the Republic of Korea’s leading industrial cities, Changwon has taken a leading role in proving that industrial growth and sustainable development can and should be complementary. I hope that it is a model that will be emulated elsewhere.

In closing, I would like to leave you with the words of Mahatma Gandhi, who shared his vision of how a more peaceful, sustainable future could be achieved. “We must become the change we want to see in the world,” he said. “Be the change that you want to see in the world. Be the planetary citizen you want everyone else to be.”

I trust that this symposium will provide a platform that we can all use to advance this important cause. I wish you all a productive conference.

Thank you.
Welcome Remarks

Mr. Sangsoo, Ahn
Mayor of Changwon City

Distinguished guests, ladies and gentlemen

It is such a pleasure that the ’2014 Asia-Pacific Expert Symposium on Global Citizenship’ is held here in Changwon at the culmination of the beautiful autumn.

On behalf of 1.1 million citizens of Changwon, I would like to extend heartfelt welcome to Mr. Kim Gwang-jo, Director of UNESCO Bangkok, Ms. Bernadia Irawati Tjandradewi, Secretary General of UCLG, Mr. Lim Hyun-muk, Deputy Secretary General of Korean National Commission for UNESCO, Mr. Cheong Wu-tak, Director of the Center of Education for International Understanding and experts from home and abroad for taking precious time to join us.

Recently, "glocalization" is drawing great attention, which means "think and plan a strategy globally" while "act and operate locally."

The 21st century is an era of cities playing more important functions than creating values for life. People are required to think as global citizens and conformed with local situations. This is a trend we call 'glocalization.'

Cities around the world are facing with the same challenges, including Changwon, that they have to pursue social integration to embrace cultural diversity and promote the sustainability of resources and the environment. In order to address these challenges, it is very critical to cooperate local businesses, communities and governments, and further global cities.

I hope that this symposium can give an opportunity that we share the experience and professional knowledge on promoting of global citizenship and contribute to the sustainable development of cities in the Asia Pacific region.

I also hope that we introduce the best practices to facilitate the growth of Changwon, including the development of the tourism service industry.

Once again, I would like to convey my sincere gratitude for great efforts to UNESCO Bangkok and Korean National Commission for UNESCO to put the symposium together and all the other participants. I wish you have an enjoyable stay in Changwon and come away with beautiful memories.

Thank you.
Honorable Mayors, distinguished guests and participants, ladies and gentlemen,

Good morning!

I would like to congratulate the people of Changwon, and the government of Changwon under the leadership of Mayor Ahn Sang Soo and UNESCO for taking up the important theme for today’s symposium, global citizenship and sustainable education.

We know, education is power that is embedded in our body and soul. And it is power that brings a better life for human beings, to make equal rights and freedom for each individual whatever the gender, race and social differences. I am very fortunate in life as my parents promoted equal education for all their children, including me and my other siblings. I still recall what my late mother used to tell me. “Study as high as you can, get knowledge as much as you can. Unlike position and/or wealth, nobody can remove knowledge from your mind and heart.”

Nevertheless, there are many families who are not fortunate enough like us in this room today. We still see some regions that are going backward instead of upwards, with regards to girls’ education and women rights. These are sometimes caused by different ideologies or beliefs that are not based on humanity and peace. I am glad that the Nobel Prize for this year goes to a girl, Malala Yousafzai from Pakistan who has been fighting for the rights of girls for education. I hope her recognition will wake us up to work together to bring education for all in every parts of the world, to promote peace and build prosperity with our neighboring people and countries, including the peaceful reunification of North and South Korea.

For me, it has been one decade since my first visit to Changwon. I am pleased to visit Changwon again today and see positive progress in the City’s development. On this occasion, I would also like to congratulate once again Changwon for receiving the United Nations Award on Public Services which UCLG ASPAC has endorsed as well. Changwon has proved that fruitful cooperation between the Government and people has been possible! Please join to give a big applause for Changwon City Government and the people of Changwon for the Awards.
I have just returned from Turin, Italy for the High-Level Global Dialogue on Localizing the Post-2015 Development Agenda last week. The Sustainable Development Agenda will be the new goals to accelerate the MDGs for implementation from 2015 to 2030. There are 17 goals and 169 targets that have been proposed. We are pleased that this time, unlike MDGs, local players like us, cities and local governments have been consulted and engaged in the dialogues to ensure that the new agenda will be OUR OWN Agenda, regardless of where the people come from. There should be no differentiation between north and south. There is no sense in dividing us between north and south in an interconnected world. We have common challenges and common goals to achieve.

The United Cities and Local Governments Asia Pacific (UCLG ASPAC) is the largest regional section of UCLG, a global network of cities and local governments that promote decentralization and well-being of the people. Local government is the closest sphere of government to the people, who act at the local level. However, in many countries even in Asia-Pacific region where over 3.8 billion live, local governments have limitations to perform well, because of various reasons. Limited roles and responsibilities, lack of finance and resources, weak institutions as well as their abilities to create partnerships with different stakeholders, such as private companies and civil society groups, have hindered their ability to provide good infrastructure, facilities and services, including education, to their constituents. Local governments in developing countries that have enough resources have put offer free primary and secondary education for their citizens, but they are still very few compared to the thousands and thousands of existing cities and local governments.

We have to be optimistic. Despite various challenges I mentioned earlier, there have been successful cases in bringing different actors to the table. The pioneering work of Mumbai City Government in funding the construction of basic infrastructure in slum areas in collaboration with the slum dwellers association; the creation of task forces in several cities for educating people with regards to disaster risks reduction; good cooperation between the private sector and local governments in providing formal and informal education, like nursery schools in Japan, and many other places. However, the magnitude of our good works may NOT be so big compared to the dimensions of the challenges we face. Therefore, the magnitude for reform has to be much bigger and speed has to be much faster if we want to have big impact and reach the SDGs by 2030!
UCLG ASPAC has been working to build local governments’ capacity and advocate for their importance in planning, and implementing local actions and promoting and initiating multi-stakeholder partnerships. We have been promoting local economic development, good governance, strengthening local government associations and empowering women in local governments. We have been grateful for the active participation of Changwon City in UCLG ASPAC. Changwon has dispatched an official to our Secretariat in Jakarta to strengthen cooperation especially between Korea and members from different countries.

There are 3 messages I would like to convey to the audience today:

1) The experiences of local governments in the Asia-Pacific region show that the best development results are achieved when local governments work in partnership with community groups and other stakeholders, including private companies. This multiplier effect results in a greater impact for all good works.

2) Good governance is the key for multi-stakeholder partnerships. Every actor, local government, or civil society or enterprise or educator should understand its roles and responsibilities. Each player should be accountable and act according to good governance principles with integrity, dignity, honesty, respect and transparency.

3) Local government is the vital player that leads to the collaborative mechanism for enterprises, educators, and local citizens. However, they need to have the capacity and authority to do so. A conducive environment for local governments to perform efficiently should be created with support from national governments. Proper regulations and policies, clear cooperation framework with guidelines and operational procedures for effective execution of participatory planning need to be enhanced.

In conclusion, I hope the Symposium will bring closer our collective effort to create good education for all people across the globe. I look forward to having a productive Symposium and meeting the citizens of Changwon and all the participants.

I’d like to close by quoting what Goethe has said: “Knowing is not enough, we must apply. Willing is not enough, we must do” (by Johann Wolfgang von Goethe).

Thank you very much for your attention.
Mr. Lim Hyunmook  
Assistant Secretary General of Korean National Commission for UNESCO

Mr. Ahn Sang Soo, Mayor of Changwon City,  
Dr. Gwangjo Kim, Director of UNESCO Bangkok  
Ms. Bernadia Irawati Tjangdradewi, Director of UCLG,  
Distinguished participants,  
Ladies and gentlemen,

On behalf of the Korean National Commission for UNESCO, I would first like to convey our deep appreciation to Changwon City and UNESCO Bangkok for their hard work to make this conference possible. We are honored to be part of this common endeavor, and pleased to join you this morning in opening this important symposium.

As Dr. Kim has just mentioned, Changwon City has made significant contributions to the promotion of the role of local governments in educational development in the Asia–Pacific region. Last year, Changwon City hosted the first Asia–Pacific Expert Symposium on ‘Sustainable Lifelong Learning Cities’ in partnership with UNESCO Bangkok and the Korean National Commission for UNESCO. I would like to take this opportunity to express our special thanks to Mayor Ahn and the citizens of Changwon City for their vision and strong will to lead the joint efforts of local governments for educational development in the region.

This year’s topic is global citizenship. The concept of global citizenship has been given fresh light thanks to the launching of the UN Secretary-General’s Global Education First Initiative, which underscores the importance of universal access to education, ensuring quality of education, and promoting global citizenship education. Although global citizenship or cosmopolitanism has been discussed since ancient times, it is in this era of globalization that the term has gained much more significance.
Indeed, it is clear that many of today’s pressing issues and concerns require concerted action of all citizens of the globe. Hence, the need to promote global citizenship. However, as in the past, we have our share of conceptual and practical problems with global citizenship.

For example, is it possible to become a global citizen in our world where nation-states are still exerting dominant influences on people’s lives? What about many ethnic groups who are struggling to establish their own nation-state? How can we harmonize global citizenship with local citizenship or national citizenship?

I believe that these questions are very important for all of us not only in coping with current challenges but also in thinking about the future of cities and their role in an increasingly globalized and inter-connected world. All cities have their own particular problems and issues: but in many cases, they cannot be solved without consideration into their global aspects. Therefore, in some sense, sustainability of cities depends on the level of global citizenship.

Distinguished participants,

I do hope that we will be able to find some answers to the questions that I have just raised during this symposium.

I wish to thank all the participants from home and abroad for your contribution and support for our joint effort to promote global citizenship at the local level. I also hope you will have some time to enjoy beautiful autumn of Korea in Changwon.

Thank you for your attention
Why Global Citizenship Education now?

First, the interdependence and interconnectedness of people and places is increasing with transnational migration as well as ICT advances and the rise of social networking sites. With this increased interdependence, global challenges become more important in the local context. For example, the Ebola virus is no longer just a problem in the African countries where it originated – due to rapidly increasing global travel there is a possibility that it could become a local problem as well.

Then there is a shift in the discourse about the role of education, with the focus shifting from simply acquiring knowledge to gaining a greater understanding about local cultures. This concept of “Learning to Live Together” is the most important facet of a successful education in the 21st Century.

What is Global Citizenship Education?

Global citizens share a sense of belonging to and a responsibility for the global community and take an action towards a more peaceful and sustainable world. This feeling of belonging extends both to the pride of being a citizen in one’s country while at the same time appreciating one’s responsibility to the wider world.

Education systems in the 21st Century must incorporate this approach of Learning to Live Together in which cultural, national and racial differences are respected and celebrated. To achieve this ambitious goal, we must all share the best practices and determine the best path to achieve them in our educational systems.
UNESCO and APCEIU’s work on GCE

This covers four areas:
1) Advocacy and policy development
2) Development of curriculum (in progress)
3) Publication and dissemination
4) Development of a GCE clearinghouse (forthcoming): This will help to catalogue areas where GCE is incorporated into education systems as well as to highlight best practices from around the world.

APCEIU’s work on GCE

1) Educational capacity–building: The objective is aimed at training educators to ensure that they have a firm grasp on GCE principles and concepts before they begin teaching the material. An international teacher exchange program is also in progress.
2) Information dissemination: SangSaeng, the tri–annual English–language magazine, covers issues, trends and other information related to GCE
3) Networking: Specifically meetings of UNESCO Category 2 centres in education on GCE

GCE in Post–2015

With the Millennium Development Goals set to expire in 2015, the United Nations is finalizing its Post–2015 Agenda (also called the Sustainable Development Goals). UNESCO has joined the call for the inclusion of Global Citizenship Education in this agenda.
Global Citizenship Education at the Local Level

Bhutan is a democratic constitutional monarchy that strives to face the force of globalization with a humanitarian approach to development and education that focuses on Gross National Happiness.

The promotion of GNH is a matter of national policy in Bhutan and this has many intriguing parallels to GCE, said Mr Udhim Subba. Indeed the four key principles of GNH align with GCE: good governance, sustainable socio-economic development, cultural preservation and environmental conservation.

While GCE has not been formally incorporated into the country’s education system, Mr Udhim Subba does include the concept in his school’s curriculum and activities through:

1) Holding quizzes on GCE;
2) Focusing assembly speeches on GCE themes;
3) Encouraging students to become active in their communities;
4) Teaching students to respecting and preserve their heritage;
5) Encouraging environmental awareness by giving the students hands-on agricultural experience, etc;
6) Emphasizing Education for Sustainable Development through methods a school waste management programme.
7) An outdoor “Peace House” that showcases articles written by students on sustainable development and global citizenship where students can go for quiet contemplation.
Point B is the co-creator of the Design-Thinking Center for Community Engagement, a community incubator located in Mawlamyine University, the third largest university in Myanmar. The center’s mission is to create a space for local change agents, rural communities, civil society organizations as well as businesses and government ministries to answer challenges facing the country as it grows.

In June 2014, Point B set out of a six month pilot project involving 20 students or “change agents” as they refer to them, to focus on projects in their communities, believing that solutions bottom up from the grassroots level rather than come from the top–down.

Three principles of Point B’s education curriculum

1) Mindfulness: paying attention to the present moment without passing judgment. The more capable we are of looking within ourselves, the more effective we will be looking outward.

2) Design thinking: experience is the key to learning, recognizing the importance of having a “beginner’s mind”.

3) Facilitation: learning by doing. Similar to the concept of GCE, which encourages learning through collaboration, as well as empathy with others.
Global Corporations' Corporate Responsibility (CSR) Initiatives

Ms. Yun provided a case study that demonstrated the great potential for corporations to team up with NGOs for CSR initiatives, as well as the transformative impact that ICT can have on education for the disadvantaged.

In its CSR outreach in Indonesia, KT sought to address the education gap between those in major cities and others on more remote islands. To this end, KT partnered with an Indonesian NGO to implement its "Mahamentor–Gongsin" program to create an e-learning center on the island of Yogyakarta in 2013.

KT project in Indonesia

1) E-learning center in 2013

Using space provided by a local college, KT provides the equipment and teaching materials for the e-learning center, where 65 "mentors" (volunteers from the community who are trained as facilitators) work with 240 regular students. The center has since come to play an important role in education, providing classes in English, mathematics, science, and computers.

2) Robot partner

Additional English instruction comes through the novel form of a robot – the KIBOT offers a fun way for young learners to hear and practice English, provides The KIBOT provides additional English class based on the information.
The face of corporate interaction with communities is changing. Global enterprises are increasingly expected to engage communities and listen to and respond to their interests and demands. In Asia, CSR initiatives for many companies have been heavily philanthropic in nature; however, it seems times are changing. Increasingly more and more organizations are looking to go beyond philanthropy and develop strategic CSR initiatives in partnership with local communities.

Over the past decade, CSR Asia has worked with corporate and community clients on strategic community investment (CI) throughout the region and also carried out research to measure the impact of initiatives. They found that in many cases a disconnect between CI and core business functions as well as a lack of a follow-up on the impact of these initiatives is lessening the efficacy and consistency of corporate community outreach.

**Why should corporations invest in communities?**

1) To build both brand and reputation
2) To create new market opportunities
3) For employee recruitment and retention and to enhance local workforce productivity and knowledge
4) To meet or exceed stakeholder expectations including governments, communities, employees and senior management
5) To protect and enhance license to operate and corporate reputation
CSR Asia Research: Dollars and Sense

CSR Asia conducted a study on Corporate CI measurement in Indonesia, Hong Kong, Malaysia and Singapore. The report, entitled “Dollars and Sense” revealed that many companies in Asia still largely focus on reporting the causes they support as opposed to what changes or benefits occur as a result.

1) Level of reporting: Only 50% of companies surveyed provided feedback for the report.
2) Involvement in CI: Only 25% of respondents explained why they were involved in CI.
3) Investment in communities (in cash, time, or in-kind?): Only 17 companies answered this, making it difficult to measure the impact of their efforts in communities.
4) Areas for company investments: The two broad areas of investment were education and health.
5) Who are the beneficiaries? Children and teenagers benefited the most from these programmes.
6) How are companies implementing CI? Companies are collaborating and partnering with external organisations to implement CI, mostly NGOs.
7) Measuring inputs, output or impact? Most of the companies surveyed didn’t report the outcome of investments. Out of the forty companies that reported on CI less than half disclose information on CCI inputs. All input disclosures referred to the amount of money invested. Only thirteen companies presented any information on outputs and the number of people impacted by their CCI. The output information for the most part was ‘story telling’ and the data was vague and inconsistent.

What next?

Why is it enough for companies to report on achieving targets in terms of the number of children who have been through a reading programme? It is more important to question whether children’s better reading ability (as a result of the programme) have enabled them to achieve academic success in other areas or helped improve self-esteem. Instead of the number of staff who volunteered, why aren’t businesses asking – how are these volunteering hours converting to actual employee engagement and retention?
The Minor Food group operates according to a triple bottom line – people, profit and planet. The company develops its own human resources with an eye on the long term, offering training and additional avenues for advancement. The company’s core values are having a customer focus, being result oriented, developing its human resources and engaging in strategic partnerships. Currently, Minor’s efforts fall into these broad categories:

1) **Contribute to education**

Minor encourages literacy among young people through initiatives such as its Thailand–wide campaign which promotes reading through contests and other initiatives. The result showed that the literacy rate among children has improved. Active stakeholder engagement, governance and communications, strategic and targeted investments are a key to the success of such initiatives.

2) **Create sustainable workforce**

Minor aims to provide further educational opportunities to students as well as existing employees, who improve their skills and become more engaged in the company and their communities.

3) **Cultivate sustainability leaders**

Minor seeks to cultivate leaders with a sustainability mindset to inspire others and embed this outlook into business practices. In order to achieve this, a clear business case needed to be made and linkage to leadership development needs was critical.
LG Electronics aims to take a sustainable approach to dealing with issues such as environmental problems, poverty and disease. CSR activities are a major focus for the company both in the Republic of Korea and around the world.

**LG Electronics’ CSR activities**

1) Supporting the provision of medical services in developing areas around the world, such as vaccinations and blood donations.

2) The LG "Hope Family" program in partnership with the UN World Food Programme works to provide sustainable solutions to combat hunger in Bangladesh and Cambodia.

3) LG representatives are active in an anti-school violence program, that advocates against violence among teens with employees even patrolling high risk areas to monitor such incidents in Changwon.

4) Provides programs to help multicultural families, such as immersion classes for children to help them settle in Korean society.
True’s CSR initiatives aim to encourage students to cultivate knowledge and a love for the environment. To achieve this on a wide scale the company aims to reach children living in remote, underdeveloped parts of Thailand. The main outlet for this initiative is the company’s True Plook Panya (TPP) project, focuses on broadening children’s education through digital learning media.

Here are some highlights of the program:

1) Provides TV and TrueVision satellite equipment with 50 educational TV channels to students as well as digital educational software on eight major subjects.
2) Supports selected schools with multimedia facilities, including installing TV, LAN and other networks.
3) The project’s website, www.trueplookpanya.com, is a large knowledge sharing database that promotes ethics among children as well as guidance.
4) Program involves more than 5,000 schools, with 10,000 of the target.
5) TPP also focuses on improving 3G availability for schools and communities in the interests of improving education quality, particularly in library computer labs. The technology also enabled in local public health centers to support mobile medical services in remote parts of northern Thailand.
Local Government’s Role in Promoting Global Citizenship in a Multicultural Society

Ms. Kee Yonghwa
President of National Institute of Lifelong Education

1. Multicultural society, new challenges

Global migration is intensifying amid economic and cultural globalization. It is now common for foreigners to migrate to ROK because of work or marriage. As a result, Korea is no longer home to a single ethnicity, but a multicultural society. We need to take action to ensure that we live in harmony with new migrants. What challenges does a multicultural society face? New challenges arise such as cultural conflicts, discrimination, problems regarding foreign laborers' human rights and inadequate social networks for new arrivals. Among these, the two most problematic issues are cultural conflicts and racial discrimination. Extreme racial discrimination leads to xenophobia, as we have seen with anti-Korean protests in Japan and the reverse here.

2. Needs and direction of citizenship education

Challenges brought by the advent of a multicultural society, especially the increased possibility of social conflict, creates the need for a new type of citizenship education. Multicultural education is needed not only for new arrivals to this country, but for everyone in society Global citizenship education must be included in school curricula.
Also both the central and local governments in Korea should take action to support immigrants as they settle here. Four types of citizenship should be nurtured through adult citizenship education: inclusive, pluralistic, reflexive and active citizenship.

Some examples of local governments’ actions are following:
1) Jeju–island: connecting immigrant women with Korean mothers.
2) Osan–city: Supporting multicultural women to help them to establish small businesses or find other employment.
3) Eunpyung–gu: Educating immigrant women to be foreign language teachers at Korean schools.

3. Citizens and local development

Citizenship education is crucial to sustainable local development, individual learning, empowering people, economic competitiveness and organizational learning. Citizens should no longer engage with their local governments in a passively reliant way or in active opposition, but rather collaborate on problem solving.

We have our own nations and cultures, but we are living in a wide world. Local governments must recognize this and serve as a bridge to global citizenship education, through:
1) Linking various citizenship education policy initiatives with the wider master plan.
2) Secure a stable budget for citizenship education.
3) Lead local specialization of citizenship education
About 53% of the world's population is now living in cities, making it crucial to anticipate the learning needs of these fast-growing urban communities.

Some cities are developing innovative strategies for citizens to learn new skills and competencies throughout their lives. This lifelong learning approach is at the core of what defines "learning cities".

The Republic of Korea, for example, has more than 120 learning cities, both large and small. The Global Network of Learning Cities (GNLC) arose out of the need to create a global platform to develop standards for learning cities and create a platform to mobilize cities around the world and encourage best practices in ensuring that all people are able to exercise their right to an education.

The first international conference on learning cities organized in Beijing in October 2013 led to a six point definition of learning cities.
1) promote inclusive learning from basic to higher education;
2) revitalize learning in families and communities;
3) facilitate learning for and in the workplace;
4) expand the use of modern learning technologies;
5) enhance quality and excellence in learning;
5) nurture a culture of learning throughout life.

The second International Conference on Learning Cities will be held in Mexico City in 2015. The conference will take stock of the progress in establishing and expanding learning cities and provide a platform for stakeholders to share best practices and lessons learned in advancing the concept.

For more: learningcities UIL.unesco.org/home
The city of Balanga is the capital of Bataan in the Philippines with a population of around 88,000 people. The overall vision for the city is "Balanga University Town 2020", developing it as "the Silicon Valley of the Philippines". The goal is for Balanga, which currently has one public university and several private colleges, to become a hub for knowledge-based businesses in the country as well as a family oriented city with a strong learning atmosphere that ensures sustainable and participative governance. The city has created a university town master plan to realize this vision, with a transparent performance management system in place to ensure good governance.

The Balanga city administration also works closely with district officials, or barangay as they are called in the Philippines, to deliver basic services in a systematic way. Twice a month during "Barangay Week", city administration officials go to these villages to meet with locals, learn about the issues most important to them and deliver services such as training skills and medical aid. Lifelong learning is an aim of this initiative, which Mayor Garcia developed after attending a Global Network of Learning Cities conference. The city also regularly searches for and publicly acknowledges the best managed barangay as a means of motivation.

The city has been recognized with several awards for everything from promoting business development to encouraging healthier lifestyles and promoting literacy.
Mr. Yuan Dayong highlighted some of the core components of learning cities and then discussed Beijing’s path to achieve them. He emphasized that global citizenship is essential for a learning city and that learning cities in turn can help foster global citizenship.

In Beijing’s case, the motivations to turn the capital into a learning city are to foster innovation, and to promote sustainability and inclusiveness. The first national official policy paper in China on learning cities, “The Decision on Promoting Building Learning Cities”, was issued in August, 2014 and will serve as the guideline for the development of learning cities in the country.

Strategies to promote global citizenship in Beijing:

1) Community engagement
2) Providing a platform for global citizenship
3) Education on foreign languages and cultures
4) Human rights and law education

Beijing now faces new challenges on its path forward. Policy should not be only top-down – change should also come from the grass-roots level up. Environmental education must be a priority and the country’s learning culture must keep pace with changes brought on by the information era.
Melton is an urban area within metropolitan Melbourne with a population of more than 45,000 people. Its council believes that local governments can and should play an important role in advancing global citizenship, particularly the concept of lifelong learning. A low education rate and a lack of qualifications among people is a concern for the city. As such, Melton's community learning plan mission is “a learning city generating lifelong learning opportunities to grow our community’s social, cultural, economic, environmental and personal well-being”.

Melton works towards this through political support, good governance and community participation. The latter is key to ensuring that residents have a strong voice in decision-making. UNESCO guidelines also serve as inputs on global citizenship.

Melton’s Six requirements for learning community are:

1) Political support
2) Governance (through an advisory board that works with the council)
3) Strategic leadership
4) Planning, identifying resources and managing growth
5) Developing partnership and stakeholder relationships
6) Research and evaluation

An alliance of dozens of organizations in the community are getting involved the city's learning plan to boost educational opportunities. The city's approach is a model in how local governments can connect community members, key community organizations and businesses to develop learning cities and global citizens.
7  Discussion

Opening Presentation by Mr. Ichiro Miyazawa
Program specialist in Lifelong Learning from UNESCO Bangkok

There are three main parties who must work together to promote global citizenship: national/local governments; civil society organizations, and private companies. Finding ways for these three groups to work together was the focus of the concluding discussion session.

1) Discussion questions

➀ Pre-requisites for effective cooperation/partnership
➁ How can we promote cooperation?
➂ Suggestions for Changwon City/UNESCO families

2) Outcomes from Discussion

Group 1

① Question 1 and 2

• Local government must make education a priority.
• The private sector needs to be connected to the ministry and the national government.
• National governments need to provide policy directions so that more companies can get involved.
• They also need to lead partnerships and relationships with other regional and international governments.
• Training and technical support are essential.
• Local schools need to work closer with national curriculum development in order to implement GCE.
• UNESCO should create a platform where all of these elements can come together.
Question 3

- Changwon City can highlight places where GCE is taking place.
- UNESCO can help Changwon to have a campaign on GCE.
- Create simple, user-friendly assessment tools on GCE.
- Open a competition on GCE.
- Emphasize GCE in materials when a person gets their first passport
- Message such as, "Now you are a global citizen."

Question 1 and 2

- Developing a communication channel will lead in the right direction.
- The key is to have a common objective: the goals of different organizations must be closely connected.
- The organizations must be willing to take risks and failure.
- Local governments should try to work with different business and keep them connecting together.

Question 3

- UNESCO and Changwon City should try to make partnerships from city to city.
- Looking around and seeking such possibilities will help to solve the current problems.
- They need to have a willingness to coach each other.
- Coaching their development and sharing what has gone wrong and what has gone well will help cities to develop together.
- They need to have a willingness to hire locally.
Question 1

- Those brokering partnerships should be independent. Local governments can play a key role in this regard, acting as a third party to facilitate relationships between businesses and civil society organizations, for example.
- Good governance must be prioritized and roles and responsibilities clearly defined based on trust, consistency and efficiency.
- Local governments should develop ordinances to facilitate cooperation between parties that are flexible, efficient and business friendly. The establishment of a CSR fund could serve as a cornerstone of engagement between businesses and the community.
- Many smaller organizations have a limited capacity to get involved in these partnerships. The role of local governments could also extend to improving access in this regard through mechanisms that support the involvement of smaller businesses and CSOs.
- All stakeholders must be involved in decision-making processes, rather than a strictly top-down approach.

Question 2

- Stress mutual benefits: Decision-makers must be convinced of the viability of a proposal based on research, as well as through local and international voices.
- Create a think-tank: Bring together people from the community, government as well as academia to collect data and do research that are critical to the communities. The focus here should be on quality and quantity of community representation. Identify key players within the community who would be able to spearhead the formation of this body and keep it driving forward.
Question 3

- Emphasize Changwon’s Role as a ‘Lifelong Learning City’: From transport to industry, learning should be integrated into every sector and efforts should be made to capitalize on Changwon’s status as a Lifelong Learning City.
- Create spaces for learning. The powerful role of non-formal education in this context should not be underestimated, while formal institutions, such as universities, can also play a leading role in this development.
- Research derived from a community think-tank lends itself to integrated, comprehensive and prioritized planning and therefore to more sustainable solutions beneficial for all stakeholders.
City Tour

**Date / Participant:** October 24 (Tue.) 13:30 ~ 17:30 / 23 participants

**Tour Course**
- Bus 1 (Large Buses): Hanlim Pullman Ambassador Hotel(13:30) → Doosan Heavy Industries & Construction → Masan Gagopa Chrysanthemum Festival → Hanlim Pullman Ambassador Hotel(17:30)
- Bus 2 (Starlecks): Hanlim Pullman Ambassador Hotel(13:30) → Masan Gagopa Chrysanthemum Festival → Gimhae International Airport(17:30)

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**Tour of Doosan’s Desalination and Power Generating Plants**

- **Representative:** Ji-won Park / **Foundation:** September 20, 1962
- **Address:**
  22-Seongsan-gu, Changwon, Gyeongnam Doosan Volvo 22
- **Business:**
  Power plant projects, Desalination, Water treatment and Industrial equipment business, Casting and forging business, Construction, Wholesale and Retail trade, etc.
- **Major Accomplishments**
  - 1985 awarded the $100 million Export Tower
  - Completed a very large desalination plant in 2002, the United Arab Emirates
  - In 2004, Recovery boiler, Mold steel and Cold-rolled Workroll chosen as world-class products
  - In 2010, Won ‘2 billion dollars Export Tower’

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**Masan Gagopa Chrysanthemum Festival**

- **Overview**
  - **Title:** 14th Masan Gagopa Chrysanthemum Festival
  - **Period:** October 24 (Fri.) ~ November 2 (Sun.) 2014, 10 days
    - Evening Festival: October 23 (Thu.) 18:30
  - **Venue:** Masan port first pier
  - **Events:** Evening Festival, Opening and Closing Ceremony, Gukhyang War, Special event, Cultural event, Participation event
III. Post Conference Review

1. Achievements and Way Forward
2. Participant Reviews
3. Local Media Reports
1 Achievements and Way Forward

Achievements

- Sharing experiences and cases in Asia-Pacific strengthened international networks and bolstered Changwon City’s status among international educating cities.

- Under the global citizenship theme, the symposium enabled partnerships to be formed based on shared values of inclusiveness, particularly in education.

- While UNESCO normally takes a leading role in events such as this, the city of Changwon successfully organized this international symposium.

- Trips to Doosan Heavy Industries and the Masan Chrysanthemum Festival gave visitors an idea of the breadth and diversity on offer in Changwon and strengthened bonds of friendship.

2014 Asia-Pacific Expert Symposium on Global Citizenship
October 23(Tue.)~24(Fri.), 2014

Theme: Social Responsibilities and Ethics of Global Enterprises and Educators

Participants

<table>
<thead>
<tr>
<th>Total</th>
<th>The list of guests (Domestic, Oversea)</th>
<th>IAEC City</th>
<th>Businesses, Schools and Cultural Institutions, Lifelong Learning</th>
<th>Changwon City Officials</th>
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<td>151</td>
<td>31</td>
<td>10</td>
<td>57</td>
<td>53</td>
</tr>
</tbody>
</table>

※ The list of guests (Domestic & Foreign experts): 17 Foreigners from 11 countries, 14 Local people
Sustainable Collaboration

- To map and disseminate good cases to promote Global Citizenship Education through lifelong learning (formal, informal and non–formal education) under the partnerships among cities, private sectors, NGOs and UN agencies

- To provide clear guidelines for sustainable development throughout maintaining relationship among cities in Asia–Pacific

- To keep initiatives, with the infrastructure in Changwon city and wide international networks from UNESCO Bangkok and Korean National commission for UNESCO to promote and enhance Global Citizenship Education related international knowledge in more broad and various ways of Education, Culture and International tourism

- To serve and maintain Changwon as the representative hub for the local cities in Global Citizenship Education to implement and fulfill the targets of citizenship education
2 Participant Reviews

Dr Chung, Utak
Director of Asian-Pacific Center of Education in Understanding [APCEIU]

I would like to express my sincere gratitude and congratulations on the successful hosting of the “Asia–Pacific Expert Symposium on Global Citizenship” held on 23 –24 October.

The Symposium, held in Changwon, was extremely noteworthy. Particularly, I recognize it as a new and ground-breaking event because the local government played a leading role in UN-related activities which previously had been led by the central government. Education.

This was a successful attempt to bring together experts to discuss the theme of “Global Citizenship Education,” one of the three priorities of the Global Education First Initiative launched by United Nations Secretary-General Ban Ki-moon. It is important to show that local governments are directly connected to the initiatives of UN, leading global debates, and performing international activities. This was also a practical example of the benefits that can be had when UNESCO cooperates and interacts with local governments in its Member States.

Hopefully this Symposium will lead to follow-up projects relating to the theme of “Fostering Global Citizenship”.

Again, I would like to express my sincere gratitude to the City of Changwon, UNESCO Bangkok and the Korean National Commission for UNESCO for organizing this invaluable event.

Mr Ichiro Miyazawa
Programme Specialist of APPEAL, UNESCO Regional Bureau for Education

We would like to sincerely thank Changwon City for organizing this symposium jointly with us. Because of the high commitment and abilities of Changwon City staff, the symposium went smoothly and all participants were greatly impressed by the warm hospitality that greeted them in Changwon. The symposium was significant in that various public and private organizations exchanged knowledge and experiences, and discussed possible collaborations to promote Global Citizenship Education (GCE).

GCE will be the main issue for education systems all around the world over the next decade. Continuous efforts will be required by all partners and stakeholders, including Changwon City and UNESCO Bangkok. UNESCO Bangkok will looking forward to further collaboration on this important topic.
Mr Joet Garcia  
Mayor of Balanga City, Philippine

The symposium served its purpose to impart and collate ideas on the promotion of global citizenship education and learning cities experiences. However, it may be more beneficial and effective if there are more participating LGUs and private organizations who can share their experiences and expertise and/or from which more entities could learn.

The group discussion was interesting as it gave the participants the chance to share experiences and thoughts on achieving successful cooperation and partnerships and establishing linkages with co-participants. It also enabled the group to draw plans of action to further the global citizenship education advocacy through partnerships. Perhaps a longer period for group discussions should be allotted to establish more concrete plans of action.

Mr Peter Blunden  
Executive Officer to the City of Melton Community

An excellent symposium and the deepest thanks and congratulations to the organizers, UNESCO Bangkok and the City of Changwon.

Excellent GCE initiative being introduced into a school by a fine educator. I would like to connect students from schools in the City Melton to students from Pakshikha Middle School.

The connection between GCE and deep learning (mindfulness) was apparent. The methodology of design thinking, linked community/ business incubator initiatives with graduates to stimulate local economic and social development was inspiring.
3 Local Media Reports

Newspaper: 8 Times

- 2014.10.19. Shinailbo
- 2014.10.19. Gnnews
- 2014.10.20. Kndaily
- 2014.10.23. Changwonilbo
- 2014.10.24. Knews
- 2014.10.24. Kndaily
- 2014.10.24. Hannamilbo
- 2014.11.15. The Changwon on TIMES (English, Japanese, Chinese, Vietnam)

Internet News: 5 Times

- 2014.10.23. No Cut News
- 2014.10.24. Newsway
- 2014.10.24. Bulgungnews

Broadcasting: 1 Time

- 2014.10.17. BBS Broadcasting
Media: Shinailbo (October 19, 2014)
Title: Changwon heads together to improve global citizenship

Media: Gnnews (October 21, 2014)
Title: Asia Pacific Expert Symposium Changwon Marine Park, from 23 October

Media: Kndaily (October 20, 2014)
Title: Changwon–UNESCO joint work 'Asia–Pacific Expert Symposium'
Conference Hall from 23 to 24 October.

Media: Changwonilbo (October 23, 2014)
Title: Asia-Pacific Expert Symposium on Global Citizenship at International Education City, Changwon–UNESCO

Media: Knnews (October 24, 2014)
Title: The local government to be enhanced to build up global citizenship

Media: Kndaily (October 24, 2014)
Title: Asia–Pacific Expert Symposium held to improve global citizenship

Media: Hannamilbo (October 24, 2014)
Title: Asia–Pacific Expert Symposium held to improve global citizenship

Media: No Cut News (October 23, 2014)
Title: Asia–Pacific Expert Symposium held to improve global citizenship

Media: News way (October 24, 2014)
Title: Asia–Pacific Expert Symposium held in Changwon City

Media: Asiatoday (October 24, 2014)
Title: Asia–Pacific Expert Symposium held in Changwon City

Media: The Financial News (October 24, 2014)
Title: Asia–Pacific Expert Symposium held in Changwon City

Media: Bulgungnews (October 24, 2014)
Title: Asia–Pacific Expert Symposium held in Changwon City

Media: BBS NEWS (October 17, 2014)
Title: Asia–Pacific Expert Symposium held in Changwon City to improve global citizenship
Changwon holds ‘Asia-Pacific Expert Symposium’ for fostering global citizenship

The Changwon on Times

The Changwon Times
November 15, 2014
Monthly Newspaper by Changwon City, Korea No. 32


The symposium follows the establishment of agreement of carrying out global educational city with UNESCO Bangkok office and Korean National Commission for UNESCO in last October 5th, 2012. In Asia-Pacific Expert Symposiums, there were 135 people, 85 percent of region expert of world citizen education, party concerned with education city, competent organization group concerned etc. as well as Changwon city mayor, director of UNESCO Bangkok office, secretary general of UCLC, vice-secretary general of Korean National Commission for UNESCO and the participants looked at ‘global citizenship’ which became world issue recently with the frame of ‘social responsibility and ethics which entrepreneur and trainer as global citizen’ and sought the method of fostering global citizenship through mutual experience among the cities from Asia-Pacific region.

In the no.1 session of symposium ‘general information, trouble and activity’ on October 22nd, the chief of Education for International Understanding made a keynote lecture with the theme of ‘What is the education of global citizen?’ and shared the case of education of global citizen with Asia-Pacific region.

In the no.2 session, ‘company’s social responsibility focused on global citizenship’ theme was announced on company’s social participation and connectivity, the meaning and details of company’s social and responsible activity provide.

In the no.3 session ‘local government’s main case of practice on global citizenship’, with the keynote lecture on the theme of ‘local government’s role and direction for encouraging citizenship’ by the chief of National Institute for Lifelong Education, the announcement of city government strengthened interglobal citizenship and policy/philosophy initiation is followed.

After the announcements, each person participated in the announcement had general discussion based on the details which were announced on October 24th. In the discussion, they talked about cooperative method locally on global citizenship and presented the development method on the article which city administration, entrepreneur train up-to-date.

“The symposium this time, it expected that it will contribute to the sustainable city development of Asia-Pacific region by sharing the experience and knowledge of many experts on global citizenship”, the mayor, Ahn, Sang-Joo said.
The Changwon on Times

CHINA

The Changwon on Times

VIETNAM
IV. Appendix

1. Background of GCE
2. Invitation Letter
3. Registration Form
4. Participant Registration form
5. Printed signs for symposium
The need for Global Citizenship Education (GCE) grows more pressing by the year as societies throughout the world undergo massive transformations due to rapidly changing demographics and technological advancements.

More than half of the world’s population lives in urban areas and that number is expected to increase to 70% by the year 2050. Corporations are in part fuelling this mass migration to cities, bringing in workers from rural areas as well as giving rise to an increasingly multicultural workforce.

This shift to the cities occurs amid technological advancements that have given rise to a mass media boom and the growth of online communities. There is now a greater opportunity than ever before for people living in dense urban areas to adopt a “global gaze” to understand the impact of their actions beyond their immediate surroundings.

While broadening perspectives, these fundamental changes bring challenges, such as social tensions arising out of increased cultural diversity; a lack of sustainability due to the overexploitation of natural resources and inadequate environmental protection measures; a growing digital divide, as well as economic inequality.

To respond to these challenges, UN Secretary-General Ban Ki-Moon introduced the concept of GCE as a part of his Global Education First Initiative, emphasizing universal values of respect for diversity and pluralism as well as non-violence and sustainable development.
In the two years since then, GCE has become a focal point in discussions about the type of learning we need for a peaceful and sustainable future. UNESCO has been the lead UN agency in driving GCE forward.

The “Asia-Pacific Symposium on Global Citizenship Education” follows on from two other UNESCO conferences on GCE held last year: the “Technical Consultation on Global Citizenship Education” in Seoul in September and the “First International UNESCO Forum on Global Citizenship Education” in Bangkok.

Changwon offered more than just a venue for the symposium; the city’s balance of balancing both the needs of its citizens with economic growth and environmental sustainability reflect the wider goals of the conference. As such, Changwon’s commitment to promote local actions for global sustainability was recognized with a UN Public Service Award in 2014.
Invitation to Asia-Pacific Expert Symposium on Global Citizenship

September 2014

Dear

It is our great pleasure to inform you that the City of Changwon, the UNESCO Bangkok Regional Bureau for Education and the Korean National Commission for UNESCO will co-organise ‘the Asia-Pacific Expert Symposium on Global Citizenship’ from 23 to 24 October 2014, in Changwon, Republic of Korea.

The main purpose of this Symposium is to provide an opportunity for joint discussion and collaboration amongst leaders from the government, private and education sectors. Discussions will address the potential roles of these parties in advancing global citizenship to cope with the growing challenges caused found within urban society. The meeting will also serve as a platform to share successful initiatives and practices: as well as to create opportunities to work collaboratively towards common goals for stronger communities through global citizenship education.

The organizers will support a roundtrip economy airfare, hotel accommodation, meals and local transportation for invited participants.

If participants require entry visas, they should proceed to apply for a visa at the Koran Embassy or Consulate with this invitation letter. We would greatly appreciate confirmation of your participation by 25 September, 2014 through the separately attached registration form.

Thank you for your support and we look forward to your participation at this important meeting.

For more information, please refer to the attached concept note. If you have any enquiries, please feel free to contact Ms. Eunjae, Shin(ej.shin@unesco.org) or Ms. JeongJeonghwa(jjhbs@korea.kr)

Thank you
Sincerely,

Ahn Sangsoo
Mayor
Changwon City
Republic of Korea

Kim Gwangjo
Director
UNESCO Bangkok

Min Dong-seok
Secretary-General
Korean National Commission for UNESCO
# Registration Form

**Asia Pacific Symposium on Global Citizenship**
23 – 24 October 2014, Changwon, Republic of Korea

**PLEASE COMPLETE THIS FORM AND**
Send to: ej.shin@unesco.org and jjhs@korea.kr

Please type or print

<table>
<thead>
<tr>
<th>MEETING ATTENDANCE</th>
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<tr>
<td>■ I will attend the 24-23 OCT at Asia Pacific Symposium on Global Citizenship</td>
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<tr>
<td>■ I cannot attend the meetings but I would like to nominate the following person as participant (please ask the nominee to fill in this form with her/his details)</td>
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<th>1. NAME (as indicated in your passport)</th>
<th>First Name</th>
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<td>9. Itinerary (Organizer provide)</td>
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<td>11. Meal</td>
<td>■ No Allergy ■ Vegetarian ■ Specify Allergy, if any</td>
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※ Please kindly send the copy of your passport with this registration form (For non-Korean Nationals only)
## Participant Registration Form

2014 Asia-Pacific Expert Symposium on Global Citizenship

### Registration

2014. 10.23 (THU) 09:30~17:00/ Marine Solar Park

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5 Printed signs for symposium

Basic Design Plan (12 Types)

① Stage Banner

② Stage Backdrop

③ Basic Poster

④ Conference Hall Height Length Banners
세계시민의식 함양을 위한 2014 아태지역 전문가 심포지엄

⑤ Streetlight Banner

⑥ Name Tag

⑦ Welcome Picket

⑧ Conference Hall Entrance Banner

⑨ VIP Sign Board

⑩ Shuttle Vehicle Sign Board