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Master Thesis

**Linking the State and Civil Society in Global
Citizenship Education:
The Case of South Korea**

**세계시민교육을 위한
국가와 시민사회의 연계에 관한 연구:
한국 사례를 중심으로**

February 2020

Graduate School of Seoul National University

International Cooperation Major, GSIS

Yewon Sung

Linking the State and Civil Society in Global Citizenship Education: The Case of South Korea

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Linking the State and Civil Society in Global Citizenship Education: The Case of South Korea

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Abstract

Linking the State and Civil Society in Global Citizenship Education: The Case of South Korea

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This study examines the current status of global citizenship education (GCED) in Korea and provides some policy suggestions for improving it, with the main focus being placed on the link between the state and the civil society. The study classifies GCED providers into state or government (public sector) and civil society organizations (CSOs) (private sector). GCED was initiated and has been led by the government since the 2015 World Education Forum, held in Korea. This state-led top-down (vertical governance) model of GCED has affected GCED in Korea in several respects. Development CSOs have played a major role in delivering GCED, thereby affecting the content of GCED.

Korea's state-led top-down approach reveals several limitations: changes in education initiatives depending on regime change, the lack of cooperation between the government and CSOs, the lack of recognition of GCED in education sites, and a persistent gap between policies and practices. Moreover, due to the state-led top-down approach, a change in the political environment may result in a substantial decrease in governmental involvement, i.e. a drop in budget and manpower. In fact, GCED remains a low priority in both the government and

civil society, generating several problems: financial constraints, disparities in GCED between rich and poor areas, and the operation of many short-sighted educational programs. The state-led top-down model as well as the nature of development CSOs affects the content of GCED as well. The majority of GCED programs conform to soft GCED, which relies on humanitarian and moral ground, with little emphasis on critical GCED. Finally, the value of GCED is not consistent with Korea's conventional values, and/or the educational reality of Korea.

To effectively perform GCED with limited resources, and to successfully achieve the objective of GCED, close cooperation between the government and civil societies is required. The study has provided four policy suggestions: effective partnership between the state and the civil society (the transition from vertical governance to horizontal governance), the establishment of an online platform for GCED, the incorporation of the concept of GCED into regular curriculum, and a change in the education target of GCED from high school to college and lifelong education.

Key Words: Global Citizenship; Global Citizenship Education; Civil Society; Civil Society Organizations; Governance; Governmental Involvement

Student number: 2016-23091

국문 초록

본 연구는 한국 세계시민교육(global citizenship education)의 현황을 분석하고 그 개선을 위한 정책대안을 제시하는 데에 목적이 있다. 특히 정부(공공부문)와 시민사회(민간부문) 간 연계를 강화하기 위한 정책방향을 모색하는 데에 연구의 주된 관심을 둔다. 본 연구는 세계시민교육의 공급자를 정부를 비롯한 공공기관과, 시민사회단체로 구분한다. 한국에서 세계시민교육은 한국에서 개최된 2015년 World Education Forum 이후 정부 주도로 진행되었다. 이와 같은 정부주도의 하향식(top-down), 또는 수직적 거버넌스(vertical governance) 모형은 여러 측면에서 한국의 세계시민교육에 영향을 미쳤다. 또한 과거 국제개발협력을 담당했던 개발 시민사회단체가 세계시민교육의 공급자로 주도적 역할 수행한 점도 한국 세계시민교육의 내용에 큰 영향을 미쳤다.

세계시민교육에 대한 정부주도의 하향식 접근방식은 그간 상당한 성과에도 불구하고 몇 가지 한계점을 노정하였다. 예를 들어, 정부주도의 하향식 접근방식으로 인해 정권교체에 따라 중점 교육정책이 변경되면서 세계시민교육의 위상 역시 영향을 받지 않을 수 없었다. 또한 정부와 시민사회단체의 협조체제가 충분히 형성되지 못했고, 세계시민교육에 대한 교육현장의 인식제고에도 한계가 노출되면서 세계시민교육에 있어서 정부정책과 교육현실 간 괴리도 좁혀지지 않았다. 무엇보다 정부주도의 하향식 접근방식으로 인해 정치환경의 변화가 세계시민교육에 대한 정부의 관여수준을 낮추어 세계시민교육에 대한 정부예산과 인력의 확보를 어렵게 만들었다. 세계시민교육이 정부와 시민사회 모두의 우선순위에서 밀려나는 상황이 초래되면서 세계시민교육에 지출되는 각종 예산 및 인력의 부족, 세계시민교육의 지역격차 존속, 단기 성격의 교육프로그램 편중 등과 같은

부정적 현상도 발생하였다. 정부주도의 하향식 모형은 교육공급자로서의 개발 시민사회단체의 성격과 함께 세계시민교육의 내용에도 영향을 미쳤다. 대다수 세계시민교육 프로그램이 인도적·도덕적 근거에 기반한 연성 세계시민교육(soft global citizenship education)의 성격을 가지게 되었으며 비판적 세계시민교육(critical global citizenship education)의 가치를 강조하는 경우는 거의 없었다. 마지막으로, 인권, 평화, 다양성에 대한 존중, 비판적 사고 등과 같이 세계시민교육이 지향하는 가치들은 종종 민족성, 애국주의 등 그간 한국사회가 강조해온 가치들뿐만 아니라 입시중심의 한국적 교육현실과 배치되는 점 역시 한국 세계시민교육이 직면한 한계점으로 지적될 수 있다.

제한된 자원하에서 효과적으로 세계시민교육을 수행하고 세계시민교육의 목적을 달성하기 위해서는 정부와 시민사회의 밀접한 협조가 필수적이다. 본 연구는 정부와 시민사회의 연계를 강화하기 위한 네 가지 정책방향을 제시한다. 첫 번째로, 세계시민교육과 관련된 정책입안 및 집행과정에서 시민사회의 참여를 확보함으로써 정부와 시민사회의 효과적 파트너십을 구축해야 하며, 두 번째로 세계시민교육의 이해관계자가 참여해 정보와 의견을 교환하고 정책결정과정에 참여할 수 있는 온라인 플랫폼을 구축할 필요가 있다. 세 번째로 현행과 같이 가이드라인이나 별도의 교과과정을 통해 세계시민교육을 확산하는 방식 대신에, 세계시민교육의 개념과 가치가 모든 정규교과과정에 반영되는 교과과정개편의 필요성을 정책방향의 하나로 제시한다. 마지막으로, 입시중심의 교육현실로 인해 세계시민교육의 효과가 떨어지는 고등학교 대상의 세계시민교육을 지양하고 세계시민교육의 대상을 대학교 및 평생교육으로 확대하는 것이 바람직함을 지적한다.

주요 핵심 용어: 세계시민, 세계시민교육, 개발교육, 시민사회, 시민사회
단체, 거버넌스, 정부의 관여

학번: 2016-23091

Abbreviations & Explanations

APCEIU	Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO
CSOs	Civil Society Organizations
ESD	Education for Sustainable Development
EIU	Education for International Understanding
GCED	Global Citizenship Education
GEFI	Global Education First Initiative
ICT	Information and communications technology
IUE	International Understanding and Education
IO	International Organization
KEDI	Korean Educational Development Institute
KICE	Korea Institute of Curriculum and Evaluation
KoFID	Korea Civil Society Forum on International Development Cooperation
KOSIS	Korean Statistical Information Service
KOICA	Korea International Cooperation Agency
MOE	Ministry of Education
NGOs	Non-governmental Organizations
Oxfam	Oxford Committee for Famine Relief
PLCs	Professional Learning Communities
POE	Provincial Office of Education
SDGs	Sustainable Development Goals
SMOE	Seoul Metropolitan Office of Education

UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCO ASPnet	UNESCO Associated Schools Project Network
WFK	World Friends Korea
WTO	World Trade Organization

List of Figures

Figure 1: Changes in foreign resident ratio and international marriage ratio

Figure 2: Changes in the number of foreign students

Figure 3: Control and operating System of GCED

Figure 4: GCED-related information in SMOE's homepage

List of Tables

Table 1: UN's Sustainable Development Goal 4.7

Table 2: Educational objective ('Preferred quality of students') in revised curriculum

Table 3: Various concepts of GCED

Table 4: Core conceptual dimensions of global citizenship: Oxfam (2006)

Table 5: Core conceptual dimensions of global citizenship: UNESCO (2015)

Table 6: Soft GCED vs. Critical GCED: Andreotti (2006)

Table 7: Vertical governance vs. horizontal governance: Kim and Park (2010)

Table 8: Outcome of policy initiatives, classified by the degree of involvement

Table 9: Role and responsibility of GCED related parties

Table 10: 2019 Budget of MOE (Unit: Million KRW)

Table 11: GCED programs of SMOE (as of 2019)

Table 12: 2019 Budget of Department of Democratic Civil Education

Table 13: List of public organizations offering GCED programs

Table 14: List of CSOs offering GCED programs

Table 15: Examples of policy decision-making, classified by the level of involvement

Table of contents

Abbreviations & Explanations	vi
List of Figures	viii
List of Tables	ix
Table of contents	x
1. Introduction	1
2. Background and Progress of GCED in Korea	5
2.1. Why GCED is required in Korea	5
2.2. GCED in Korea’s curriculum.....	8
3. Literature Review	10
3.1. Concept of GCED	10
3.2. Previous studies on GCED in Korea.....	13
4. Analytical Framework: Types of GCED	16
4.1. Content of GCED: Soft GCED vs. critical GCED.....	16
4.2. Governance structure of GCED: Vertical vs. horizontal governance	19
4.3. Degree of involvement by the state and the civil society.....	21
5. Current Status of GCED in Korea	23
5.1. Control and operating System of GCED in Korea.....	23
5.2. Current Status of State-led GCED	26
5.2.1. GCED activities of MOE	26
5.2.2. GCED activities of Seoul Metropolitan Office of Education	27
5.2.3. GCED program providers in the public sector.....	31
5.3. Current Status of CSOs-run GCED.....	33
6. Assessment and Discussions	37
6.1. Problems due to top-down approach (vertical governance).....	37
6.1.1. Change in education initiative, depending on regime changes	37
6.1.2. Lack of cooperation between the government and CSOs	38
6.1.3. Lack of recognition of GCED in education sites	38
6.1.4. Gap between policies and practices	39

6.2. Low involvement by the state and the civil society	39
6.2.1. Financial issues	40
6.2.2. Disparities in GCED between rich and poor areas.....	41
6.2.3. Short-sighted educational programs.....	41
6.3. Limitation of program content	42
6.4. Conflicts between competing values.....	43
6.5. Lack of cooperation between CSOs.....	44
7. Policy Suggestions: Linking the State and the Civil Society	46
7.1 Encouraging participation of CSOs into GCED policy-making (from vertical to horizontal governance).....	46
7.2. Introduction of GCED platform for cooperation between related parties.....	47
7.3. Incorporation of the concept of GCED into regular curriculum	47
7.4. Prolonging GCED in college and lifelong education.....	49
8. Conclusion.....	50
Bibliography	55
Appendix.....	66
Appendix Table 1 List of public organizations offering GCED programs	66
Appendix Table 2 List of CSOs offering GCED programs	73

1. Introduction

In recent years, global citizenship education (GCED) has emerged as a global concern, including in Korea. While this global emphasis on GCED is not new, since the turn of the century, interest in GCED has intensified and expanded considerably beyond the traditional education sites of the nation-state (Hartung, 2017). With globalization, the meaning of the border fades, and domestic problems soon become international issues, requiring the importance of international understanding. In contrast, discrimination against gender, race, nationality, religion, political belief and so on is still persistent even in developed countries.¹ Moreover, socio-economic polarization, especially the income gap between developed and developing countries, still remains unresolved. To solve these problems, the United Nations (UN) placed attention to the importance of education, regarding the GCED as one of the key priorities in the Global Education First Initiative (GEFI) in 2012.² In addition, the UN included the term GCED as one of Sustainable Development Goals (SDGs) in 2015 (refer to Table 1).

South Korea (hereafter referred to as Korea) has been one of eager supporters of the GEFI (Sim, 2016). In particular, since the 2015 World Education Forum,

¹ For example, players of various nationalities from all over the world join the English Premier League (EPL) football teams. Until recently, no matter how good they are, they still face harsh discrimination based on their race, color and nationality.

² In the GEFI, the UN secretary-general Ki-Moon Ban, one of supporters for the GCED, announced that “education gives us a profound understanding that we are tied together as citizens of the global community, and that our challenges are interconnected.”

which was held in Incheon, the Korean government has begun to promote GCED at the government level, increasing interest and attention of all players in the education sector. Starting from 2015, the government started to include GCED in the curriculum revision and implemented various GCED programs. In addition, the number of GCED programs offered by non-governmental organizations (NGOs) or civil society organizations (CSOs) has substantially increased, with increasing interest in GCED.

Table 1 UN's Sustainable Development Goal 4.7

By 2030, ensure that 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

Despite these efforts, however, the GCED in Korea is at the starting stage, revealing several limitations. For example, the link between the government and the civil society is weak, indicating the need of the cooperation between the two parties. Various statistics confirm these limitations as well. Korean Educational Development Institute (KEDI) (2015) reports that only 29.2% of the respondents utilized GCED in school education and 61.9% of the respondents had no experience teaching GCED at school. Also, among the schools that are providing GCED, 34.6% of the respondents provided GCED only in certain subjects, such as ethics education and social studies. In addition, a significant gap in access and exposure to GCED based on socio-economic status is confirmed. For this reason, despite the presence of previous studies, the evaluation of GCED in Korea is still one of the important research topics.

This study examines the current status of GCED in Korea, and provides some policy suggestions for improving it, with the main focus being placed on the link between the state and the civil society. The study classifies the GCED providers into two groups: public sector (state or government) and private sector (civil society). Based on this classification, this study attempts to answer the following research questions:

Q1: How are the governments and CSOs involved in GCED in Korea? Do both parties play their roles in a proper and effective way?

Q2: More importantly, have the governments and CSOs cooperated well? If not, what should be accomplished to improve the link between the governments and CSOs?

Specifically, reflecting the concept of GCED and its learning objectives, the study assesses whether the current GCED programs offered by both parties meets GCED goals, analyzes their limitations, and aims to explore policy tools for overcoming the limitations. In addition, this study provides several suggestions to link the state and civil society in GCED. This study utilizes a qualitative document analysis, the results from which are confirmed by interviews with two field experts.

This paper is structured as follows. Section 2 explains the reasons for the emergence of GCED in Korea as one of the important policy initiatives and its progress. Section 3 provides a short review of previous studies on GCED in Korea, with an explanation of the concept of GCED. Section 4 provides an analytical framework in three dimensions: content, governance structure and the extent of involvement by stakeholders. Section 5 analyzes the current status of GCED in Korea, whether state-led and/or CSOs-run. Whereas section 6 assesses

the GCED programs offered by various organizations, section 7 provides policy suggestions for linking the state and the civil society in GCED. Conclusions follow in section 8.

2. Background and Progress of GCED in Korea

2.1. Why GCED is required in Korea

Fostering global citizenship by education is an important, but difficult task in any country.³ In Korea, GCED may be more important than any other country and hence, needs to be treated as one of the top priority policy concerns. In particular, the Korean government faces the necessity for embracing the components of GCED due to the demographic change and the international move (Noh, 2018).

First, Korea is changing from a mono-ethnic nation to a multi-ethnic nation, requiring GCED and/or multicultural education for non-discrimination against race and nationality. The growing number of immigrants and foreign students proves that Korea is not a mono-ethnic and homogenous country anymore (Noh, 2019). Figure 1 shows that the ratio of registered foreign residents to all population is consistently increasing in Korea. In addition, the international marriage ratio, which refers to the ratio of interracial marriages to all marriages, fluctuates between seven to nine percent in the 2010s, indicating that an international marriage is not a rare event anymore. Figure 2 displays an increase in the number of foreign students in Korea. These observations indicate that

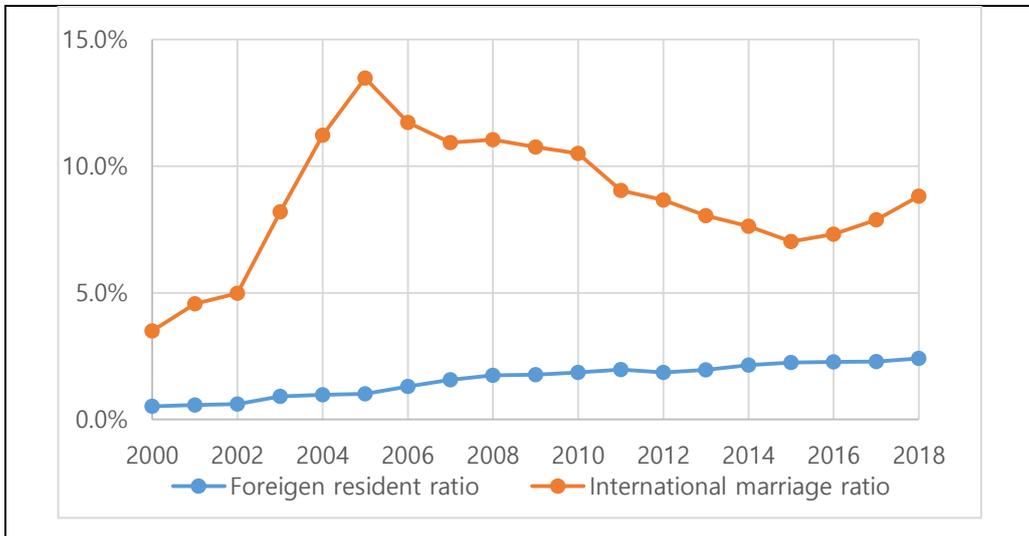
³ In a research report provided by Rand Corporation, Kavanagh et al. (2018) indicate that the growing number of demands and fiscal constraints on the educational system have reduced the emphasis on civic education as well as media literacy and critical thinking in the U.S.A. In Canada, the government's interest in civil education and also, its financial support dropped due to fiscal conservatism in 1990s. Refer to the KEDI's website for a detailed explanation on the current status of GCED in several developed countries.

Korea is no longer a single nation-state isolated from the outside and is closely connected with the international community. Therefore, the importance of nurturing global citizens who understand international issues, especially cultural diversity, can no longer be denied.

Second, Korea has experienced rapid westernization over the last few decades, moving away from its male-dominated Confucian cultural norms toward greater gender equality. In particular, an increase in the education level and labor force participation of women causes social conflicts between men and women, requiring GCED as a bridge for reducing the gender gap in Korean society.

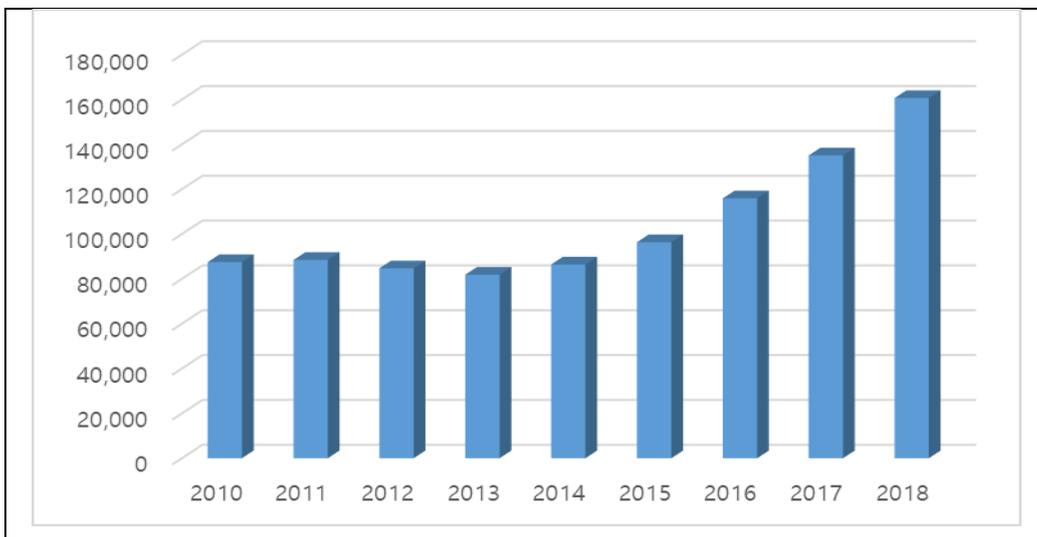
Third, GCED is inevitable due to the strengthening of Korea's international status: joining member nations in the Development Assistance Committee in the OECD in 2009; the 2015 World Education Forum held in Korea in 2015. In particular, in 2019, the Korean government has decided to give up the status of developing country in the World Trade Organization (WTO) that used to provide the country benefits in subsidies and tariff reductions. This decision is made due to the accountability of Korea as a responsible participant in the international community. On the other hand, the Korean people lack understanding about their responsibilities as part of the international community. All of these pose an urgent need to raise the Korean people's international awareness.

Figure 1 Changes in foreign resident ratio and international marriage ratio



Source: Statistics Korea, Korean Statistical Information Service (KOSIS)-Population Trend Survey

Figure 2 Changes in the number of foreign students



Source: Ministry of Justice, Immigration and Foreign Residents

2.2. GCED in Korea's curriculum

The Korean government has tried to promote GCED in its formal education system since the late 2000s (Cho, 2017). For examples, as shown in Table 2, the 2009 Revised Curriculum addressed the value of 'global citizenship' in its educational objective ('preferred quality of students'), emphasizing an international understanding of education-related contents. The appearance of 'global citizenship' in the curriculum led to the implementation of GCED in school education. On the other hand, the term 'global citizenship' or 'global citizenship education' was not used. The GCED suggested by the 2009 Revised Curriculum was limited in that it focused on an educational strategy for enhancing national competitiveness and for raising awareness of multiculturalism (Noh, 2018).

Due to the Korean government's interest in GCED since the 2015 World Education Forum, the 2015 Revised Curriculum clearly adapted the term 'global citizenship', resulting in various action plans of GCED at central and provincial levels. Refer to section 3 for these plans. With increasing interests in GCED on the public side, CSOs that had been responsible for GCED due to the absence of curricular offerings before 2015 have expanded their role as educators of GCED. Korea has no formal curriculum for global citizenship and/or multicultural awareness as in the U.S.A., France and Japan. Textbooks such as 'Moral' and 'Social Life' contain the components of GCED, but with more emphasis on national citizenship than global citizenship (Noh, 2019). In contrast, GCED has been introduced into the formal curriculum in countries such as the U.K. and Canada.

Table 2 Educational objective ('Preferred quality of students') in revised curriculum

<i>(a) 2009 Revised Curriculum</i>
<ul style="list-style-type: none">• A person who pioneers the development and career of personality on the basis of holistic growth• A person who demonstrates creativity with new ideas and challenges on the basis of basic capability• A person who leads a dignified life based on cultural literacy and understanding of plural values• A person who participates in community development with a spirit of consideration and sharing as a citizen who communicates with the world
<i>(b) 2015 Revised Curriculum</i>
<ul style="list-style-type: none">• An independent person who establishes self-identity and pioneers her / his career and life based on holistic growth• A creative person who creates new things with various ideas and challenges on the basis of basic capability• A cultured person who enjoys and develops a human culture based on cultural understanding and understanding of plural values• A person who has a sense of community with a spirit of consideration and sharing as a 'global citizen' living together with others

Source: SMOE (2019)

3. Literature Review

3.1. Concept of GCED

This subsection begins with an explanation of the concept of GCED to explore the criteria for evaluating domestic GCED programs. Clarifying the concept of GCED is important in two respects. First, the concept of global citizenship is not new and has been mentioned for a long time. The international recognition of GCED can be found earlier in the 44th UNESCO conference in 1995 (Noh, 2018). To date, many competing definitions and concepts of GCED have been proposed and have emerged across the literature and practices (Sim, 2016),⁴ causing no consensus on the concept of GCED in academia and school education (Oxley & Morris, 2013). Therefore, understanding the concept of GCED can be a stepping stone to look into if domestic GCED programs are being made properly.

Second, several education initiatives have been presented over the decades, causing confusion around the concept of GCED. For example, in the field of international education development cooperation, education for international understanding (EIU), multicultural education and GCED differ slightly in their educational competencies, but there are many similarities in their concepts and goals (Kim et al., 2018).⁵ Education for sustainable development (ESD) and

⁴ Refer to KEDI (2015) and Sim (2016) for a brief introduction of various concepts of GCED in the literature.

⁵ Analysing previous domestic studies on the three education initiatives, Kim et al. (2018) classifies them into four types: First, Interpreting the three educations as hierarchical inclusion, e.g. assuming that EIU encompasses the concepts of multicultural education and GCED; second, directly explaining similarities in the three educations; third, regarding the three educations as separate concepts, e.g. assumng that the three educations have their own role and function in international development cooperation,

GCED are both adopted as global education agendas in the UN Sustainable Development Goals (Chung and Park, 2016).⁶ In European countries, development education, global education, and GCED are used interchangeably (Park, 2017). However, GCED is proposed as a distinction from development education and/or ESD. It is understood that development education focuses on international development cooperation, while ESD still emphasizes environmental education.

On the other hand, there has been a convergence of the concept of GCED in recent years, because global citizenship is an ethos of humanity which can duly equip individual citizens with global consciousness beyond geographical boundaries (Pak and Lee, 2018). Table 3 outlines the concept of GCED which has been proposed by major international and domestic institutes. For example, UNESCO (2015) defines the objective of GCED as building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world. The Oxford Committee for Famine Relief (Oxfam) played a critical role in transforming developmental education into GCED (Park, 2017). Oxfam (2006) defines GCED as the education that helps enable young people to develop the core competencies which allow them to actively engage with the world, and help to make it a more just and sustainable place.

respectively; fourth, understanding the three educations as just different names for the same concept or a simple change in the name of development education.

⁶ Chung and Park (2016) argues that the add-ons of GCED to ESD in the Sustainable Development Goals is interpreted as an imperative to extend from or go beyond soft global citizenship to critical global citizenship.

Table 3 Various concepts of GCED

Institute	Definition
<i>Internationally proposed concepts</i>	
UNESCO (2013)	<ul style="list-style-type: none"> • Empowering learners to engage and assume active roles, both locally and globally: Education which aims to develop the knowledge, skills, values, and attitudes learners need for securing a world, which is more, just, peaceful, tolerant, inclusive, secure and sustainable; • Conceived as a transformative learning process; • Flexible and variable pedagogical approaches can be applied; • Transdisciplinary field: It applies a multifaceted approach employing concepts, methodologies and theories from related fields.
UNESCO (2015)	<ul style="list-style-type: none"> • Building the knowledge, skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world.
Oxfam (2006)	<ul style="list-style-type: none"> • Education that helps enable young people to develop the core competencies which allow them to actively engage with the world, and help to make it more just and sustainable place.
<i>Domestically proposed concepts</i>	
KoFID	<ul style="list-style-type: none"> • An education that enables how to understand complex global challenges, respond to community consciousness and responsibility, and promote active and practical roles and participation in creating a living society.
KEDI (2015)	<ul style="list-style-type: none"> • A formative educational paradigm aimed at learning to live together in a more just and sustainable manner in a fast-changing, globally interrelated, and increasingly uncertain and unequal world.

KEDI (2015) provides an operational definition of GCED for a survey as a formative educational paradigm aimed at learning to live together in a more just and sustainable manner in a fast-changing, globally interrelated, and increasingly uncertain and unequal world. These definitions have three common features: raising awareness and understanding of interdependent global issues; developing problem-solving skills and critical thinking; engagement in individual and collective action to bring about desired changes (Sim, 2016).

Despite varied definitions and interpretations, scholars and institutions appear to be in agreement about the concept of GCED serving a need to increase the understanding of global issues (Cho, 2017). That is, GCED aims to help learners to gain an international awareness. Cho (2017) argues that an international awareness is a limited concept of GCED and places emphasis on a positive role of GCED to solve various problems regarding social justice.

3.2. Previous studies on GCED in Korea

Analysing 255 papers and/or theses reported over the period 1995-2016, Park and Cho (2016) classify previous studies on GCED in Korea into two categories; conceptual and/or theoretical studies, and practical studies. According to Park and Cho (2016), theoretical studies include studies which examine the concept and meaning of global citizenship, various viewpoints and discourses surrounding GCED, and the relationship between GCED and similar education initiatives. Topics of practical studies include an analysis of curriculum and teaching methods, policy and case analysis, education program analysis, and global citizenship measurements and surveys.

The number of practical studies has surpassed theoretical studies since the 2000s, reflecting the need for GCED to be adapted in Korea (Park and Cho, 2016).

Among practical studies, curriculum and pedagogical research accounted for more than half of practical studies (Park and Cho, 2016), and are still being published (Chung, 2013; Lee and Goh, 2015; Lee YJ, 2016; Cha, 2018; Mo and Kim, 2018). In contrast, policy-related studies have been published relatively little compared to studies on curriculum and teaching methods. In other words, there has been a lack of research interest in seeking GCED policy and action plans from a macro perspective (Park and Cho, 2016). The following briefly introduces policy-related studies that are closely related to this study.

Previous policy-related studies mainly focus on one of the relevant parties involved in GCED in Korea: one branch of research focuses on the role of government in GCED (Lee, 2017; Cho, 2017; Patterson and Choi, 2018), and another branch examines CSOs-run GCED (Sim, 2016; Shin, 2017; Kim, 2017; Noh 2018; Noh, 2019). In addition, some studies, such as KEDI (2015), Pak and Lee (2018), analyse GCED from school teachers' viewpoint.

Cho (2017), which belongs to the first branch of policy-related studies, presents three major challenges of GCED in Korea: a limited understanding of GCED, conflicts in value between GCED and social values in practice, and structural constraints due to the government's top down approach. Cho (2017) places emphasis on active civic engagement and the value of GCED such as equity, justice, and respect for diversity. Patterson and Choi (2018) regards a sense of nationalism, patriotism and ethnic homogeneity in Korea as barriers to GCED.

On the other hand, Sim (2016) examines the GCED programs offered by three CSOs, such as World Vision, COPION, Good Neighbors, and concludes that many GCED programs in Korea conform to a 'soft' or 'humanistic' global citizenship approach rather than 'critical' approach. Similarly, Shin (2017) analyses the GCED programs offered by various CSOs, such as Korea CSO

Council for Overseas Development (KCOC), World Vision, Korea Food for the Hungry International, YMCA Korea, Beautiful Store, and HoE, providing several policy suggestions. After assessing the role of CSOs in GCED, Noh (2019) argues that human rights and action for social justice should be an alternative to the state-led GCED.

This study contributes to the literature on GCED in Korea in that it focuses on the link between the state and the civil society, applies a new analytical framework to GCED in Korea, and provides some policy suggestions.

4. Analytical Framework: Types of GCED

4.1. Content of GCED: Soft GCED vs. Critical GCED

While GCED contains diverse concepts, a central question is around who a global citizen is, or which core competencies he or she has. A global citizen gains a sense of belonging to a broader community and common humanity that emphasizes political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global (UNESCO, 2014).

Tables 4 and 5 show core conceptual dimensions of global citizenship, proposed by Oxfam (2006) and UNESCO (2015). Oxfam (2006) suggests three core conceptual dimensions of global citizenship: knowledge and understanding, skills, and values and attitudes. For example, being a global citizen requires the following skills: critical and creative thinking, empathy, self-awareness and reflection, communication, cooperation and conflict resolution, ability to manage complexity and uncertainty, and informed and reflective action. Similarly, UNESCO (2015) specifies three core conceptual dimensions of global citizenship: cognitive, socio-emotional, and behavioral dimensions. In the cognitive dimension, the global citizenship includes knowledge, understanding, and critical thinking about issues at various levels. The socio-emotional dimension includes emotional aspects of GCED, such as humanity, sharing values, respect for differences and diversity etc. The behavioral dimension places an emphasis on an effective and responsible action for a peaceful and sustainable world.

Andreotti (2006) compares soft and critical GCED, emphasizing the notion of critical literacy as a significant dimension of critical GCED. As indicated in Table 6, Andreotti (2006) sets the goal of soft GCED to empower individuals to act according to the values of a good life or ideal world and that of critical GCED to

empower individuals to think critically and to take responsibility for their decisions and actions. The soft GCED focuses on international awareness based on humanitarian grounds, whereas the critical GCED puts emphasis on social engagement based on political and ethical grounds. In a word, a central issue in critical GCED is whether and how to address the economic and cultural roots of the inequalities in power, wealth, and labor distribution in a global complex and uncertain system.

Table 4 Core conceptual dimensions of global citizenship: Oxfam (2006)

Knowledge and understanding	Skills	Values and attitudes
Social justice and equity	Critical and creative thinking	Sense of identity and self-esteem
Identity and diversity	Empathy	Commitment to social justice and equity
Globalisation and interdependence	Self-awareness and reflection	Respect for people and human rights
Sustainable development	Communication	Value diversity
Peace and conflict	Cooperation and conflict resolution	Concern for the environment and commitment to sustainable development
Power and governance	Ability to manage complexity and uncertainty	Commitment to participation and inclusion
Human rights	Informed and reflective action	Belief that people can bring about change

Table 5 Core conceptual dimensions of global citizenship: UNESCO (2015)

Cognitive	To acquire knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations.
Socio-emotional	To have a sense of belonging to a common humanity, sharing values and responsibilities, empathy, solidarity and respect for differences and diversity
Behavioral	To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world.

Table 6 Soft GCED vs. Critical GCED: Andreotti (2006)

	Soft GCED	Critical GCED
Basis for caring	Common humanity, Responsibility for the other	Justice, Responsibility towards the other
Grounds for acting	Humanitarian, Moral	Political, Ethical
What individuals can do	Support campaigns to change structure, Donate time/expertise/resources	Analyze own position/context, Participating in changing structure
Goal of GCED	Empower individuals to act according to what has been defined for them as a good life or ideal world	Empower individuals to reflect critically, and to take responsibility for their decisions and actions
Strategies for GCED	Raising awareness of global issues and promoting campaigns	Promoting engagement with global issues and perspectives

Incorporating the concept of soft and critical GCED, Oxley and Morris (2013) coin the term ‘advocacy’ and ‘cosmopolitan’ mode of global citizenship. While the cosmopolitan mode refers to more traditional aspects of GCED, such as identification with people around world, global consciousness and understanding of global relations, advocacy-based conceptions concentrate on global problem-solving and agency (Goren and Yemini, 2018).

Of the three core dimensions presented by UNESCO (2015),⁷ it appears that the cognitive and socio-emotional dimensions correspond to soft GCED, whereas the behavioral dimension appears to correspond to critical GCED. In other words, the recent conceptualization of GCED in UNESCO (2015) closely resembles the core concepts of critical global citizenship (Chung and Park, 2016). In Oxfam (2006), the skills dimension of global citizenship is equivalent to soft GCED, and the values and attitudes dimension have both features of soft GCED and critical GCED. In sum, GCED's learning objectives presented by UNESCO and Oxfam have the characteristics of both soft GCED and critical GCED.

4.2. Governance structure of GCED: Vertical vs. horizontal governance

Kim and Park (2010) divide the relationship between the state and civil society in international development cooperation into a vertical governance and a horizontal governance. This classification can be applied to the case of GCED as well. As indicated in Table 8, vertical governance implies that civil society only participates in some of the government's decision-making processes, especially in its implementation process. In contrast, horizontal governance refers

⁷ Korea Institute of Curriculum and Evaluation (2016) developed a total of 45 GCED indicators for middle school students by examining various national-level GCED concepts and measurement tools founded on UNESCO (2015)’s learning objectives.

to the case of civil society’s proactive participation into all-round stages of the government’s decision-making procedure.

Under vertical governance, policy enforcement is top-down and emphasizes effectiveness, but under horizontal governance the emphasis is placed on accountability.⁸ Whereas the German case can be identified with horizontal governance, the Japanese one shows a typical example of vertical governance. Kim T-K (2017) argues that CSOs have played a role as a supporter or a simple practitioner of the government’s international development policies, emphasizing the strengthening of CSOs’ role as an advocate against the government.

Table 7 Vertical governance vs. horizontal governance: Kim and Park (2010)

	Vertical Governance	Horizontal Governance
Definition	CSOs’ limited participation into the government’s decision-making procedures	CSOs’ participation into all-round stages of the government’s decision-making procedures
Value	Effectiveness	Accountability
Direction	Top-down approach	Bottom-up approach
Identity (Role) of CSOs	Supporter (Simple practitioner of government policies)	Advocates against government
Case country	Japan	Germany

⁸ Kim and Park (2010) argue that horizontal governance has the ultimate effect of enhancing effectiveness by emphasizing accountability.

4.3. Degree of involvement by the state and the civil society

In modern society, since the emergence of the welfare state, the civil society plays two important societal roles in addition to the traditional role of building social capital and defending pluralism: a role of service delivery in sectors like education and health care, and a representative role (Brandsen et al, 2017). Without close and effective cooperation between the state and the civil society, many policy initiatives are difficult to be performed well. In particular, if the civil society is not actively involved in the policy-making process of the sector in which the civil society plays the role of service delivery, the policy in that sector is difficult to succeed.

On the other hand, governments and civil society frequently have different interests and concerns in certain policy initiatives or tasks. Table 8 shows four cases classified by the degree of government's and civil society's involvement in the policy-making process. If both parties are strongly involved in the policy-making process (case 1), the policy is more likely to be successful. In contrast, if both parties have little or no interest in the policy (case 4), it is highly likely to fail. When one party is strongly involved in the policy-making process but another party has no interest in it (cases 2 and 3), the performance of that policy may be unpredictable or uncertain.

The degree of involvement by related parties may change over time due to various reasons. In particular, in Korea, it is often observed that the driving force for a specific policy changes rapidly due to regime change. The current administration frequently gives low priority to policies undertaken by the previous administration. For example, the Lee Myung-bak administration pushed ahead for 'green growth' policies with strong support from civil society, but the discourse on green growth has now almost disappeared. In contrast, the civil

society has kept interest in economic growth with environmental protection. This results in case 3, the outcome of which is difficult to predict.

Table 8 Outcome of policy initiatives, classified by the degree of involvement

		Civil society	
		Strong	Weak
State	Strong	Case 1: Likely to be successful	Case 2: Uncertain
	Weak	Case 3: Uncertain	Case 4: Likely to fail

5. Current Status of GCED in Korea

5.1. Control and operating System of GCED in Korea

Figure 3 shows the current control and operating system of GCED and its players, and Table 9 explains the role and responsibility of each parties. The Ministry of Education (MOE) establishes a basic plan for the Korean GCED project and secures and spends relevant budgets. Since GCED was initiated by the UN, UN-affiliated international organizations (IOs), such as the Korean National Commission for UNESCO (UNESCO Korea) and the Asia Pacific Center of Education for International Understanding under the auspices of UNESCO (APCEIU) have been actively involved in GCED (Cho, 2017).

Figure 3 Control and operating System of GCED

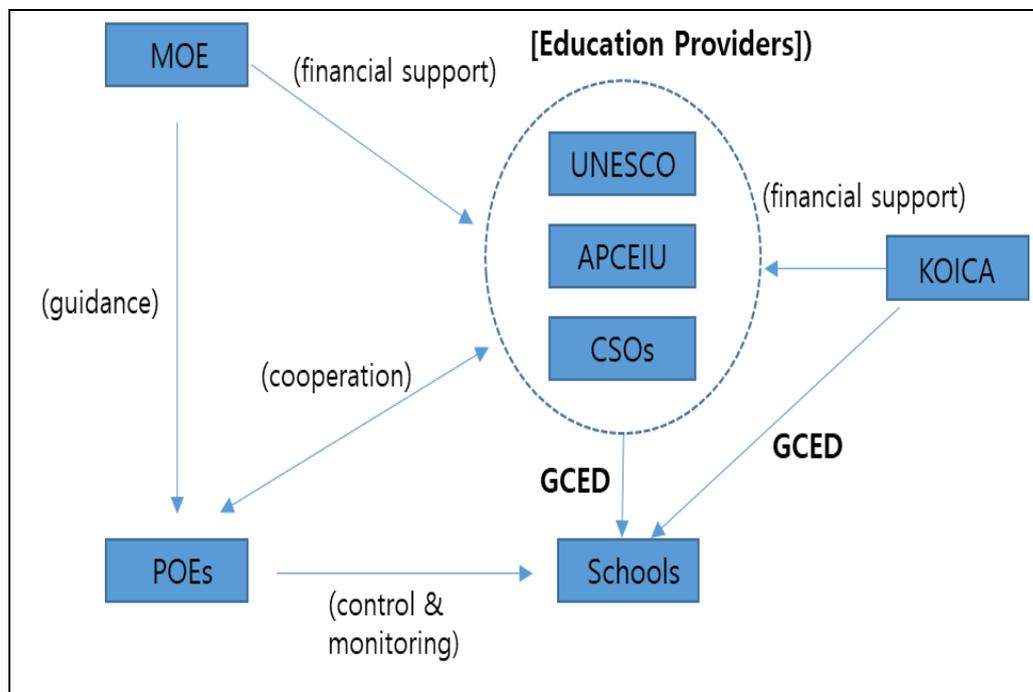


Table 9 Role and responsibility of GCED related parties

Organization	Role and Responsibility
Ministry of Education	<ul style="list-style-type: none"> • Designing overall plan • Budget allocation and spending • International cooperation
Provincial Office of Education	<ul style="list-style-type: none"> • Selection and training of guiding teachers • Support for guiding teachers' activities • Support for teacher research council • Support for holding special lectures for global citizenship education
UNESCO Korea	<ul style="list-style-type: none"> • Support of connected activity with UNESCO Associated Schools Project Network(ASPnet)
UNESCO APCEIU	<ul style="list-style-type: none"> • Establishment and operation of education project execution plan • Distribution of teaching instruction guidelines connected with the curriculum • Guiding teacher training program • Implementation of special lectures on GCED by region • Support for teacher research council
KOICA	<ul style="list-style-type: none"> • Designing and operating education programs
CSOs	<ul style="list-style-type: none"> • Designing and operating education programs • Support for holding special lectures • Planning and operating events related to GCED

Both UNESCO Korea and APCEIU, mainly funded by the MOE, develop and operate several plans of GCED. In particular, they develop and distribute teaching and learning guidelines according to the revised curriculum and oversee teacher trainings. The Provincial Office of Education (POE) is responsible for the implementation of the MOE's basic plan on site. For example, it selects and supports lead teachers, run teacher research groups, and selects teachers and students to participate in educational programs run by APCEIU or CSOs. Each Provincial Office of Education cooperates with the UNESCO for 'International Understanding and Education (IUE)'. Several Provincial Offices of Education, such as the Seoul, Gyeonggi, Gangwon, Jeonnam, Jeonbuk, Gwangju, and Sejong Offices of Education have increased the proportion of democratic and global citizenship education (APEEIU, 2015).

Korea International Cooperation Agency (KOICA), which affiliates with the Ministry of Foreign Affairs, provides various GCED programs based on experiences of international cooperation activities. CSOs play significant roles in designing and operating GCED as education providers. In fact, CSO's and IO's are the two pillars of the GCED programs in Korea. In addition to indirectly educating students through the education of school teachers, they also educate students directly through various lectures and events. The majority of learners are students in elementary, middle, and high schools. School teachers are learners as well as educators. The following section critically analyses the role of each player, mainly the public and private sector.

5.2. Current Status of State-led GCED

5.2.1. GCED activities of MOE

State-led GCED is achieved by the Central Government and the Provincial Office of Education. The central government is mainly promoting GCED projects in cooperation with APCEIU. Table 10 shows the GCED-related projects and budgets for 2019 as planned by the MOE. According to Table 10, the MOE devoted about 1.5 billion Korean Won (KRW) and 4.0 billion KRW in 2019 for educational cooperation with UNESCO and APCEIU, respectively, a part of which was used for the development and implementation of GCED programs. The amount of budget for the item ‘GCED support’ is 800 million KRW, which appears to be small in comparison. More specifically, the MOE allocates 300 million KRW to curriculum development, 250 million to expert training, and 250 million to the spread of GCED via ICT, respectively.

Table 10 2019 Budget of MOE (Unit: Million KRW)

Category	2018 Budget	2019 Budget
Global Education Exchange (non-ODA)	15,546	15,989
UNESCO educational cooperation	1,705	1,535
APCEIU educational cooperation	3,976	3,976
Global Education Support (ODA)	14,075	14,356
GCED support	800	800
Curriculum development	n.a.	300
Expert training	n.a.	250
Spread of GCED via ICT	n.a.	250
UNESCO-UNITWIN	1,870	2,070
Activating school education	235,00	260,00
School civil education	0	2,140

Source: Ministry of Education, Outline of 2019 Ministry of Education budget and fund operation plan

One of the interesting findings in the 2019 budget and fund operation plan of the MOE is that it newly allocates 2.1 billion KRW to school civil education. According to the plan, the aim of implementing civil education-related projects is to support citizenship education in schools at the national level in order to foster mature democratic citizens who respond appropriately to rapid social changes and conflicts between class, generation, and gender. This budget will be used to strengthen the civil education capacity of the Teacher Training College and to operate a policy network of civic education in schools.

In sum, the total budget spent by the MOE on GCED does not appear to exceed at most 10 billion KRW. Excluding the budget spent on UNESCO and APCEIU, the total budget spent on items of the GCED nature turns to be small, probably about 3 billion KRW. Moreover, there is little change in the budget for GCED between 2018 and 2019. This may indicate that the government's actual interest and involvement in GCED is not high, despite its seemingly high interest in GCED over previous years. This assertion is also confirmed by the absence of formal menus related to GCED on the homepage of the MOE as of the end of 2019.

5.2.2. GCED activities of Seoul Metropolitan Office of Education

As stated previously, in Korea, the MOE plans and supports the budget of GCED, and 17 POEs are responsible for implementing specific programs planned by the MOE. Therefore, a POE usually carries forward similar GCED projects and programs as other POEs,⁹ making it difficult to find a large-scale GCED

⁹ Refer to KEDI (2015) for a detailed explanation on GCED programs offered by each POE.

project unique to individual POEs. Therefore, the study focuses on GCED activities of the Seoul Metropolitan Office of Education (SMOE) which provides the most diverse GCED programs among POEs.

The SMOE indicates that GCED is important for three main reasons. First, GCED should be highlighted to overcome the limitations of the concept of national citizenship based on a mono-ethnic country and to seek ways of living together with global societies. Second, GCED satisfies the increasing demand for the development of new civic education models for a global multicultural society in the 21st century. Finally, the need for education to develop knowledge, skills, values and attitudes to make a ‘just, peaceful, and sustainable world’ as a way to develop Seoul's education beyond multicultural education becomes the reason for promoting GCED.

Table 11 shows the GCED plan of the SMOE in 2019, which includes various programs for operating, developing and activating GCED in Seoul. For example, SMOE supports several GCED activities, such as GCED pilot schools, UNESCO Associated Schools Project Network (ASPnet) schools, and Professional Learning Communities (PLCs). SMOE participates in the development of education materials for GCED, supports teacher training programs, and organizes special programs like the Youth Citizen Diplomat program.¹⁰

In SMOE, the Department of Democratic Civil Education is responsible for GCED in Seoul. Table 12 presents the projects and budgets of the Department of Democratic Civil Education in 2019. Table 9 indicates the absence of GCED-related projects and budgets. This does not mean that the SMOE spend no money

¹⁰ Youth Citizen Diplomat program is an education program conducted in advance to cultivate global citizenship necessary for overseas experience and educational exchange activities for youths hosted by the MOE or a unit school.

on GCED programs, whether state-run or CSO-run. In fact, the SMOE grants, albeit small, financial support for GCED in another category.¹¹ But the absence of GCED-related projects and budgets indicates that the SMOE does not give high priority to GCED, and also may suggest that a POE plays its role as a simple practitioner of the GCED programs designed and supported by the MOE.

Table 11 GCED programs of SMOE (as of 2019)

Core Project	Programs in detail
Operating GCED in schools	<ul style="list-style-type: none"> • Supporting schools for implementing GCED in accordance with the school education plan • Supporting GCED pilot schools • Supporting 50 UNESCO Associated Schools Project Network (ASPnet) schools • Supporting Professional Learning Communities (PLCs)
Developing GCED programs	<ul style="list-style-type: none"> • Developing and providing GCED education materials • Developing and supplying Youth Citizen Diplomat program • Conducting GCED policy research
Activating GCED and building a collaborative foundation	<ul style="list-style-type: none"> • Operating teacher training programs • Operating a corps of lead teachers and research institutes

Source: SMOE (2019)

¹¹ One of the interviewees indicates that the SOME offer financial support for a general operation of CSOs, but the support is usually not intended solely for GCED.

Table 12 2019 Budget of Department of Democratic Civil Education

Project	Budget (as of 2019, Million KRW)
Strengthening teacher security training	78
Neglected class support	1018
Activation of reading humanities education	193
History education capacity training	22
North Korean student education support	687
Unification club management leading school support	52
Autonomous student activity activation	243
Student unification consensus support	63
Strengthening teacher professionalism	146
History education activation support	24

Source: SMOE, 2019 Seoul Metropolitan City Education Special Budget

Figure 4 shows GCED-related menu and/or information on the SMOE homepage as of the end of 2019. Unlike the MOE's homepage with no GCED-related menus, the presence of the GCED-related menus on the SMOE's homepage is desirable from the perspective of promoting GCED. The quantity and quality of information under the GCED menu, however, is very limited. For example, only 11 notices and 52 related materials are uploaded over the period from the end of 2016 to the end of 2019. Therefore, it appears that the SOME does not give a high priority to GCED.

Figure 4 GCED-related information in SMOE's homepage

학생이 행복하고, 학부모가 안심하며,
교사가 보람을 찾는 학교!

교육정보
INFORMATION CENTER

Home > 교육정보 > 세계시민교육(GCED) > 공지사항

세계시민교육(GCED)_ 공지사항

전체 : 11건, 1/2

번호	제목	첨부	작성자	작성일	조회수
11	2018 세계시민교육 선도교사 상반기 워크숍 운영		박귀자	2018-04-16	1332
10	'지구촌과 함께하는 세계시민' 교과서 및 교사용지도...		박귀자	2018-03-06	2536
9	2018 교육지원청 특색을 살린 세계시민교육 프로그램 ...		박귀자	2018-03-06	1669
8	2018 유네스코학교 운영(1957~2018.현재)		박귀자	2018-03-06	1064
7	2018 세계시민교육 연구학교 운영(2017.3.~2019.2.)		박귀자	2018-03-06	938
6	2018 세계시민교육 특별지원학교 운영(2018.3.~2019.2.)		박귀자	2018-03-06	875
5	여름방학 중 세계시민교육 교원직무연수 신청 안내		맹홍열	2017-07-05	1399
4	「지구촌과 함께하는 세계시민」 교과서 PDF 파일, 교...		맹홍열	2017-03-22	3069
3	2017 세계시민교육 특별지원학교 공모 안내		맹홍열	2017-01-31	1479
2	2017 세계시민교육 특별지원학교 운영		맹홍열	2016-12-30	1573

담당부서 : 민주시민생활교육과 담당자 : 이지영 (☎ 02-3999-463)

서울교육 신문고 바로가기 인쇄

Note: Retrieved on December 26th, 2019

5.2.3. GCED program providers in the public sector

Table 13 presents a list of public organizations offering GCED programs as education providers, mainly IOs and KOICA-associated organizations, as of 2019. Appendix Table 1 shows a full list of GCED programs offered by each organization. KOICA (2019) provides information on domestic GCED educational organizations and their GCED programs as of 2019. Appendix

Tables 1 and 2 summarize the corresponding information in the public and private sector, respectively.

Table 13 List of public organizations offering GCED programs

Types of organization	Organizations
International organizations (4)	<ul style="list-style-type: none"> • UNESCO APCEIU • UNESCO Korean National Commission • UNICEF Korean National Commission • World Federation of United Nations Associations
KOICA-associated organizations (7)	<ul style="list-style-type: none"> • KOICA ODA Education Center • KOICA World Friends Village • Gangwon International Development Cooperation Center (Gangwon province/KOICA/Gangwon Univ.) • Daegu International Development Cooperation Center (Daegu metropolitan city/KOICA/Keimyung Univ.) • Incheon International Development Cooperation Center (Incheon metropolitan city/KOICA/Incheon Univ.) • Jeonbuk International Development Cooperation Center (Jeonbuk province/KOICA/Jeonbuk Univ.) • Jeju International Development Cooperation Center (Jeju province/KOICA/Jeju Univ.)
Others (1)	Seoul Youth Center for Cultural Exchanges (MIZY Center)

Source: KOICA (2019)

As stated previously, APCEIU develops the curriculum, conducts education, provides training programs for teachers, and holds various workshops and events. In particular, APCEIU conducts educational programs by forming a partnership with schools at all levels. Other IOs run similar programs. KOICA ODA Education Center also operates a GCED program based on its experience with

ODA activities. KOICA has established and operated 5 regional international development cooperation centers in connection with provincial governments and universities, which offer GCED programs.

5.3. Current Status of CSOs-run GCED

Since CSOs have been involved in various global issues, they became in charge of GCED before the government's initiation. Given the historical development of CSOs in Korea, Korean CSOs began to take an active interest in and respond to global poverty since the 1990s. The representative case is Good Neighbors and Korea Food for the Hungry International that dispatched emergency relief team in Rwanda in 1994. Accordingly, CSOs involved in international development and humanitarian aid (development CSOs) have taken a role of delivering GCED (Noh, 2018).

With growing interest in GCED in Korea since the GEFI in 2012 and the World Education Forum in 2015, the number of GCED programs offered by CSOs has steadily increased, once reaching over 30. Monetary support for GCED has largely depended on self-funding of local CSOs, but as the government pushes to promote GCED on both the national and international level, more CSOs began to depend on governments for their funding (Sim, 2016). In fact, the rapid growth of Korean development CSOs is attributed to their involvement in government-funded projects for domestic welfare services and humanitarian aid for North Korea (Noh, 2018).

Table 14 presents a list of CSOs offering GCED programs as of 2019 and Appendix Table 2 shows their specific program names, educational target, and

program content.¹² As shown in Table 14, CSOs as GCED providers can be classified into three groups: development CSOs, education institutes for GCED, and social enterprises. Except for two education institutes and two social enterprises, all CSOs are development CSOs. The fact that development CSOs are mostly in charge of GCED in the private sector has affected the content of GCED programs.¹³ Many GCED programs offered by development CSOs are characteristic of development education to build public support for foreign aid.

Development CSOs' GCED is diversified in terms of the focus, operation, learning style, and duration (Noh, 2018). While development CSOs frequently offer the GCED program with a similar name, its content varies due to each organization's specialty and uniqueness. CSOs offer GCED using mainly five different approaches: visiting schools and operating GECD classes for students; developing educational materials; training GCED lecturers; providing teacher trainings; and holding camps (Cho, 2017). According to KoFID (2015), in-school education took approximately 63% of GCED programs, followed by camps (42%), youth groups (32%), and teacher trainings (21%).

¹² Which CSO offers GCED programs have changed over time. Shin (2017) presents 24 CSOs offering GCED programs as of 2016. Several CSOs, such as Beautiful Store, YMCA Korea etc, are not listed as education providers in KOICA (2019).

¹³ Noh (2018) calls the NGOs involved in international development and humanitarian aid 'development NGOs'. Hereinafter in this study, the term 'development NGOs' is referred to as development CSOs.

Table 14 List of CSOs offering GCED programs

Types of Organization	Organizations
Development CSOs (20)	<ul style="list-style-type: none"> • BINGO • GO&DO • Good Neighbors • Green Teachers • Korea Food for the Hungry International • Better World • Save the Children • Hope to the Future Association • Africa Insight • On Happy • World Vision • World Together • With • Child Fund Korea (초록우산어린이재단) • Camp • COPION • Korea Overseas Volunteers Association • One Body One Spirit (한마음한몸운동본부) • HoE • Korea NGO Council for Overseas Development Cooperation
Education Institutes for GCED (2)	<ul style="list-style-type: none"> • GCED Bonita (Bon idea to action) • Educators for Global Citizenship (세계시민교육연구소)
Social Enterprises (2)	<ul style="list-style-type: none"> • Beautiful Coffee (아름다운커피) • Energy Farm

Source: KOICA (2019)

Currently, the majority of CSO-run GCED programs focus on raising international awareness, rather than social engagement, to combat the immediate sources of suffering in the third world, such as poverty, disease, and limited access to education (Sim, 2016). Some big-sized CSOs with financial and personal resources started to develop more refined and standardized educational programs to promote global citizenship nationwide (Noh, 2018). Some organizations have a special scheme of providing students with volunteer time after education, which is regarded as one of the factors affecting the grades of students and their progress to higher school.

6. Assessment and Discussions

GCED has gained interests of the state and the civil societies for a short period after the 2015 World Education Forum, producing some remarkable outcomes. Despite seemingly increasing interests in GCED, GCED in Korea reveals several issues and challenges. Some of them are discussed below.

6.1. Problems due to top-down approach (vertical governance)

GCED is one of the most recent cases of state-led school change in East Asia (Pak and Lee, 2018). In Korea, the government initiated and designed GCED, whereas CSOs participate into GCED only as one of education providers, leading to a state-led top-down model of GCED (vertical governance).¹⁴ Through the 2015 World Education Forum, the Korean government bolstered GCED as a key education agenda not only for its education reform but also for aiming at ‘positioning itself to be a global leader in GCED’ (Cho and Mosselson, 2018). This state-led top-down approach has produced several problems as follows.

6.1.1. Change in education initiative, depending on regime changes

Even well-intended policy initiatives end up as unsuccessful, unfinished, and short-lived policy ideas and also, the government frequently prioritizes certain policy initiatives over others, depending on the political climate and pressures (Pak and Lee, 2018). In Korea, the current administration tends to give low

¹⁴ For example, the Korean government has developed a study guide on GCED through the APCEIU. This state-led development of a study guide appears to be inevitable at the starting stage of GCED, but may cause some problems, such as prevention of opinion diversity.

priority to policies or projects undertaken by the previous administration. GCED may be no exception. In fact, the current administration frequently uses the term ‘civil education’ rather than GCED.

6.1.2. Lack of cooperation between the government and CSOs

Due to the state-led top-down model of GCED, the cooperation between the state and the civil society is, albeit increasing, insufficient compared to other developed countries. For comparison, in Belgium, civil society is actively participating in development education so that 80% of the development education budget is managed through CSOs in 2015 (Park, 2017). In Australia, an increasing number of GCED resources are based on partnership between the state, the academies and various national and international NGOs (Hartung, 2017). Consequently, the responsibility of promoting and delivering GCED in Australia has shifted to those organizations operating outside traditional education spaces (Hartung, 2017). Whereas most European countries have established channels for consultation between the state and the civil society to promote developmental education in public education, Korea has no such channel (Park, 2017).

6.1.3. Lack of recognition of GCED in education sites

The state-led top-down model of GCED has suppressed the promotion of GCED in education sites (schools). Accordingly, despite recent interest in GCED, understanding and recognition of GCED remains still insufficient in schools. As indicated previously, KEDI (2015) reveals that many teachers have insufficient information on GCED and most of them ignore the importance of GCED. While the government encourages teachers to incorporate GCED in their classroom,

teachers tend to perceive these government directives as an additional or a separate task form the regular curriculum (Cho, 2017).

6.1.4. Gap between policies and practices

Pak and Lee (2018) indicate the lack of organizational support as one of the problems in state-led GCED, especially the ignorance of colleague teachers.¹⁵ Lee (2016) indicates three practical dilemmas that teachers confront in GCED: teachers' lack of time for preparing for GCED, the isolation of teachers in charge of GCED from colleague teachers, and the use of GCED as a means to enter university. Successful GCED in school requires individual teachers' effort and passion (Lee, 2017). They suggest that it is important to connect the trust and demands of the state-led initiative with the structural and cultural realities of schools.

6.2. Low involvement by the state and the civil society

It appears that the government's interest in GCED has dropped significantly from its initial high level. In the government-led top-down model, a change in governmental interests due to a regime change may lead to a substantial decrease in governmental involvement, i.e. a drop in budget and manpower. As indicated previously, in 2019, the MOE's budget for GCED has not increased at all from the previous years. The SMOE has no budget item on GCED. Whereas the MOE's website has no formal menus on GCED, the SMOE's website contains a

¹⁵ Cha (2018), as a teacher with experience with GCED at the level of secondary school, argues that the absence of a department or a course in school on GCED results in no meaningful outcome, despite increasing dispute on GCED.

menu for GCED, but its information is very limited. Moreover, faced with a rapid increase in social welfare expenditures, the government is struggling to raise budgets for GCED. Due to the lack of cooperation between the government and CSOs, the involvement of CSOs in GCED is also low.

Table 15 presents the examples of policy initiatives, classified by the degree of involvement by the state and the civil society. As indicated in Table 15, even with the government-led top-down model, some policies such as official development assistance (ODA) have achieved significant results due to strong involvement by both parties. In contrast, it appears that GCED remains a low priority in both the governments and civil society. Therefore, despite vigorous debate around GCED, this low involvement by both parties results in several problems as follows, predicting that GCED may not achieve visible results.

Table 15 Examples of policy decision-making, classified by the level of involvement

		Civil society	
		Strong	Weak
State	Strong	ODA	Infrastructure
	Weak	Political checks and balances	GCED

6.2.1. Financial issues

The lack of budget and manpower is the biggest problem in GCED in Korea (Park, 2017), whether state-led or CSOs-run GCED. It is evident that GCED programs could not be successful without sufficient financial support. In particular, financial risk is one of the big problems CSOs are facing. CSOs

compete with each other for fundraising. In addition, CSOs face difficulty in recruiting and maintaining qualified instructors, due to the financial constraints, and recruited instructors are usually volunteers, questioning the quality of GCED (Noh, 2018).

Currently, the government's support is merely focused on UN-affiliated institutes but takes less account of the CSO sector (Cho, 2017), causing the political and financial isolation of CSOs from the government's support for GCED. As stated in Table 10, as of 2019, approximately 4 billion KRW and 1.5 billion KRW are allocated to APCEIU and UNESCO Korea, respectively. In addition, government sponsorship of GCED may result in a tradeoff in that CSOs can lose their relative advantages of being innovative and progressive in their implementation of GCED (Noh, 2018).

6.2.2. Disparities in GCED between rich and poor areas

KEDI (2015) indicates that the GCED is more active in schools in relatively economically rich areas compared to some isolated schools. In the civil society, only big-sized CSOs can provide GCED programs nationwide through their local branch, indicating the disparities in educational benefits. This social polarization in GCED also deserves more attention. There is a need for support to expand educational access in rural and vulnerable areas (Shin, 2017).

6.2.3. Short-sighted educational programs

Due to the lack of budget and manpower, the majority of GCED programs still consists of one-off pilot projects and one-time events, indicating the difficulty of GCED program to spread nationwide and to achieve long-term learning objectives. In particular, in CSOs-run GCED, one-time events such as global

citizenship camp, one-time special lectures are frequent. In addition, most GCED programs run on a short-term basis by voluntary instructors without any monitoring and evaluation system.

6.3. Limitation of program content

The majority of GCED programs performed by the public and private sector conform to soft GCED, which relies on humanitarian and moral ground, with little emphasis on critical GCED. This phenomenon is attributable partly to the state-led top-down approach (vertical governance) as one of characteristics of Korea's GCED. In addition, short-sighted education programs make it difficult for learners to acquire critical thinking and comprehensive understanding.

In particular, development CSOs' GCED tend to focus on the interconnectedness of global world poverty and cultural diversity based on their specialty in aid and development, with less attention to other issues such as human rights, peace, and democracy (Noh, 2018). For example, the selection and training of instructors are centered on KOICA volunteers and the teachers who are interested in GCED. In Korea, development education has been conducted since the 1990s, centered on volunteers and practitioners who experienced overseas development assistance (Park, 2017). Since then, this development education has naturally developed into GCED with a national interest in GCED, giving the GCED a strong character of development education.

Therefore, a more balanced approach that contains a critical element of global citizenship is in demand (Sim, 2016). Given that citizenship is one of the core underpinning notions of GCED, more attention should be paid to active ways of civic involvement besides donating and volunteering (Cho, 2017). That is, it is

necessary to expand the values of global citizenship to civic involvement through public discourse.

6.4. Conflicts between competing values

In Korea, the ideology of ‘nationalism’ is widespread and difficult to deny. In particular, nationalistic discourses on global competitiveness of Korea are conflicted with the values of GCED, causing confusion among learners (Cha, 2018).¹⁶ Conflict-ridden countries, particularly countries such as Israel with compulsory military service and a militaristic tendency, often promote nationalism through their education systems (Goren and Yemini, 2018). This Israeli case can be applied to Korea as well. Even in the U.S.A., a major barrier to GCED remains the traditional master narrative of schooling to develop patriotic citizens loyal to the nation state (Myers, 2016).

Goren and Yemini (2017) argue that GCED is adapted to fit the national needs, pushing aside most issues concerning any sort of supranational polity or cosmopolitan ethics. For example, Bourn (2016) indicates that policy-makers in England retreated from the value of GCED to the promotion of ‘British values’ and ‘character education,’ causing emergent tensions between national and global policy discourse for GCED (Bamber et al., 2018). In addition, elements of critical thinking and proactive participation within GCED might cause conflict with the nation’s education authority (Chung and Park, 2016). To take an example, Goren

¹⁶ In particular, a sense of nationalism, patriotism and ethnic homogeneity is evident when the geopolitical interests of Korea are weighed against neighboring nations (Patterson and Choi, 2018). Patterson and Choi (2018) also argue that throughout the Korean national curriculum, migration and cultural diversity are largely depicted as troubles that need to be resolved or tolerated.

and Yemini (2018) argue that delving deeper into issues of human rights through GCED would require critical thinking, but the Ministry of Education of Israel does not formally encourage it.

Moreover, the essential values of GCED, such as equity, respect for diversity, and critical literacy are overshadowed by contradictory educational practices, such as competitive exam-focused education and authoritarian classroom atmospheres (Cho, 2017). GCED is frequently not perceived as something useful for high school students and teachers in preparation for highly competitive college entrance exams (Pak and Lee, 2018; Kim JH, 2017).

In contrast with countries in North America and western Europe, where appeals to global citizenship often signify a departure from expressly nationalist sentiments by evoking moral responsibilities to humanity and the planet, global citizenship discourse in Korea fits seamlessly into a larger pattern of government-driven rhetoric aimed at raising the country's global stature and prestige (Schattle, 2015). Therefore, in conflict-ridden societies, such as Korea, building a GCED system that alleviates conflicts between conflicting values is required.¹⁷

6.5. Lack of cooperation between CSOs

CSOs design and operate GCED programs, including their teaching materials, according to their goals and capacities. On the other hand, the teaching material

¹⁷ For the case of Israel, Goren and Yemini (2018) argue that in order to be incorporated into the Israeli education system, global citizenship would need to be articulated as supplementary to national citizenship rather than clashing with it as an alternative identity model.

is frequently not made on each CSO's merits,¹⁸ and does not deal with many important issues. This problem worsens because development CSOs tend to focus on development education and do not seek for collaboration with other specialized CSOs (Noh, 2018). This absence of cooperation between CSOs confuse school leaders and teachers in implementing GCED programs at their site. To overcome this problem, Lee (2017) indicates the necessity of cooperation between various GCED providers to support school GCED programs.

¹⁸ One of the interviewees states that when each CSO makes its teaching material, they borrow a lot from other CSO's and/or international CSOs' materials, with some terminologies and expressions being changed and with its own emphases being placed. In addition, due to the constraints of budget and manpower, Korea CSO Council for Overseas Development (KCOC) gathers requests from CSOs and occasionally provides common education materials in GCED.

7. Policy Suggestions: Linking the State and the Civil Society

This study has argued that Korea's GCED faces several problems, especially due to the state-led top-down approach (vertical governance) and the low involvement by related parties. Until recently, government-led educational programs are offered in a few selected schools, the number of which is very limited compared to all schools. CSOs complain about the lack of financial support for their GCED programs from the government, and give a low priority to GCED. Teachers and students are still confused about the concept of global citizenship and the objective of GCED. Most importantly, the civil society has no close link with the government, except for financial support.

To effectively perform GCED with limited resources, and to successfully achieve the objective of GCED, close cooperation between the government and civil societies is required. Some suggestions for fostering the link between the state and the civil society are provided as follows.

7.1 Encouraging participation of CSOs into GCED policy-making (from vertical to horizontal governance)

Many state-led GCED programs are performed under cooperation with APCEIU and UNESCO Korea. As a result, CSOs have faced the lack of the government's support for GCED. On the other hand, the state-led top-down model has caused some problems, such as lack of recognition of GCED in education sites, gap between policies and practices, and even conflicts between competing values. These problems are difficult to solve without cooperation with the civil society. Therefore, the study suggest that the government constructs an effective partnership between the state and the civil society, encouraging the active

participation of CSOs into all-round stages of GCED policy-making. This will lead to the transition from vertical governance to horizontal governance in GCED.

7.2. Introduction of GCED platform for cooperation between related parties

Various organizations, whether public or private, offer GCED programs without close coordination between them. Many CSOs, especially small ones, face difficulties in coping with problems, which arose in operating GCED programs, such as the development of teaching materials and programs. They are frequently obliged to search for the solution by themselves. Shin (2017) proposes the establishment of an online platform in which related parties find useful information on GCED and discuss about how to solve the problems they face.¹⁹ This platform help promoting cooperation between CSOs. As stated previously, development CSOs tend not to seek for collaboration with other specialized CSOs, making GCED biased toward international development and aid. Teachers as on-site GCED educators can use this platform to gather information on their teaching material and programs. This platform should be constructed via cooperation between the government and CSOs to improve its effectiveness.

7.3. Incorporation of the concept of GCED into regular curriculum

Despite the increasing GCED imperative in Korea, GCED has not been well integrated with the national curriculum (Noh, 2018). As indicated in section 2,

¹⁹ Currently there exists an online education platform. APCEIU operates an online course platform called “GCED Online Campus”(www.gcedonlinecampus.org). The platform modularize APCEIU’s on-site capacity-building training programs and offer participants blended online/offline learning opportunities (Banta Jr., 2017). GCED online platform should be distinguished from this education-only online platform.

Korea has no formal curriculum for global citizenship and multicultural awareness (Noh, 2019). Even in GCED pilot schools, GCED is not compulsory in schools, causing its negligence. The government is disseminating education guidelines for GCED, but how to use them in individual courses is at the discretion of the teachers in charge.

GCED has been introduced in the formal curriculum as a separate course in the U.K. and Canada.²⁰ In contrast, as in Korea, in many developed countries, such as the U.S.A., Germany, France, and Japan, the concept of GCED is taught in the content of other courses, e.g., ethics and social studies. Even in the UK, the curriculum has changed since 2014 to allow the development of GCED curriculum at the discretion of first-class schools. Therefore, the incorporation of GCED into the formal curriculum should be considered as a long-term project. Instead, the concept of GCED should be incorporated into all courses at various level of schools (Cha, 2018). In 2007, Korean textbooks were revised to remove descriptions that invoked nationalistic and ethnocentric sentiments (Cha et al., 2016). Similarly, all textbooks can be revised to incorporate the concept of GCED. This revision should be completed with participation of CSOs and teachers (Lee, 2017). This incorporation of the concept of GCED, especially critical GCED, into the regular curriculum may be more effective in solving regional disparities in GECE rather than a one-time education program or event.

²⁰ The following explanations on the current status of GCED in various countries are cited from the webpage of Korea Education Development Institute (KEDI publication – Overseas Education Trend). Refer to references for a full webpage address for the case of each country.

7.4. Prolonging GCED in college and lifelong education

Currently, the majority of GCED programs are concentrated in elementary, middle, high schools (Kim JH, 2017). As indicated previously, GCED is not perceived as essential issues for high school students and teachers in Korea's highly competitive education environments, reducing the effectiveness of GCED. Some college students gain the concept of global citizenship through a one-time special lecture, overseas volunteer activities, exchange student programs, and overseas internships, but the majority of college students ignore the concept of GCED. General adults in Korea have been educated to emphasize national identity or ethnicity, with no opportunities to learn the concept of global citizenship and international awareness.

Moreover, global citizenship is not a temporary perception for learners at a particular level of education, nor is it an area that can be acquired in the short term, such as textbook knowledge (Kim JH, 2017; Kim et al., 2017). Emphasizing on the role of global citizen, Bae (2013) states that much of the role of global citizens is not a result of knowledge or theory, but is a lifestyle required in everyday life, and asserts that GCED should be carried out through various channels in everyday life outside of school.

Therefore, the education target of GCED needs to be changed from high school to college and lifelong education. Both GCED and multicultural education require lifelong learning, not only within the formal education system, but also in society as a whole (Kim and Huh, 2013; Kim JH, 2017; Kim et al., 2017). Since lifelong education takes place outside the regular curriculum, GCED in lifelong education is difficult to activate without the help of civil society.

8. Conclusion

This study has examined the current status of GCED in Korea and has evaluated their characteristics and limitations, providing some policy suggestions for improving it. The study classifies the GCED providers into the public sector (state or government) and private sector (civil society or CSOs). GCED in Korea was initiated and has been led by the government since the 2015 World Education Forum, held in Korea. The Korean government has promoted GCED as a key education agenda to position itself to be a global leader in GCED. This state-led top-down approach has affected GCED in Korea in several respects. Whereas the MOE and POEs design and administrate GCED, KOICA, IOs and CSOs operate GCED programs as education providers. In particular, development CSOs have taken a role of delivering GCED, affecting the content of GCED.

Despite recent interests in GCED, Korea's state-led top-down (vertical governance) model of GCED reveals several limitations of GCED in Korea. In Korea, the current administration tends to give low priority to policies or projects (in this case GCED) undertaken by the previous administration. Compared to the case of other developed countries, the amount of budget and manpower spent on GCED in Korea appears to be relatively small. Due to the state-led top-down approach to GCED, CSOs are reluctantly involved in GCED, resulting in the lack of cooperation between the government and CSOs. In contrast, many European governments have a close relationship with the civil society in their GCED policy-making and implementation process. In addition, this state-led top-down approach has suppressed the promotion of GCED in education sites, causing the lack of recognition of GCED in schools at various levels, and has amplified the gap between GCED policies and practices.

In the government-led top-down model, a change in governmental interests due to a regime change may lead to a substantial decrease in governmental involvement, causing a lack of budget and manpower. Due to the lack of cooperation between the government and CSOs, the involvement of CSOs in GCED is also low. In a word, GCED remains a low priority in both the governments and civil society. This low involvement by both parties results in several problems, predicting that GCED may not achieve visible results. First of all, the lack of budget and manpower becomes the biggest obstacle in GCED in Korea. In particular, CSOs are facing significant financial constraints which in turn lead to difficulties in maintaining the quality of GCED programs. Due to the financial constraints, disparities in GCED between rich and poor areas remain unsolved, and the majority of GCED programs consist of short-sighted educational programs, such as one-off pilot projects and one-time events.

The content of GCED programs in Korea has some limitations as well. The majority of GCED programs conform to soft GCED, which relies on humanitarian and moral ground, with little emphasis on critical GCED. This phenomenon is attributable partly to the state-led top-down model (vertical governance) of GCED in Korea and partly due to the nature of development CSOs as main education providers in the private sector. In addition, short-sighted education programs make it difficult for learners to acquire critical thinking and comprehensive understanding. Therefore, a more balanced approach that contains a critical element of global citizenship is required.

One of the most difficult problems to overcome in Korea's GCED is that the value of GCED is not consistent with Korea's conventional values and/or the educational reality of Korea. In particular, the concept of nationalism and patriotism, which has long been prevalent in Korean society, does not match the values of GCED, such as equity, justice, respect for diversity and critical literacy.

Moreover, the value of GCED is frequently overshadowed by contradictory educational realities in the competitive exam-focused education environment. Finally, the lack of cooperation between CSOs confuse school leaders and teachers in implementing GCED programs at their site.

To effectively perform GCED with limited resources, and to successfully achieve the objective of GCED, close cooperation between the government and civil societies is required. This study has provided four policy suggestions. The following policy proposals all require the close cooperation between the government and civil society.

First, constructing an effective partnership between the state and the civil society, especially encouraging the active participation of CSOs into all-round stages of GCED policy-making, is one of the most urgent tasks for fostering the link between both parties. This implies the transition from vertical governance to horizontal governance in GCED. The close cooperation between the state and the civil society is expected to lead to an increase in the degree of involvement by both parties, which in turn increases the probability of success in GCED policies and programs.

Second, following Shin (2017), this study suggests the establishment of an online platform in which related parties can find useful information on GCED and can discuss about how to solve the problems they face. This platform helps promote cooperation between CSOs and is of assistance to both education providers and learners. The online platform should be constructed via cooperation between the government and CSOs to improve its effectiveness.

Third, there are several ways of introducing the concept of GCED in the school curriculum: incorporating the concept of GCED into the regular curriculum, establishing GCED as a separate course, and providing education guidelines for GCED which each teacher can use in his or her classes at his or

her own discretion. Among them, the study asserts that the concept of GCED should be incorporated into all courses at various levels of schools. In other words, all textbooks should be revised to incorporate the concept of GCED, with participation of CSOs.

Fourth, the educational target of GCED needs to shift from high school to college and lifelong education, with GCED at the primary and secondary schools being maintained as now, for several reasons. GCED for high school students and teachers is difficult to be effective and successful in Korea's highly competitive education environments. The majority of college students have little chance to learn the value of GCED. Most importantly, GCED requires lifelong learning, not only within the formal education system, but also in society as a whole.

The importance of policy-related studies on GCED deserves special attention, especially in Korea. Korea is rapidly transforming from a mono-ethnic, male-dominated nation to a multi-ethnic nation with gender equality, requiring policy-related studies for successful incorporation of GCED in Korean society. In contrast, as stated previously, the number of policy-related studies are relatively small compared to theoretical studies and/or curriculum and pedagogical studies. Moreover, until recently, the majority of previous policy studies analyze one of the two players in GCED, the state and the civil society. This study examines the role of both players, providing policy suggestions for fostering the link between the state and the civil society. In this respect, this study contributes to the literature. Additionally, the study is different from previous ones in that it applies a unique analytical framework, e.g. governance structure and the degree of involvement, to the case of GCED in Korea.

This study has several limitations as well. For example, it relies on qualitative document analysis, the result from which are checked by interviews with two field experts. This type of qualitative policy research needs to be complemented

by practical studies using case studies or survey data. Also, the number of interviewees used in the study are small compared to that in previous studies,²¹ indicating a risk in drawing generalized conclusions based on the small number of interviews. Further research with a larger number of interviews in various fields is required.

²¹ Cho (2017) employed interviews with 19 education stakeholders: eight teachers, eight NGO experts, 3 IO experts. Pak and Lee (2018) used interview data from 10 participants in the National Lead Teacher Program.

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Appendix

Appendix Table 1 List of public organizations offering GCED programs

Organization	Program Name	Educational Target	Program content
<i>A. International Organizations</i>			
UNESCO APCEIU	Global Citizenship Education	Secondary school students	<ul style="list-style-type: none"> • Global citizen-International organization experience center, Model UNESCO • Topic: Peace, cultural diversity, human rights
		University students	<ul style="list-style-type: none"> • GCED youth Leadership workshop • Opening home and abroad university lecture for GCED
		Teaching staffs	<ul style="list-style-type: none"> • International teacher exchange, nation/small area/Asia Pacific region international instructor training • GCED distant training • Topic: Global capacity, GCED
		Education policy makers, Education researchers, International organization, NGO personnels	<ul style="list-style-type: none"> • Developing GCED curriculum and teaching materials • UNESCO GCED Clearinghouse • International conference • Topic: Global capacity, GCED
Korean National Commission for UNESCO	UNESCO Rainbow Youth Global Citizenship Project	Youth	<ul style="list-style-type: none"> • Project looking for solutions and planning to improve on issues such as peace, human rights,

			environment, economic justice threatening local sustainability • Providing support fund through project contest
	Rainbow Youth Global Citizenship Journey	High school representatives from schools participating in Rainbow project	• Project presentation • Expert lecture • World citizenship declaration statement
Korean Committee for UNICEF	World's Largest Lesson	Children, Youth	• Global education campaign based on understanding SDGs
	UNICEF Global Village Center	Children, Youth	• Participatory program understanding of various international issues such as poverty, inequality by experiencing relief activities
	Rights of Children Education Material	Youth, Adult	• Providing online / offline material based on United Nations Convention on the Rights of the Child for enhancing the rights of child
World Federation of United Nations Associations (WFUNA)	MISSION POSSIBLE	Secondary / High school students	• GCED on international issues and student-led project
	Training at the UN: Korea	High school students	• UN agenda education and executive briefing • UN Headquarters exploration and visiting international conferences • Drawing up youth GCED report
	College Leaders at the UN: Korea	University students	• UN agenda education and executive briefing • Conducting research on global agenda and interviewing UN experts • Issuing Korean youth statement and submitting to the UN

<i>B. KOICA-associated Organizations</i>			
KOICA ODA Education Center	International Development Cooperation Special Lecture for the Future Generation	Youth	<ul style="list-style-type: none"> • Providing one-hour GCED special lectures for schools in need of
	ODA Leader Development Education for the Future Generation	Youth joining related clubs	Progressing GCED by selecting clubs (7 times)
	Teacher Training Course	Youth, Teachers	<ul style="list-style-type: none"> • Providing online and offline education curriculum
	Project for Promoting Understanding of International Development Cooperation Project for Universities	University students	<ul style="list-style-type: none"> • Running one-year international development cooperation course with MOU-signed universities
	Instructor Training Course	WFK returning volunteers	<ul style="list-style-type: none"> • Providing Instructor training for returning WFK volunteers
KOICA World Friends Village	Understanding of Global Environmental Issues (열대과일의 대이동)	Children (7 to 10 years old)	<ul style="list-style-type: none"> • Program for understanding global environmental such as global warming though activities

	Understanding of Sharing Economy (공유빌리지)	Children over 11 years old (including adults)	• Program for understanding the value of sharing economy and experiencing indirectly through activities
	Understanding of Gender Equality (성(性)글라스를 벗자)	Children over 8 years old (including adults)	• Program for understanding gender prejudices through activities and looking for the solution for overcoming gender inequality
	Understanding of Cultural Diversity (알아보 GO 놀아보 GO)	Children over 7 years old (including adults)	• Program for experiencing traditional games of KOICA partner countries and understanding cultural diversity
Gangwon International Development Cooperation Center	International Development Cooperation Special Lecture for the Future Generation	Children, Youth	• Dispatching GCED instructors at schools and institutions in Gangwon-do (maximum 3 times)
	Global Citizenship Education	Residents in Gangwon-do	• Providing special lectures to enhance understanding of global citizenship and international cooperation development for local residents, public and private organizations, and local governments in Gangwon-do
Daegu International Development	Education for the Future Generation	Youth in Daegu-Gyeongbuk region	• Program for raising awareness of GCED and international development cooperation for primary / secondary / high school students

Cooperation Center			<ul style="list-style-type: none"> • Detailed contents: Understanding of global citizen, human rights, poverty, international development, and related-career
	Global Citizenship Education	Residents in Daegu-Gyeongbuk region	<ul style="list-style-type: none"> • Program for raising awareness of GCED and international development cooperation for residents • Detailed contents: Understanding of GCED, interconnectedness, diversity, environment
Incheon International Development Cooperation Center	Education for the Future Generation	Youth	<ul style="list-style-type: none"> • Lectures provided by returning WFK volunteers or instructors who completed GCED instructor training program for primary / secondary / high school students • Topic: Meaning of global citizen / definition, necessity, international status of international development cooperation / Korea Overseas Aid Projects / Introduction of careers related to international development cooperation
Jeonbuk International Development Cooperation Center	Global Citizenship Education	Youth in Honam area	<ul style="list-style-type: none"> • Program for raising awareness of GCED and international development cooperation for primary / secondary / high school students in Honam area
	Global Citizenship Education Instructor Training Course	Participants who experienced overseas volunteers program	<ul style="list-style-type: none"> • Program for fostering GCED instructors and strengthening their capacities
Jeju International Development	Global Citizenship Education Instructor Training Course	Teachers in Jeju	<ul style="list-style-type: none"> • Providing lectures for building capacities and awareness as a GCED instructor • Detailed contents: Understanding of GCED, teaching method, instructional module

Cooperation Center	International Cooperation Development Education (GCED)	Youth in Jeju	<ul style="list-style-type: none"> • Activity-oriented lectures for promoting balanced view upon global issues and sense of responsibility for solving international problems • Detailed contents: Learning basic quality education in site, Learning global issues by activities, Local experience / story shared by foreign students
C. Other Organizations			
Mizy Center	Integrated Program for Understanding of World Cultural Heritage (뿌리깊은 세계유산)	Primary school / University students, Adults	<ul style="list-style-type: none"> • Program for understanding cultural diversity held by both foreigners and Koreans to enhance the youth's understanding of cultural diversity on world heritage
	Our City Guide (우리도시 도감)	Primary school / University students	<ul style="list-style-type: none"> • Program for observing and creatively expressing various elements of cities
	East Asian Youth Culutural Exchange	Secondary / High school students	<ul style="list-style-type: none"> • Exchange Program understanding among Korea / China / Japan youth by following the footsteps of the Joseon Dynasty's delegation
	Seoul Youth Forum	Secondary / High school students	<ul style="list-style-type: none"> • Youth camp and forum program for discussing issues, sharing relevant experiences, and seeking for solutions
	Solongos Hope Expedition	High school students	<ul style="list-style-type: none"> • Supporting socially marginalized youth to become global citizens by participating in overseas volunteering program

	(솔롱고스 희망원정대)		
	UNGO Career Night	High school / University students, Adults	• Career counseling program by inviting hands-on staffs from international organizations and NGOs
	MIZY, Meeting with the World (MIZY, 세계와의 만남)	Youth	• World culture experience program providing expert lectures and cultural exchange activities for offering an in-depth understanding of national culture
	Youth GCED Class	Youth	• Integrated program processing pre-education, country(continent) exploration, cultural exchange by focusing on certain historical events or backgrounds having significances in establishing global citizenship
	Shoes of Hope	Youth, Adults	• Global sharing program by delivering a message of hope and peace on shoes for youth in need of
	Understanding of Cultural Diversity (다름의 동행)	University students	• Cultural diversity understanding program with north korean migrant adolescents and Korean youth

Source: KOICA (2019)

Appendix Table 2 List of CSOs offering GCED programs

Organization	Program Title	Educational Target	Program content
<i>A. Development CSOs</i>			
BINGO	Hi GCED (Instructor dispatch program)	Child, Youth, Adults	<ul style="list-style-type: none"> • Program for experiencing, discussing, practicing ‘hostability, respect, and practice’ by grouping topics which are essential for global citizens • Main topic: Cultural diversity, human rights, poverty, peace, environment, SDGs
	ONEDAY Introductory GCED (Instructor dispatch program)	Child, Youth, Adults	<ul style="list-style-type: none"> • GCED introductory course Main theme: Human rights, poverty, peace, environment • Seletive topic: Human rights, poverty, environmen, peace
	GCED: Instructor Course	Adults	<ul style="list-style-type: none"> • Instructor training course through GCED issue lectures and teaching modules
	GCED: Overseas Activities	Adults	<ul style="list-style-type: none"> • Education in connection with overseas field activities (Lecture: 30 hours + field ctivity: 2 weeks – 1 year)
GO&DO	GCED Instructor Dispatch	Child, Youth, Adults	<ul style="list-style-type: none"> • GCED through activities and workshops • After School Programs (short / long term) • Topic: Human rights, poverty, peace, environment, SDGs * Education linked to free-semester system

	GCED: Value of Cooperation	Child, Youth, Adults	<ul style="list-style-type: none"> • Education focused on ‘cooperation’ in connection with social economy education • Understanding of cooperation (value, method, necessity, effect) through activities and workshops • Understanding of social economy
Good Neighbors	Understanding of Various Countries of World and International Issues (지구촌나눔 인성여행)	Children (4-7 years old)	<ul style="list-style-type: none"> • Understanding of various countries of the world and empathizing with their issues • Detailed contents: In-school education (video-watching), practice activity (domestic, community)
	One Heart!: Children NGO Activists (Instructor dispatch program)	Primary school students (grade 4-6)	<ul style="list-style-type: none"> • Understanding international issues of global villagers and practicing through NGO activities • Detailed contents: Application of real cases, group activities, lecture talks, mock job practice activities
	Local Community GCED (Instructor dispatch program)	Primary school students (grade 4-6)	<ul style="list-style-type: none"> • Citizen behavior competency improvement education for cooperating with community members • Detailed contents: Application of real cases and group activities, role play, discussion

	ME TO WE: NGO Activists (Instructor dispatch program)	Secondary / High school students	<ul style="list-style-type: none"> • Exploring NGO careers and practicing activities indirectly • Detailed contents: Application of real cases, group activities, lecture talks, mock job practice activities
	Good Action: Youth Program	Secondary / High school students	<ul style="list-style-type: none"> • Understanding the pain and difficulties of others through various education programs and campaigns • Education content: Maternal and child health campaign (엄마의 탄생), Drinking water sanitation campaign (굿워터프로젝트), Anti-child labor campaign (꿈찌) • Detailed contents: In-campus broadcasting education, Campaign
	Global Leadership Camp	Secondary / High school students	<ul style="list-style-type: none"> • Cooperative camp program with Yonsei University for fostering youth into global leaders
Green Teachers	Infants GCED Instructor Training	University students	<ul style="list-style-type: none"> • GCED instructor training program targeting university students • Offering lectures and study group activities focused on major themes
	GCED with GT Sharing Supporters	Infants	<ul style="list-style-type: none"> • GCED for kindergarten students under Green Teachers corporate body • Hands-on training on the SDGs themes such as environment, gender equality, etc.

Korea Food for the Hungry International	Understanding of Healthy Eating (코코몽의 지구마을여행)	Children	<ul style="list-style-type: none"> • Education on the theme of healthy eating (food) and sharing through puppet show for infants and young children
	School Visiting Program (어사 박문수 학교 출두요)	Primary school students	<ul style="list-style-type: none"> • Cultural performance-oriented GCED
	Global Citizenship Education	Secondary / High school students	<ul style="list-style-type: none"> • Understanding of global issues such as the world food crisis (Stop Hunger), NGO activists, clean drinking water, etc.
	Volunteer Education Program (한톨나눔캠페인)	Secondary / High school students	<ul style="list-style-type: none"> • Practice-oriented Volunteer Education Program
Better World	Youth GCED School	Secondary / High school students	<ul style="list-style-type: none"> • Participatory program for understanding environment, human rights, equality, interconnectedness, etc. through activities
	GCED for Volunteers	Youth, Adult Volunteer Group	<ul style="list-style-type: none"> • Program helping volunteers who take part at home and abroad to participate in activities from the perspective of global citizen with recognizing interconnectedness
Hope to the Future Association	School Visiting Program	Youth	<ul style="list-style-type: none"> • Cooperative program with KOICA ODA center by visiting schools for GCED (5-10 times curriculum)

	(찾아가는 세계시민교육)		
	Activities for Practicing GCED (세계시민으로서 나눔실천 봉사활동)	Youth	<ul style="list-style-type: none"> • Activities for fostering global citizens • Campaigns for completing SDGs • Translating Korean fairy tales for donating books to developing countries Target country: South Sudan, Myanmar, Tanzania, etc.
Save the Children	Rights Experience Center (Busan) (권리체험센터)	Children, Youth	<ul style="list-style-type: none"> • Hands-on program for cultivating character and human rights-friendly peer relationship
	Education on Multicultural Awareness Improvement	Primary school teachers	<ul style="list-style-type: none"> • Program providing teacher guide materials and teaching tool for multicultural awareness improvement
	Education on Rights of Youth and Children	Secondary / High school teachers	<ul style="list-style-type: none"> • Program providing teacher training on the topic of rights and responsibility, discrimination and prejudice, and global citizen
	Understanding of Non-discrimination	Nursery teachers, Primary school teachers, Parents	<ul style="list-style-type: none"> • Education for adults for understanding and embracing differences, and practicing anti-biased education based on children's rights
Africa Insight	Africa Insight Global Citizenship Education	Children, Youth, Teachers	<ul style="list-style-type: none"> • GCED Program helping the participants to understand Africa and gain the right awareness based on objective information

			<ul style="list-style-type: none"> Offering hands-on experience of African culture through the lessons of teachers from Africa
	Education on International Development Cooperation and International Activities Careers	Children, Youth, Teachers	<ul style="list-style-type: none"> Youth career counseling program sharing experience and information for students who are interested in international development cooperation and non-profit sector
	Africa Class (Basic course)	University students, Public	<ul style="list-style-type: none"> Understanding of various topics and issues of African region
	Africa Class (Language course)	University students, Public	<ul style="list-style-type: none"> Learning African local language and cultures (Swahili language)
On Happy	GCED Instructor Dispatch Program	Youth	<ul style="list-style-type: none"> Offering lectures at schools (120 min) Detailed activities: GCED (SDGs), sharing program, writing letters for hope, etc.
	GCED Instructor Training Workshop	Public, Teachers	<ul style="list-style-type: none"> Instructor training program for sharing the value of global citizens and forstering global citizens
World Vision	School Visiting Program (찾아가는 세계시민교육)	Children, Youth	<ul style="list-style-type: none"> Education to give role consciousness for making better global village as global citizens
	GCED Teachers Training	Teachers	<ul style="list-style-type: none"> GCED and GCED application case sharing

	GCED Instructor Training	Public	<ul style="list-style-type: none"> GCED public instructor training program
	Global Citizenship Education for Public (공감살롱)	Public	<ul style="list-style-type: none"> Open lectures on issues that should be sympathized and participated as global citizens
World Together	Global Citizenship Education	Youth	<ul style="list-style-type: none"> Primary school: activities for developing creativity Secondary school: free-semester High school: club activities
	GCED Intensive Course	Youth, Adults	<ul style="list-style-type: none"> Taking courses by visiting international development cooperation NGOs
	Instructor Training (어컴퍼니 강사양성과정)	Teachers, Freelancer instructors, University / Graduate school students	<ul style="list-style-type: none"> Professional instructor training Regular education for primary / secondary / high school students
With	What is GCED?	Children, Youth, Adults, Teachers	<ul style="list-style-type: none"> Lectures and activities for searching the meaning of global citizen
	SDGs and Detailed Topics	Children, Youth, Adults, Teachers	<ul style="list-style-type: none"> Lectures and activities on SDGs and sub-topics (environment, climate, children labor, etc.) to become global citizens
	Dream-bag Campaign (세상에서 단 하나뿐인 '드림백 만들기 캠페인')	Children, Youth, Adults, Teachers	<ul style="list-style-type: none"> Coloring ecobag, filling it up and delivering to students in underdeveloped countries

Child Fund Korea (초록우산어린이재단)	Education on Children Rights	Primary school students, Teachers, Parents	<ul style="list-style-type: none"> • Education on understanding of human rights and dignity and how to respect them (4 times / 40 min)
	Education of Humanism (인성교육)	Primary school students	<ul style="list-style-type: none"> • Personality education for understanding the value of respect, cooperation, solicitude, and sharing (80 min)
	Child Assault Prevention (CAP)	Primary school students, Teachers, Parents	<ul style="list-style-type: none"> • Children empowering program for preventing all kinds of child assault hiding children rights • Children rights and violence prevention education through activities (90 min)
Camp	GCED Workshop (세계시민 바로알기 워크숍)	Youth, University students	<ul style="list-style-type: none"> • Offering workshops and lectures on SDGs (sustainability, right of health, gender equality, peace and justice) by recruiting global citizen supporting group members
	Global Citizen Talk Concert	Youth, University students	<ul style="list-style-type: none"> • Holding a talk concert as a member of global citizen supporting group • Offering global citizen study tour opportunity for outstanding group members
	GCED Online Content Contest	Youth, University students	<ul style="list-style-type: none"> • Holding a contest via social network service on a topic of global citizen • Offering global citizen study tour opportunity for the contest winners

	Global Citizen Study Tour	Youth, University students	<ul style="list-style-type: none"> • Visiting international development cooperation project field in the Philippines
COPION	School Global Citizen Education	Children, Youth	<ul style="list-style-type: none"> • GCED Participatory program for primary / secondary / high school students
	Instructor Training Program	University / Graduate school students, Adults	<ul style="list-style-type: none"> • Instructor training program for spreading GCED targeting university students and general public
Korea Overseas Volunteers Association (KOVA)	Instructor Training Program	WFK retraining volunteers	<ul style="list-style-type: none"> • Workshop for cultivating competencies and awareness as GCED instructors • Detailed contents: Understanding of GCED, lecture planning, observing and performing courses, teaching method, sharing feedback, etc.
	Instructor Competency Strengthening Workshop	Members who completed GCED instructor training	<ul style="list-style-type: none"> • Workshop for enhancing capacity for responding to issues and lecturing
	GCED Instructor Dispatch	Children, Youth, Adults	<ul style="list-style-type: none"> • Supporting GCED at schools and organizations (4-6 times) • Detailed contents: Human rights, education, poverty, environment, cultural diversity, international development cooperation, career counseling, etc.
	Teacher GCED Training	Teachers	<ul style="list-style-type: none"> • Understanding of GCED, researching, learning, and discussing about GCED applicable to curriculum

One Body One Spirit (한마음한몸운동본부)	Youth GCED	Youth	<ul style="list-style-type: none"> • Understanding of global issues such as human dignity, poverty and social justice, sustainable environment
	Field Experience in Developing Countries (띠앗누리)	University students, Adults	<ul style="list-style-type: none"> • Program for exploring global issues and experiencing developing countries within 2 weeks
HoE	Youth GCED	Youth	<ul style="list-style-type: none"> • SDGs driven youth global citizenship education camp / workshop • Rain of hope 'Herkento' (희망의 비 '헤르켄토')
	GCED Instructor Dispatch	Youth, Teachers, Adults	<ul style="list-style-type: none"> • Supporting GCED at schools and organizations
	Special Lectures on International Development Cooperation	Youth, Teachers, Adults	<ul style="list-style-type: none"> • Special lectures on international development cooperation • Topic: SDGs, global environment, partnership, human rights, prosperity, peace
	Teacher Training	Teachers	<ul style="list-style-type: none"> • Seoul primary / secondary / high school GCED research association teacher training • KOICA-HoE GCED manager / teacher training
	GCED Instructor Training	Adults	<ul style="list-style-type: none"> • GCED instructor introductory course
	GCED Instructor Training	WFK returning volunteer	<ul style="list-style-type: none"> • Workshop for cultivating competencies and awareness as GCED instructors

Korea NGO Council for Overseas Development Cooperation (KCOC)			<ul style="list-style-type: none"> Detailed contents: Understanding of GCED, teaching method, GCED course module (10 times), etc.
	Global Citizenship Education	Youth	<ul style="list-style-type: none"> Providing GCED to schools and organizations (4-10 times)
	GCED NGO Network Management	NGO practitioners running GCED	<ul style="list-style-type: none"> Providing platform for mutual exchange, learning, cooperating GCED experiences and information between NGOs offering GCED programs Detailed contents: Sharing and experiencing each organization's programs, information, group study, networking
<i>B. Education institutes For GCED</i>			
Global Citizenship Education Bonita	Career Counseling Program	Secondary / High school students, University students	<ul style="list-style-type: none"> Career counseling program for whom are interested in international development cooperation, social enterprises or social contribution Detailed contents: Finding out my interests and social contribution projects what I can participate
	Global Citizenship Education	Youth, Public	<ul style="list-style-type: none"> GCED by understanding, empathizing, and acting Detailed contents: SDGs thematic education through a variety of activities

	Teacher Training	Teachers	<ul style="list-style-type: none"> • Workshop for teachers who have interests in what is GCED and how to apply it • Detailed contents: Education for understanding SDGs by subjects and introducing activities for teaching and learning SDGs
	Parent Training	Parents	<ul style="list-style-type: none"> • Workshop for parents who want to raise their children as global citizens • Detailed contents: Education for understanding SDGs by subject and introducing teaching methods at home
Educators for Global Citizenship (EGC)	GCED Research and Teacher Competency Enhancement Program	Teachers, Parents, Students	<ul style="list-style-type: none"> • Voluntary training for strengthening GCED capacity • Management of primary / secondary / high school GCED research association
		Teachers, Education administrators, Parents, Students	<ul style="list-style-type: none"> • GCED community support project • GCED-learning teacher community support • Student club support and parent education
		Teachers, Education administrators, Parents, Students	<ul style="list-style-type: none"> • Classroom-GCED program development • Program applying various study sites
		Teachers, Education administrators, Parents, Students	<ul style="list-style-type: none"> • Development of GCED curriculum and research activities by sector (human rights, peace, environment, multicultural)

		Teachers, Education administrators, Parents, Students	<ul style="list-style-type: none"> • Special training for GCED practice • GCED through exploring cities • Composing faculty volunteer group: Educational family service learning
		Secondaries / High school students	<ul style="list-style-type: none"> • Secondary and high school united GCED camp
	International Education Volunteering Activity	Teachers, Parents, Students	<ul style="list-style-type: none"> • Building a global education network for the Asian education community and Asian teacher competency enhancement project • Korea-Monglia joint workshop at Mogolian school in Korea • Nepal Human school's teachers and students co-teaching program • Capacity enhancement project for Laotian pre-service teachers and faculties • Workshop for enhancing educational competence of Monglian teachers
<i>C. Social enterprises</i>			
Beautiful Coffee	Fair Trade Class (Instructor dispatch program / Campaigns)	Youth	<ul style="list-style-type: none"> • Learning concept and case studies of fair trade and exchanging experiences of activists • Sharing fair trade participation methods and cases • Fair trade campaign planning and execution • Campaign presentation and participants exchanging events

Energy Farm	Environment and Energy Lecture	Children, Youth, Teachers, Adults	• Lecture on environment and renewable energy
	Appropriate Technology (AT) Lecture	Children, Youth, Teachers, Adults	• Special lecture for appropriate technology
	Energy Experience Education	Children, Youth, Teachers, Adults	• Workshop for experiencing and making apparatus such as bicycle generator, solar cooker, solar, oven, solar power energy, etc.

Source: KOICA (2019)