

Bridge to the World

Youth-led project of Education
for sustainable development
Bridge To the World



Summary
Report

2014

2019

2012 UN University RCE Award Received Outstanding ESD Program



*Tongyeong Education Foundation
for Sustainable Development*

2014

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Youth-led project of Education for sustainable development

Bridge To the World

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2019

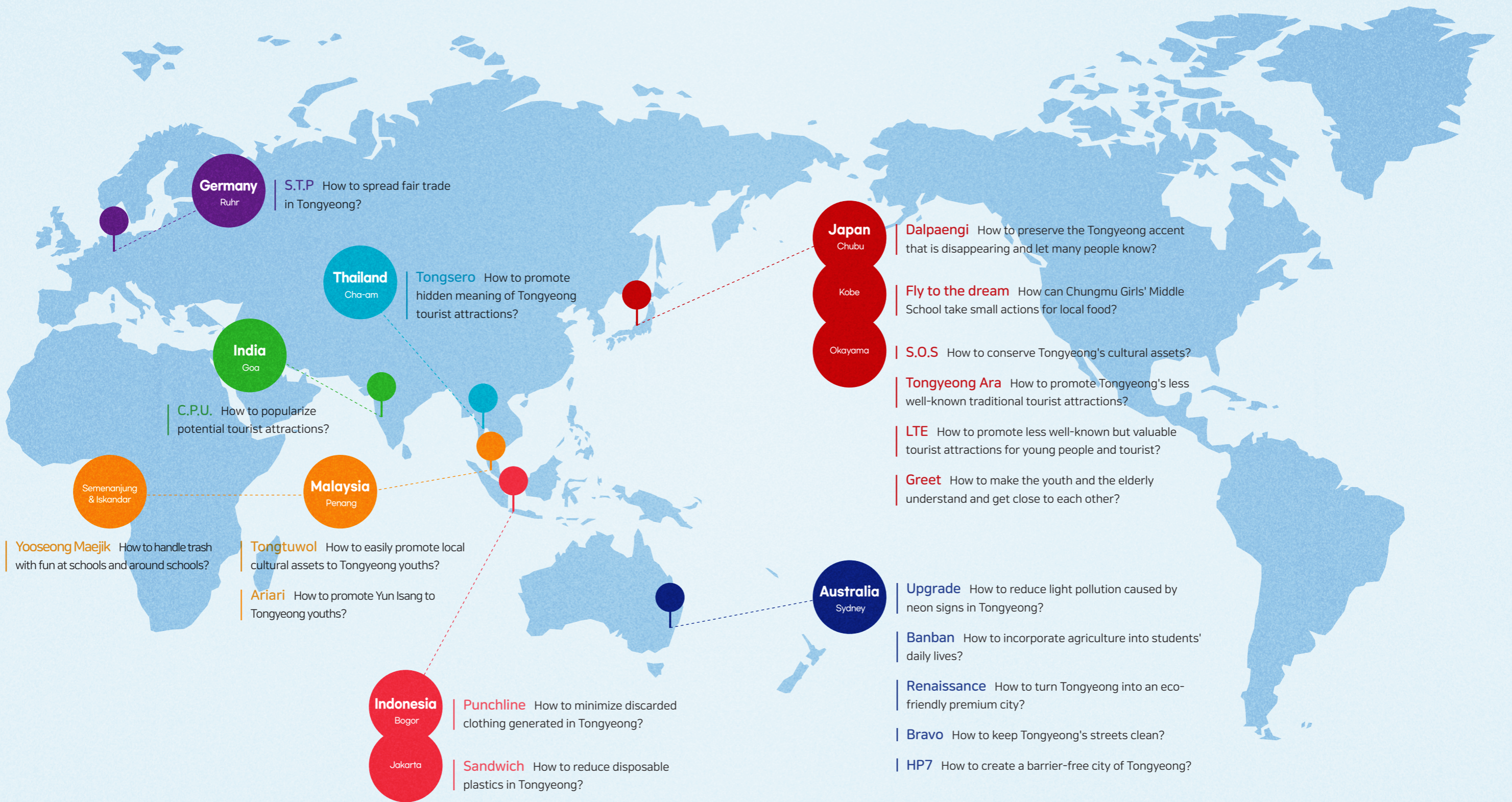


A Bridge to a Sustainable World

Youth-led project of Education for sustainable development

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DOMESTIC VISIT 2014 - 2019

1
Inje

Lautitia Toffler How to reduce fast food consumption?

2
Seoul

MES How to spread Tongyeong's unique design?

Donggap How can Tongyeong Choonang Middle School reduce energy consumption?

Neul-peum How to make good use of secondhand clothes in our daily life?

Onsaemiro How can the cafeteria provide fusion food without environmental pollution?

Chamjalhazo How to solve the noise problems of Dongpirang?

Raonhaze How to get rid of bad tourism practices?

C.P.U How to popularize potential tourist attractions?

Tongsero How to promote hidden meaning of Tongyeong tourist attractions?

Gakyang Gaksaek How to improve citizens' awareness to reduce waste of resources?

Rucy How can the youth solve the problem of abandoned animals?

Ji Sung How to achieve gender equality in schools?

Alter How to raise the political consciousness of Tongyeong youth?

S.T.P How to spread fair trade in Tongyeong?

Yooseong Maejik How to handle trash with fun at schools and around schools?

HP7 How to create a barrier-free city of Tongyeong?

Sandwich How to reduce disposable plastics in Tongyeong?

3
Incheon

Fantastic5 How to make young people interested in the sea?

4
Ansan

C.G. How can Tongyeong students raise the awareness about multiculturalism?

5
Cheonan

Catch Dream How to make abandoned animals in Tongyeong live happily?

6
Chuncheon

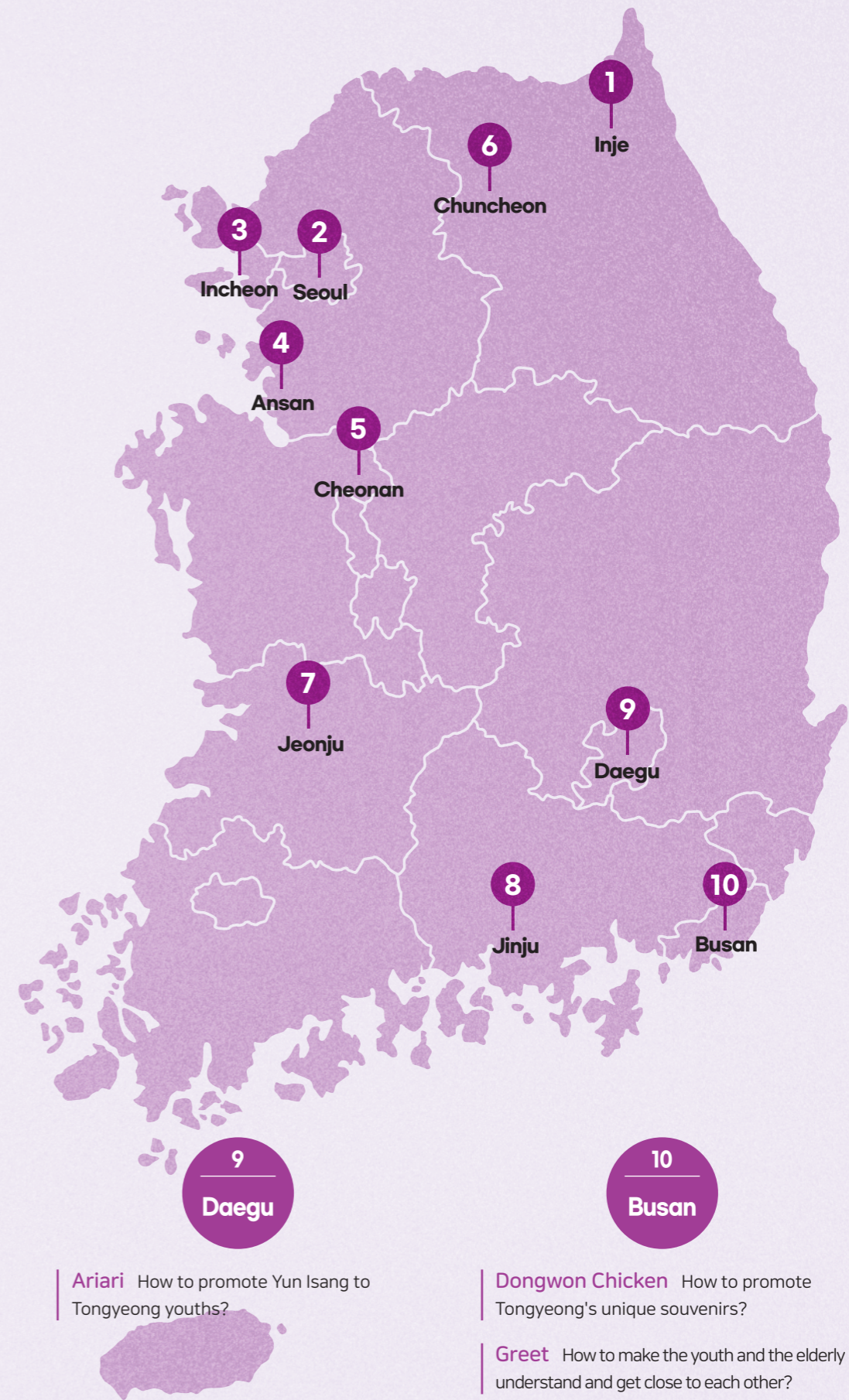
LTE How to promote less well-known but valuable tourist attractions for young people and tourist?

7
Jeonju

Tongyeong Ara How to promote Tongyeong's less well-known traditional tourist attractions?

8
Jinju

Garam How to reduce roadkill in Tongyeong?



9
Daegu

Ariari How to promote Yun Isang to Tongyeong youths?

10
Busan

Dongwon Chicken How to promote Tongyeong's unique souvenirs?

Greet How to make the youth and the elderly understand and get close to each other?

“ It takes a village to ”
〈raise a child〉

Just like the name of the program, Bridge To the World (BTW) is a bridge was first born in 2008 to bride young people in the world and 793 teenagers have crossed the bridge and had experienced a whole new world. I am deeply touched that it's been six years since the first report release of activities from 2008 - 2013, and the second story has been released.

For the past six years, the BTW participants have explored everyday issues that haven't been noticed in a new perspective and boldly face issues in a sustainable direction. I believe, through the process, they have learned how to keep this giant and fragile planet in a sustainable and beautiful way.

This report enshrines a six-year history of the activities such as the steps for the community, the efforts with the community, the wisdom learned from the world, the seeds of change and the traces of growth.

As the African saying goes, “It takes a village to raise a child,” the year-long programs could be completed thanks to many of you who supported and loved the youth.

I would like to express my warm gratitude to Tongyeong and other domestic and foreign experts who have been interacting with the young students despite your busy schedules.

It is a new start. With the Tongyeong youth who have accumulated their know-how over the past 12 years, and have always dared to find ways that adults can't think of, I'm looking forward to the tomorrow of the BTW.

PARK, Eun Kyung

Chairperson, Board of Directors
Tongyeong Education Foundation for Sustainable Development



“ A teenager's dream will determine ”
the future of our society

Congratulations on the publication of the six-year activities report of the Tongyeong youth dream search program “Bridge To the World.”

This beautiful program launched in 2008 has encouraged young people in Tongyeong to develop their creativity and local patriotism, to experience a wider and bigger society, and to cultivate a global mind through the process of finding and solving problems in the local community. And over the past 12 years, 793 students have completed the program and 214 have passionately participated in overseas tours.

These precious steps of Tongyeong youths at home and abroad have been made through the interest earnings of the talent development fund raised by Tongyeong citizens. And this program has been globally recognized as the UNESCO Official ESD Project for 10 years since 2011.

A teenager's dream will determine the future of our society. This publication clearly shows the processes and challenges of Tongyeong students to explore and solve issues in our society, schools, and families from 2014 to 2019, and also contains the process of developing a sense of affection and ownership for the community as well as a responsibility as a member of the community.

Once again, I would like to congratulate on the release of this meaningful report, and I hope those who participated in the BTW program always remember the support and affection from the community and show small but valuable affection back for the continued development of Tongyeong.

Lastly, I hope that this report will serve as a catalyst for more teenagers to experience the world and grow, and Tongyeong city will always be with young people in search of dreams.

KANG, Seok Ju

Mayor of Tongyeong



“ A valuable opportunity for youth ”
to enrich their own lives

I offer my congratulations on the issue of the six-year report of RCE Tongyeong's BTW.

First of all, I would like to express my gratitude to Chairman Park Eun-kyung and other RCE Tongyeong officials who have been always making efforts for ESD, and to the youth who have faithfully completed the Bridge To the World program with great enthusiasm.

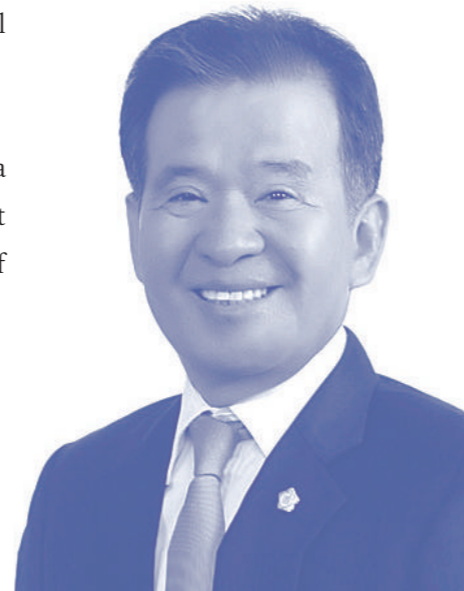
Bridge To the World is a meaningful program where young students can explore the world, think and work on its own, based on their unlimited possibilities, away from the existing cramming teaching. On top of that, it has provided a valuable opportunity for teenagers to enrich their own lives by discussing sustainable development methods together.

These activities have played a role as a precious resource and driving force for the future of our community.

Through various programs including the Bridge To the World, RCE Tongyeong has performed its role unshakably so that our city can stand tall as a hub for sustainable development education.

I hope RCE Tongyeong continuously takes the lead for a sustainable future, and we will not spare any interest and support for growing the youth. Congratulations again on the release of the six-year report.

KANG, Hye won
Chairman of Tongyeong City Council



“ In congratulation of the publication of ”
the 2nd <Bridge To the World> report

I sincerely congratulate you on the second issue of the Bridge To the World Six-Year Activity Report, which is helpful for the youth to shape the right perspective for the sustainable future.

The Bridge To the World, a youth program based on education for sustainable development, was developed in 2008 to foster global youth leaders, and many teenagers have visited the RCEs and interacted with global sister cities for 12 years. In the course of the actives, they have also made small changes for the city by planning and operating creative projects to find near but not easily solved issues such as garbage disposal and revitalization of traditional markets.

The program, which has been run under the Tongyeong talent development fund, has recently been recognized by the Gyeongsangnam-do Office of Education for its excellence. Thus, BTW will be expanded, targeting schools in Gyeongsangnam-do in 2020.

I hope that BTW activities will spread widely among teenagers in Tongyeong where Admiral Yi Sun-sin's spirit lives, thereby applying and practicing sustainable principles throughout our society.

I hope that various stories of Bridge To the World will have an impact on our lives.

PARK, Hye Sook
Local Education Officer
of the Tongyeong Office of Education



Tongyeong Education Foundation for Sustainable Development



Tongyeong Education Foundation
for Sustainable Development

Tongyeong Education Foundation for Sustainable Development is a hub center designated by the United Nations University, a higher educational institution of the United Nations, to smoothly carry out "DESD (Decade of Education of Sustainable Development)."

Tongyeong was designated as the eighth RCE city in the world and the first in Korea in 2005. Since then, we have provided international education venues to find good examples of ESD suitable for each country and region, and to achieve a sustainable development through the global RCE network. For 10 years since 2005, we have been striving to promote ESD in Tongyeong, Asia, and the Pacific region. In 2010, five years after the establishment of the RCE Tongyeong, the Tongyeong Education Foundation for Sustainable Development was launched. Currently, the Foundation is supporting the sharing for personal growth and educational institution growth, and fostering the sustainable future of learning and sharing as a hub of Asia-Pacific beyond the region in RCE Tongyeong Sejahtera Forest opened in 2015.

★ **Vision** A sustainable community through learning and sharing

- ★ **Goal**
- Development of talent for sustainable future
 - Happy lifelong learning and sharing
 - Promotion of education and tourism industry to enjoy and learn
 - Spread of ESD in the Asia-Pacific region

★ Business Strategy and Direction



Shining Pearl
Sharing for Personal Growth

- Aptitude Development Support
- Special Field Scholarship Project
- Leader Training
- Lifelong Learning and Sharing



Healthy Pearl Shell
Sharing for Educational Institution Growth

- Activation of Civil Education Network
- Spread of ESD for Open Schools



Plentiful Sea
Region to Asia-Pacific

- Creation of Sharing Culture
- Establishment of Education and Tourism Infrastructure
- R&D
- Global Spread of ESD

★ History

- 2019.10 Selected as an ESD instructor certification institution
- 2019.09 Held a UNESCO symposium
- 2019.09 Signed a business agreement between Jinju National University of Education and RCE Tongyeong
- 2019.08 Signed a business agreement between Busan Education Training Institute and RCE Tongyeong
- 2018.12 Won the Best Project Award at the 11th Global RCE Conference
- 2018.12 Certified as an ecological environmental experience learning by Ministry of Environment
- 2018.09 Certified as a career experience institute by the Ministry of Education
- 2017.10 Signed a business agreement between Gyeongsangnam-do Office of Education and RCE Tongyeong
- 2016.05 Approved to join the global learning city network by UNESCO
- 2015.11 Won a silver prize at the 11th Gyeongsangnamdo Architecture Awards
- 2015.05 Opened RCE Tongyeong Sejahtera Forest and selected as a UNESCO GAP key partner
- 2014.12 Built RCE Tongyeong Natural Ecological Park
- 2014.11 Won 2014 RCE Award (Citizen education)
- 2013.09 Won Korea Eco Award (Only in education)
- 2012.09 Host the 7th Global RCE Conference
- 2012.08 Selected as a sustainable human city by the Ministry of Education, Science and Technology
- 2011.04 Had an opening ceremony of an executive office of foundation
- 2010.12 Held an inaugural assembly and symposium for the foundation
- 2007.07 Selected as a lifelong learning city by the Ministry of Education, Science and Technology
- 2006.03 Held a RCE proclamation ceremony
- 2005.10 Designated as RCE Tongyeong

Bridge To the World

Bridge To the World (BTW) was first launched in 2008 as an ESD program for youth to strengthen youth capabilities and foster global youth leaders who dream of a sustainable future. In the program, participants choose a team theme from local issues. Through a year-long education program, including overseas RCE city tours, adolescents can think about how to live for a sustainable future and seek solutions. Over the past six years, a total of 497 teenagers have completed the program, and 87 Tongyeong youths have visited 15 RCE regions, including Germany, Australia, Indonesia, and Malaysia.

2014	Inje, Korea	Lautitia Toffler	How to reduce fast food consumption?
	Seoul, Korea	MES	How to spread Tongyeong's unique design?
		Donggap	How can Tongyeong Choonang Middle School reduce energy consumption?
		Neul-peum	How to make good use of secondhand clothes in our daily life?
		Onsaemiro	How can the cafeteria provide fusion food without environmental pollution?
Sydney, Australia	Upgrade	How to reduce light pollution caused by neon signs in Tongyeong?	
	Banban	How to incorporate agriculture into students' daily lives?	
Chubu, Japan	Dalpaengi	How to preserve the Tongyeong accent that is disappearing and let many people know?	
Kobe, Japan	Fly to the dream	How can Chungmu Girls' Middle School take small actions for local food?	
Bogor, Indonesia	Punchline	How to minimize discarded clothing generated in Tongyeong?	
2015	Sydney, Australia	Renaissance	How to turn Tongyeong into an eco-friendly premium city?
		Bravo	How to keep Tongyeong's streets clean?
	Okayama, Japan	S.O.S	How to conserve Tongyeong's cultural assets?
	Penang, Malaysia	Tongtuwol	How to easily promote local cultural assets to Tongyeong youths?
2016	Seoul, Korea	Chamjalhazo	How to solve the noise problems of Dongpirang?
		Raonhaze	How to get rid of bad tourism practices?
	Seoul, Korea / Goa, India	C.P.U.	How to popularize potential tourist attractions?
	Seoul, Korea / Cha-am, Thailand	Tongsero	How to promote hidden meaning of Tongyeong tourist attractions?
	Incheon, Korea	Fantastic5	How to make young people interested in the sea?
	Chuncheon, Korea	LTE	How to promote less well-known but valuable tourist attractions for young people and tourist?
	Jeonju, Korea / Okayama, Japan	Tongyeong Ara	How to promote Tongyeong's less well-known traditional tourist attractions?
Busan, Korea	DongwonChicken	hicken How to promote Tongyeong's unique souvenirs?	
2017	2nd Tongyeong international Youth Camp		Dream of Sustainable Coexistence
2018	Seoul, Korea	Gakyang Gaksak	How to improve citizens' awareness to reduce waste of resources?
		Rucy	How can the youth solve the problem of abandoned animals?
		Ji Sung	How to achieve gender equality in schools?
	Seoul & Ansan, Korea	C.G.	How can Tongyeong students raise the awareness about multiculturalism?
	Seoul & Anyang, Korea	Alter	How to raise the political consciousness of Tongyeong youth?
	Seoul, Korea / Ruhr, Germany	Stepe	How to spread fair trade in Tongyeong?
	Seoul, Korea / Semenanjung and Iskandar, Malaysia	Yooseong Maejik	How to handle trash with fun at schools and around schools?
Busan, Korea / Okayama, Japan	Greet	How to make the youth and the elderly understand and get close to each other?	
2019	Cheonan, Korea	Catch Dream	How to make abandoned animals in Tongyeong live happily?
	Jinju, Korea	Garam	How to reduce roadkill in Tongyeong?
	Seoul, Korea / Sydney, Australia	HP7	How to create a barrier-free city of Tongyeong?
	Seoul, Korea / Jakarta, Indonesia	Sandwich	How to reduce disposable plastics in Tongyeong?
	Daegu, Korea / Penang, Malaysia	Ariari	How to promote Yun Isang to Tongyeong youths?

Overview of <Bridge To the World>

Bridge To the World is open to all middle and high school students in Tongyeong. After a transparent and fair screening process, the selected students will do activities as a group of 4 - 7 persons.



BTW is an official ESD program certified by UNESCO Korea and won the 2012 RCE Award from UNU-IAS (a higher educational institution of the United Nations).



History of <Bridge To the World> in Number 2014 - 2019

Domestic Activity Participants
497 persons
(2008 - 2019 793 persons)



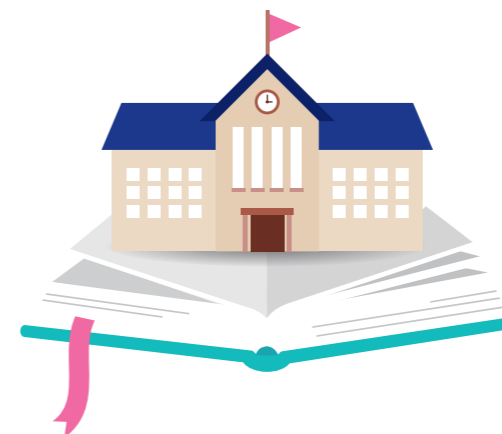
Applicants for <Bridge To the World>
643 persons
(2008 - 2019 1,488 persons)



Overseas Activity Participants
74 persons
(2008 - 2019 157 persons)



Participating Schools
12 schools
(2008 - 2019 15 schools)



Instructors & Coordinators
43 persons
(2008 - 2019 80 persons)

Bridge to the World 2014

A Bridge to a Sustainable World

Youth-led project of Education for sustainable development

Finding Sustainable Food, Clothing, and Shelter **2014 Bridge To the World**



Where do you live, what do you eat, and what do you wear? Are the space, food and clothes sustainable?

Are we using these by considering future generations who will live 10 years, 30 years and 50 years from now? At the 2014 BTW, the youth tried to change the way of eating, wearing, and staying in their own living spaces, such as schools, homes, academies, and libraries, to create a sustainable future.

Area	Team Name	Title
Inje, Korea	Lautitia Toffler ①	How to reduce fast food consumption?
Seoul, Korea	MES	How to spread Tongyeong's unique design?
	Donggap ②	How can Tongyeong Choonang Middle School reduce energy consumption?
	Neul-peum ③	How to make good use of secondhand clothes in our daily life?
	Onsaemiro	How can the cafeteria provide fusion food without environmental pollution?
Sydney, Australia	Upgrade ④	How to reduce light pollution caused by neon signs in Tongyeong?
	Banban ⑤	How to incorporate agriculture into students' daily lives?
Chubu, Japan	Dalpaengi ⑥	How to preserve the Tongyeong accent that is disappearing and let many people know?
Kobe, Japan	Fly to the dream ⑦	How can Chungmu Girls' Middle School take small actions for local food?
Bogor, Indonesia	Punchline ⑧	How to minimize discarded clothing generated in Tongyeong?

1 How to reduce fast food consumption?

Area Inje, Korea
 Team Name Lautitia Toffler
 Team Member Jung Seung-hoon, Seo Ye-chan, Kim Hyun-woo, Park Shin-yang, Jung Hee-yoon
 Research Field Sustainable food and good eating habits



Step 1. Recognize issues

We thought it would be nice for students not to eat fast food much and have a healthy diet.

» [Let's change our taste with slow food at Tongyeong Middle School!](#)



Step 2. Explore issues

- **Pre-survey with Books and the Internet**
We studied about fast food and slow food through books and the Internet.
- **Community Child Center Education Program Plan**
We contacted the local child center, explained about the plan for the diet education and prepared the contents for the education.
- **Interview on Returning to Farming**
To learn about eco-friendly eating habits, we had a pre-interview with a returning farmer.



Step 3. Visit domestic advanced places

- 1 **Interview with Kim Chang-heum**
We were introduced to RCE Inje and learned about education for sustainable development.
- 2 **Interview with Lee Sung-hoon, a returning farmer**
To learn about eco-friendly eating habits, we had a pre-interview with a returning farmer.
- 3 **Slow Food Education at Community Child Center**
We contacted the local child center, explained about the plan for the diet education and prepared the contents for the education.
- 4 **Interview with Dongmyeong Girls' High School Right Market**
We visited Dongmyeong Girls' High School, which is hosting a program called 'The Right Market of Dongmyeong' selling healthy food at school. After learning about the program, we wanted to plan our follow-up activities in a fun and fresh way.



Step 4. Apply solutions

- Conducting a campaign reduce fast food consumption
- Conducting a right food campaign in Tongyeong Middle School

While conducting a lot of activities under the theme of "How to reduce fast food consumption," I realized how bad my eating habits were. But through this project and study, I could understand the importance of healthy eating habits. And I hope all of my friends around me can reduce their fast food intake and have the healthy eating habits with our team's follow-up activities. - Lautitia Toffler, Jung Seung-hoon

2 How can Tongyeong Choonang Middle School reduce energy consumption?

Area Seoul, Korea
 Team Name Donggap
 Team Member Kim Bo-min, Kim Myung-ji, Choi Soo-hyun, Lee Seung-jun, Cha Yoon-ji
 Research Field Sustainable shelter and energy



Step 1. Recognize issues

We focused on the energy issue and thought about what teenagers could do.

» [Let's reduce the unnecessary energy consumption at Tongyeong Choongang Middle School by ourselves!](#)



Step 2. Explore issues

- **Pre-survey with Books and the Internet**
We studied about energy through books and the Internet.
- **Survey on a Waste of Energy in Tongyeong Choongang Middle School**
We visited the administrative office of the School and researched the energy consumption.



Step 3. Visit domestic advanced places

- 1 **KEPCO Art Center**
We learned about energy at the Electricity Museum and the New Renewable Energy Museum. And we studied how to save electricity in our daily lives and apply such methods to follow-up activities.
- 2 **Happy-i**
We toured the "Happy-i," an experiential exhibit hosted by the Korea Energy Information Culture Agency. And we thought it would be good to draw up energy quizzes based on what we learned from the domestic tour.
- 3 **Eco House**
We visited "Eco House," where we can see high energy-efficient products and experience energy saving effects directly. And we realized that more energy is being wasted at home than expected.
- 4 **Seoul Energy Dream Center**
We learned many ways to save energy at the Energy Dream Center. And we thought about introducing a zero-monitoring system to schools in order to monitor energy usage and develop the habit of saving energy.
- 5 **Visit to Cheonho Middle School**
We visited Cheonho Middle School, which saved about KRW 40 million through various saving methods. From the Cheonho's cases, we could learn how to apply them to our school in reality.
- 6 **Interview at Sijjaseongmaeul (Village)**
The village runs an eco-mileage system by checking energy usage and provide incentives. We learned about the eco-mileage system and its results through an interview.



Step 4. Apply solutions

- Opening a club**
By opening an energy saving club, students could do energy saving activities at school.
- Appointing energy keepers**
Each class has an energy keeper who turns off lights, computers and electronic blackboards.
- Attaching stickers**
Each classroom has a light switch and students could voluntarily turn off the lights.



Through these activities, I started to pay attention to the running fans and lights. I felt proud of myself to care about energy issues that I didn't care about before. For our descendants, we need to realize the seriousness of wasted energy and practice saving of energy. - Donggap, Kim Myung-ji

3 How to make good use of secondhand clothes in our daily life?

Area Seoul, Korea
 Team Name Neul-peum
 Team Member Park Ki-ryang, Seol Hyun-ji, Ahn Ji-yeon, Jeong Se-min, Jeong Se-young
 Research Field Sustainable clothing and clothing reuse



Step 1. Recognize issues

We wanted to solve the problem of quickly produced and abandoned clothing.

» [Let's think about how to make good use of our clothes in the closet.](#)



Step 2. Explore issues

● Survey on Use of Clothing

We listened to the opinions of our friends about how to use the clothes in the closet.



Step 3. Visit domestic advanced places

1 Ssamzi-gil in Insa-dong

We visited Ssamzi-gil to see how our traditional culture is being inherited in harmony with modernity. And we came up with the idea of follow-up activities by grasping the pros and cons of all the stores in the street.

2 Dongdaemun & Dongmyo Market

We could take a close look at the types of clothing materials and used clothes.

3 Hongdae Street

We saw different kinds of clothes and marketing, and felt the difference between Tongyeong and Seoul.



Step 4. Apply solutions

Creating SNS pages to share clothes

We made a SNS account that regularly posts styling tips and reform methods using clothes that are not worn.

Operating an online platform

We created and operated a new type of platform in which people can borrow and lend clothes.

As a team member of "Neul-peum," I experienced a lot of things in the course of selecting a topic and making tours. I quarreled with my friends and I often got disappointed when things didn't go well. But I think I was able to take a step further from that experience. I will never forget my memories of participating in the Bridge To the World activities.

- Neul-peum, Seol Hyun-ji

4 How to reduce light pollution caused by neon signs in Tongyeong?

Area Sydney, Australia
 Team Name Upgrade
 Team Member Kim Han-jin, Lee Ju-won, Kim Min-kyu, Jung Young-jin, Kang Dong-yun
 Research Field Sustainable shelter and light pollution



Step 1. Recognize issues

We found that most stores in Tongyeong leave lights on even after they closed, and we wanted to focus on the light pollution problem.

» [Let's think about how to reduce the light pollution in Tongyeong?](#)



Step 2. Explore issues

● Survey on Light Pollution

We conducted a survey targeting about 100 second graders at Tongyeong Middle School about light pollution. The survey indicated that most students were not interested in light pollution and energy saving.

● Survey of Street at Night

We filmed the streets of Mujeon-daero at night to learn about the light pollution. The result showed that 50 stores didn't turn off lights even after they were closed.

● Operation of Booth and Signature-collecting Campaign

We installed a booth at the Ganggu Harbor to raise awareness of light pollution and to carry out an energy saving signature-collecting campaign.



Step 3. Visit overseas advanced places

1 Visit to Western Sydney University

We visited the University of Western Sydney where RCE Greater Western Sydney is located.

2 Visit to Sydney City Hall

We visited the Sydney City Hall to learn about Sydney's energy policy.

3 Tour of World Wide Fund for Nature (WWF)

We met with an official of "Earth Hour" in Australia. Through the interviews about the "Earth Hour," a campaign turning off lights for an hour, we could embody the idea of our follow-up activities.



Step 4. Apply solutions

Suggesting the installation of solar-powered street lights

Making anti-light pollution mark

Inducing the implementation of Earth Hour

Through this program, I learned that everything can't go favorably. But I also learned the most valuable lesson from my failure. My BTW activities gave me the confidence to do anything in the future.

- Upgrade, Lee Ju-won

5 How to incorporate agriculture into students' daily lives?

Area Sydney, Australia
 Team Name Banban
 Team Member Kim Min-ju, Kim Min-young, Kim Ye-ji, Lee Han-sol, Ji Hye-won
 Research Field Sustainable food and agriculture



Step 1. Recognize issues

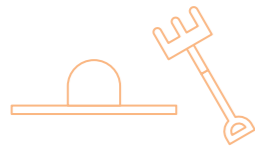
We felt sorry to have no chance to experience agriculture in our daily lives.

» Let's think about how to make it easy and fun for students to experience agriculture!



Step 2. Explore issues

- **Visit to the Agricultural Technology Center**
 We visited the Agricultural Technology Center for professional agricultural knowledge and advice. We were able to learn about agricultural activities being conducted by other local schools.
- **Interview with Students and Teachers**
 We interviewed students, teachers, and nutritionists to listen to their perceptions of agriculture and their opinions about our topic. The common answer was that it would be easier for students to experience agriculture with hands-on activities such as gardening rather than classroom teaching.
- **Interview with the Chairman**
 We could make plans for gardening through interviews with students and teachers, and get permission to open a club from the chairman.



Step 3. Visit overseas advanced places

- 1 Tour of RAS (Royal Agricultural Society)**
 We visited RAS, which is in charge of agricultural projects in Australia. We could learn about the experience-based agricultural education for students and experience the activities.
- 2 Exchange with Hurlstone Agricultural High School Students**
 We visited Hurlstone Agricultural High School and talked with the students about their perceptions on agriculture. We felt the difference between Australia and Korea in terms of agricultural awareness because Korean students have less opportunity to experience agriculture.
- 3 Visit to Charlie's Garden**
 We visited Charlie's Garden, a garden supported by the city of Sydney. We learned how to operate a garden by helping to harvest various crops.
- 4 Visit to Western Sydney University**
 We listened to explanations of activities being conducted by RCE Greater Western Sydney for the sustainable Earth.



Step 4. Apply solutions

Opening a gardening club

We installed a garden and opened a gardening club called "Farmers in School Uniforms."

Through the team play, I realized that we could achieve our goals by ourselves. We could look at the issues of the community, which were considered as adult problems, and find solutions from the overseas cases. I think "learning to do on my own" was the biggest lesson through this BTW program. - Banban, Lee Han-sol

6 How to preserve the Tongyeong accent that is disappearing and let many people know?

Area Jeju, Korea / Chubu, Japan
 Team Name Dalpaengi
 Team Member Jang Ah-young, Kim Hye-bin, Kim Hye-won, Lee Yoo-rim, Choi Jung-bin
 Research Field Sustainable shelter and local dialect



Step 1. Recognize issues

We felt sorry for the disappearance of the dialect, a language with our unique identity, among teenagers.

» Let's think about how to keep and promote Tongyeong dialect to high school students and tourists who visit Tongyeong!



Step 2. Explore issues

- **Interview with Kim Sung-jae, a teacher of Tongyeong Elementary School**
 We had an interview with Mr. Kim, who has studied dialect for more than 20 years, and learned about what the dialect is. And we could make a plan before starting team activities.
- **School Campaign**
 We conducted a campaign to promote the dialect and to find out students' perceptions on the dialect. We installed a dialect notice board in the school building and tested the students' reactions.
- **Interview with Professor Kim Jung-dae**
 Through an interview with Professor Kim Jeong-dae, a chairman of the Gyeongnam Dialects Research and Preservation Committee, and got a feedback on the possibility of realizing our plan.
- **Dialect Golden Bell**
 We planned to have Tongyeong Dialect Golden Bell so that students can continue to be familiar with the direct without forgetting it. We checked the students' responses.



Step 3. Visit overseas advanced places

- 1 Visit to Jeju Development Center**
 I met Dr. Moon Soon-deok, a senior researcher at the Jeju Development Center, and learned about the policies of Jeju to preserve the Jeju language. In order to preserve the dialect of Tongyeong, we organized suggestions to major organizations in Tongyeong, including city hall, office of education and schools.
- 2 Visit to Jeju Welcome Center**
 I met the deputy head of the Jeju Language Preservation Society and studied how Jeju language is used in everyday life and how it is being promoted to tourists. Through this process, we were able to plan dialect promotion products in Gyeongnam and sell them to tourists.
- 3 Interview at Jeju Jungang Girls' High School**
 We interviewed students of UNESCO, a club that promotes Jeju language, and vice-principal Moon Deok-chan. As follow-up activities, we planned to open a dialect club and a program to inform students by changing songs and tales into dialects.
- 4 Exchange with Harukaoka High School Students**
 We visited Harukaoka High School and attended a class on dialect.
- 5 Visit to RCE Chubu**
 We could experience various programs related to sustainable development education at the RCE Chubu.
- 6 Tour of Mainichi Broadcasting Station**
 We visited the Mainichi Broadcasting Station for an interview with the MC "Himamura Jun," who has been hosting the radio show in Osaka direct for 41 years. During the interview, we could learn how he is proud of the local dialect.
- 7 Interview at Osaka Ethnology Museum**
 We interviewed Professor Hyo-ji, a dialect researcher. We studied the reasons and methods for the continued use of the Japanese regional dialect, compared to dialects of other countries.



Step 4. Apply solutions

Tongyeong dialect stickers & dialect support fund

We made stickers in Tongyeong dialect and sold throughout the Sejahtera Forest and schools. We decided to donate the earnings from the sales to preserve the dialect.

Even though I started the project under the theme of dialects, I could grow up by learning various things other than dialects for a year. I realized that it is very important to go with nature, not to forget our roots. I will do my best to promote Tongyeong so that every Tongyeong student can be proud of our hometown. - Dalpaengi, Jang Ah-young



7 How can Chungmu Girls' Middle School take small actions for local food?

Area Kobe, Japan
 Team Name Fly to the dream
 Team Member Kim Hae-eun, Choi Han-na,
 Kim Min-ji, Park Ji-hye,
 Song Chae-eun
 Research Field Sustainable food and local food



Step 1. Recognize issues

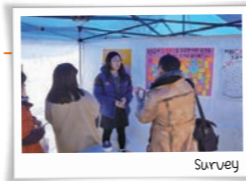
Tongyeong has its own delicious foods, but we thought that my students don't know well about it. We wanted to focus on local food and promote sustainable food culture.

» How can Chungmu Girls' Middle School take small actions for local food? Let's practice Local Food Day at school!



Step 2. Explore issues

- **Interview at Tongyeong City School Meal Center**
 Before running the Local Food Day, we had an interview at the Tongyeong City School Meal Center for information on school meals. Through the interview, we were able to find out the current status of local agricultural products used for elementary, middle and high school meals in Tongyeong and get positive feedback about our project.
- **Survey Targeting Chungmu Girls' Middle School Students**
 The survey was conducted to find out the students' response to the Local Food Day.
- **Interview with School Nutritionist**
 The interview with the nutritionist gave answers about the feasibility of our project and we got positive responses.



Step 3. Visit overseas advanced places

- 1 **Interview with Pascal Sada Agricultural Products Direct Seller**
 We visited the local food store Pascal Sada, which was opened in 1999, and interviewed the manager. We learned local food preferences and its reasons through a survey.
- 2 **Meeting with Middle School Students in Japan (Survey on Local Agricultural Products Recognition)**
 Contrary to our thoughts, we could learn that even Japanese teenagers do not know much about local food.
- 3 **Nishiki Elementary School Student Exchange**
 After visiting Nishiki Elementary School, which makes 25% of school meals from local food sources, we thought it would be good to apply the system providing local food information at lunchtime to our school.
- 4 **Visit to Hosmi Elementary School**
 We had an interview with a Hosmi Elementary School nutritionist and asked about her thoughts about the Local Food Day.
- 5 **Visit to Meckemon Hirova**
 We visited McKemon Hirova, an agricultural products direct seller, to find out how local agricultural products are being sold.
- 6 **Survey at Osaka Namba Street (about Local Food)**



I came back to Korea after 6 nights and 7 days tour of Japan. The tour provided a lot of information about local food, our topic of activity, but most of all, it was good that we could develop cooperative spirit. I was able to endure hard times and enjoy the tour with my team members. The time as a member of "Fly to the Dream" is a precious memory that I cannot forget.
 - Fly to the dream, Kim Hae-eun

Step 4. Apply solutions

Operating Local Food Day

Chungmu Girls' Middle School ran a Local Food Day twice a month to help students enjoy local food.

8 How to minimize discarded clothing generated in Tongyeong?

Area Bogor & Jakarta, Indonesia
 Team Name Punchline
 Team Member Han Jae-min, Shin Ho-jae,
 Lee Sang-young, Lee Sung-jae,
 Choi Min-sung
 Research Field Sustainable clothing and clothing waste reduction



Step 1. Recognize issues

We realized that students purchase clothes and throw them away without thinking about the environment.

» Let's think about a way to minimize clothing waste generated in Tongyeong on our own!



Step 2. Explore issues

- **Interview with Kang In-cheol from Beautiful Store Tongyeong Branch**
 We visited a Beautiful Store that contributes to the eco-friendly change of our society by receiving and sharing goods. From an interview with Mr. Kang, we got information about the Sharing Market and the Beautiful Store Jakarta branch.
- **Research of Ganggu Harbor Free Market**
 We toured the free-market where citizens sell not used items such as clothes. We learned sellers and buyers' perceptions of old clothes at the market for reuse and recycling.



Step 3. Visit overseas advanced places

- 1 **Visit to RCE Bogor**
 We learned about major tasks and institutions to visit.
- 2 **Exchange with SMK WIKRAMA Students**
 We visited a workshop where recycled paper and natural compost are made, directly took part in the work and listened to the explanation. It was impressive that various upcycled products were actually used in the school.
- 3 **Exchange with SEKOLAH ALAM Students**
 We visited the SEKOLAHALAM and participate in the eco-friendly education of the school. We became close to the students by 'Making bracelets out of old clothes' prepared by RCE Tongyeong.
- 4 **Visit to Beautiful Store Jakarta**
 We went to a Beautiful Shop in Jakarta to find out how it operates and how many people visit. During an interview with operation director Choi Seok-il, we were able to learn various improvement points of the Sharing Market as a follow-up activity.
- 5 **Tour of the Green School**
 We looked around the Green School, an eco-friendly school in Bali. We felt envious of the students who were studying in the natural environment.
- 6 **Tour of Eco-Valley Recycling**
 We toured the "Eco Bali Recycling" which carries out various activities with garbage generated in Bali. We saw people making and selling re-cycled products or eco-friendly compost. We realized once again the importance of cognitive change from the environmental perception change education.



Step 4. Apply solutions

Operating Sharing Market

Tongyeong High School operated a Sharing Market by referring to the operation methods of Beautiful Stores in Tongyeong and Jakarta.

Producing and distributing discarded clothing upcycling video

A video clip showing how to upcycled clothes are displayed in the Jatra Forest workshop so that anyone can upcycle products with sewing machines.



We did activities during break time, lunch, dinner, holidays, and weekends. To be honest, not all of us are smart and clever, so we all spent a long time having many meeting. And I think those meetings that we had more than anyone else led to the overseas tours. I want to change the world based on the lessons from the Bridge To the World.
 - Punchline, Shin Ho-jae

Bridge to the World 2015

A Bridge to a Sustainable World

Youth-led project of Education for sustainable development

Sejahtera, Sustainable Future for the Asia-Pacific **2015 Bridge To the World**



On May 23, 2015, Sejahtera Center, the Asia-Pacific RCEs' hub, opened in a village in Yongnam-myeon, Tongyeong. Sejahtera is a Sanskrit word containing 10 philosophies on sustainability, and 24 Asia-Pacific RCE cities have jointly operated projects. We focused on the problems of peace, biodiversity, gender equality, human rights, poverty, and climate change that Tongyeong and the Asia-Pacific should solve together.

탐방지	팀명	주제
Sydney, Australia	Renaissance ①	How to turn Tongyeong into an eco-friendly premium city?
	Bravo ②	How to keep Tongyeong's streets clean?
Okayama, Japan	S.O.S ③	How to conserve Tongyeong's cultural assets?
Penang, Malaysia	Tongtuwol ④	How to easily promote local cultural assets to Tongyeong youths?

① How to turn Tongyeong into an eco-friendly premium city?

Area Seoul, Korea / Sydney, Australia
 Team Name Renaissance
 Team Member Lee Sang-woo, Kim Chae-won, Kim Da-woon, Lee Da-yoon, Heo Soo-jin
 Research Field Illegal disposal of trash



Step 1. Recognize issues

We found that there are too many places in Tongyeong, a famous tourist city, where garbage has been thrown illegally, and wanted to turn our city into an eco-friendly city.

» Let's turn Tongyeong into an eco-friendly city!



Step 2. Explore issues

● Pre-survey on Trash Problems in Tongyeong Tourist Site

We visited Dongpirang, a famous tourist destination in Tongyeong, and produced a UCC that shows the seriousness of illegal disposal of waste.



Step 3. Visit domestic advanced places

1 Visit to Nanji Park & Interview

We interviewed Kang Duk-hee, who has been leading the environmental movement around Nanji Park since 2011, and got advice on plans for follow-up activities.

2 Interview at Nanji Park Citizens' Center

We interviewed the official of the Nanji Park Citizens' Center, who has been doing volunteer work for environmental protection.

3 Monitoring of Garbage in Seoul Tourist Sites

We observed garbage from Ewha Mural Village, Seoul Arts Center, Daehak-ro, and Garosu-gil, where many tourists gather. Disposable plastic containers were found very frequently.



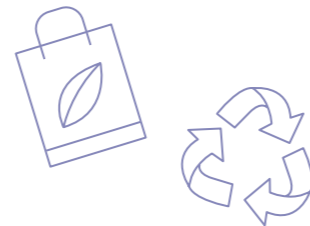
Step 4. Visit overseas advanced places

1 Visit to Western Sydney University

We visited the Western Sydney University and had an interview with the head of the RCE Greater Western Sydney. Through talks with cafe operators in the university, we were able to learn the special features of Australian cafes that are different from Korea's, such as the use of tumblers, the use of Keep Cups, and the creation of garbage.

2 Visit to famous Australian tourist attractions (Bondai Beach, Sidney Tower, Botanic Garden, Watson's Bay, Taronga Zoo, and Harbor Bridge)

We visited famous tourist attractions in Australia to investigate the garbage situation and interviewed citizens to learn how streets are maintained cleanly.



Step 5. Apply solutions

Running "Use a Tumbler" campaign

We conducted a campaign to reduce plastic and use tumblers in cooperation with cafes in Dongpirang, where tourists visiting Tongyeong can voluntarily use tumblers.

Install plastic cup collection boxes around the Dongpirang

To collect scattered plastic cups, a plastic cup collection boxes were installed around Dongpirang.



I think I could broaden my view of the world through this program. I realized that the environmental or garbage issues are not a story of others, but our mission at hand. I felt uncomfortable during the tour because of garbage has been constantly occurring even at this moment while we are avoiding the truth. I will try not to use disposable products from now on.

- Renaissance, Lee Da-yoon

② How to keep Tongyeong's streets clean?

Area Cheongju, Korea / Sydney, Australia
 Team Name Bravo
 Team Member Kim Hee-ji, Choi Yoon-young, Yang Jae-ryeong, Park Mi-hyun, Lee Hyun-jung
 Research Field Trash on the street and guerrilla gardening



Step 1. Recognize issues

We thought Tongyeong's street garbage problem was serious. So we tried to solve the issue with the power of teenagers, and to make a pleasant street with guerrilla gardening.

» [How to keep Tongyeong's streets clean? Let's do this with guerrilla gardening!](#)



Step 2. Explore issues

- **Pre-survey of Tongyeong street garbage problems**
We studied where the street garbage problem is the most serious in Tongyeong.
- **Study of National Guerrilla Gardening Cases**
We visited areas where guerrilla gardening is being carried out in Korea to study cases and to think about how to apply them to Tongyeong
- **Promotion of Guerrilla Gardening to Students**
To well maintain the guerrilla gardening pots to be installed in front of the school, we informed about the guerrilla gardening on the school bulletin board.
- **Contact with Tongyeong City Hall Environment Division**
Before the guerrilla gardening, we asked the city hall environment department about the location of the legal garbage dumping and existence of recycling facilities around the areas with many studio apartments.



Step 4. Visit overseas advanced places

- Investigation of Garbage around Opera House & Darling Harbour**
We looked around the Opera House and Darling Harbour and researched the actual condition of garbage on the street. It was amazing to see a cleaner street than expected.
- Interview with the Waste and Recycling Manager in RCE Greater Western Sydney**
We went to RCE Greater Western Sydney and learned how to manage garbage and environmental education in Australia.
- Visit to Total Environment Centre**
We toured an organization that presents environmental policies to create a sustainable environment.
- Tour of Olympic Park**
We visited the Olympic Park, a famous tourist destination in Sydney, and learned how to protect environment.



Step 5. Apply solutions

Guerrilla gardening: Changing flowers

Cabbages were planted instead of flowers vulnerable to the cold to continue guerrilla gardening despite the changing seasons.

Announcing the right place to dump garbage

We tried to reduce unauthorized dumping by informing of the right places to dump trash around the pots installed.

Promoting new collection method of garbage

During breaks and lunch time, the school conducted education to inform students about the changing method of collecting garbage from 2017.

Opening a club and do educational activities

Chungryol Girls' High School opened a small club called 'CSI (Clean Street In Tongyeong)'. Students tried to make clean streets on their own based on environmental education.



Step 3. Visit domestic advanced places

- Visit to Cheongju Senior Club**
We visited the Cheongju Senior Club which has been doing guerrilla gardening, and learned about it.
- Volunteer Work with College Student Volunteers**
By directly doing guerrilla gardening with a college student volunteer group, we planned how to actually conduct it.
- Interview with Cheongju Guerrilla Gardening Official**
Through an interview with a guerrilla gardening official in Cheongju, we got advice on procedures and follow-up activities. It was very helpful when making follow-up plans.



Interview with Cheongju Guerrilla Gardening Official



Volunteer Work with Jinwoo Association



Interview with the Waste and Recycling Manager



RCE Greater Western Sydney



Final Report



Education for Elementary

- Visit to Addison Road Community Center**
We visited the Addison Road Community Center, a nonprofit organization that makes changes in everyday life to protect the environment.
- Volunteer Work with Jinwoo Association**
Together with Jinwoo Association, a gathering of multinational citizens to clean up the surrounding environment, we did volunteer work to collect garbage. By thinking about Tongyeong's marine waste, we also wanted to create a sustainable future for Tongyeong through such activities.

I learned a lot through the BTW, but I remember the cleanup activity with Jinwoo Association the most. It was shocking to see many plastic sauce containers around the Parramatta River. I thought I should get sauce in a different way while cleaning the waste by myself. I felt guilty that a plastic container I threw away could be floating on the ocean, and I determined to take care of the environment even more. - Bravo, Kim Hee-ji

During the overseas tour, I was able to only think about the environment and contemplate what a sustainable development is. Also, I realized the most important thing for a sustainable development is education. I want to be an elementary school teacher. And I would like to open an 'environment' subject as a regular subject and teach environmental protection at the level of children's eyes so that they can care about the environment since childhood. And ultimately, I hope to contribute to a sustainable development of the Asia-Pacific. - Bravo, Lee Hyun-jung

③ How to conserve Tongyeong's cultural assets?

Area Yeosu, Korea / Okayama, Japan
 Team Name S.O.S
 Team Member Kim Hee-joo, Kim Kang-min, Koo Hee-won, Kim Ye-rim, Lee Hyo-joo
 Research Field Preservation of local cultural assets



Step 1. Recognize issues

We felt sorry that local residents are forgetting the importance of local cultural assets.

» [How can we conserve Tongyeong's cultural assets? Let's find out the hidden cultural assets of our city!](#)



Step 2. Explore issues

- **Pre-survey of cultural assets in Tongyeong**
We investigated cultural assets in Tongyeong and visited related agencies to check the preservation status of such assets.
- **Survey on Recognition on Tongyeong Cultural Properties**
The survey showed how much students know about Tongyeong's cultural assets.
- **Monitoring of Tongyeong Dolmen**
We checked the condition of the dolmen, a Bronze Age relic of Tongyeong. As it was located around the private houses, people were not aware of its existence.
- **Study on the Bronze Age Culture and Dolmen in Tongyeong and Gyeongsangnam-do**
We studied about the Bronze Age culture of Tongyeong and Gyeongsangnam-do through books and the Internet.



Step 4. Visit overseas advanced places

- 1 Tour of Kanenokuma Historic Site Exhibition**
We visited the Kanenokuma Historic Site Exhibition displaying the Jar Tomb, a Yayoi period cemetery. During the same period as the Bronze Age in Korea, the remains of the Yayoi period were carefully examined and we had an interview with an official from the management office about how to preserve them.
- 2 Tour of Kitakyushu Natural History Museum**
We visited the museum where the remains and relics of the Yayoi period can be seen at a glance.
- 3 Tour of Itoshima History Museum**
We viewed the stone tables of tombs and bronze mirrors with the history and characteristics of Itokoku. We asked the curator of the museum about how to preserve them.
- 4 Visit to ESD Center**
We participated in the ESD program of RCE Kitakyushu in Japan. In front of local college students and participants of the program, we explained about RCE Tongyeong and team activities.



Step 5. Apply solutions

Adding a cultural property notification section on the school's website

We prepared a space to post information on Tongyeong's cultural assets on the school's website.

Holding Tongyeong history quiz competition



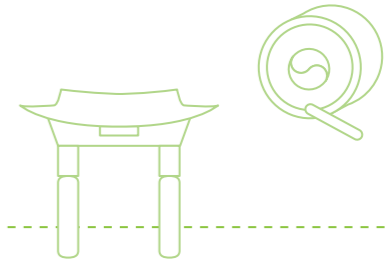
Suggesting the Office of Education to add a task of visiting cultural assets to the curriculum

Making a fairy tale book of Tongyeong cultural assets



Step 3. Visit domestic advanced places

- 1 Visit to Cultural Properties in Yeosu**
We checked the way to preserve Yeosu's cultural assets, which had many cultural assets of the same period as Tongyeong. Through interviews with Yeosu citizens and cultural heritage conservation officials, we could get various information on the preservation of the cultural assets.
- 2 Interview with Yeosu City Hall Officials**
We visited Yeosu City Hall to learn about the current status of Yeosu cultural heritage management and preservation.



- 5 Visit to Yoshinogari Historical Park**
We went to Yoshinogari Historical Park that shows the life of the Yayoi period. Through interviews with the officials concerned, we could plan continuous cultural heritage experience activities.
- 6 Visit to Kyushu National Museum of in Dazaifu**
We toured the Kyushu National Museum of in Dazaifu, which displays historical fairy tales. From there, we got a new idea to make a fairy tale book that easily describes Tongyeong's history.

Before going on an overseas tour, we felt worried about whether we could find a way to help follow-up activities or we can have a tour as scheduled. However, contrary to my concerns, we found a way through interviews and came up with new ideas while experiencing and watching. On top of that, it was good to meet many good people through the tours, and it was a good memory to get to know the team members more by sharing ideas during 7 days. I think I was able to grow during the one-year Bridge To the World activities.

- S.O.S. Lee Hyo-joo

4 How to easily promote local cultural assets to Tongyeong youths?

Area Jeonju, Korea / Penang, Malaysia
 Team Name Tongtuwol
 Team Member Koo Ye-jin, Kim Na-kyung,
 Park Sun-ha, Lee Seung-joo,
 Choi Ji-hyun
 Research Field Local cultural assets



Step 1. Recognize issues

We felt sorry that Tongyeong youths did not know much about the history and cultural assets of our city.

» [How to easily promote local cultural assets to Tongyeong youths? Let's make local cultural assets accessible to teenagers!](#)



Step 2. Explore issues

● Tour of Cultural assets

We researched what cultural assets are in Tongyeong and visited them. We could make detailed plans on which and how to inform cultural properties.

● Access at the Level of Youths' Eyes

In order to make it easier for teenagers to access local cultural property information, we planned to attach explanations with photos to the toilets.



Step 4. Visit overseas advanced places

1 Survey in Khoo Kongsi

After examining the cultural assets of the city, we conducted a survey targeting the citizens of Khoo Kongsi. According to the survey, teenagers answered that cultural property education is being actively performed in schools.

2 Visit to Kek Lok Si Temple

The interview was performed at the Kek Lok Si Temple crowded with citizens. Most of the teenagers said they were receiving cultural property-related education, but wanted a more interesting teaching experience.

3 Visit to USM University & RCE Penang

After visiting RCE Penang to introduce our plan, we simply discussed about cultural assets of each country. We could learn about Islamic culture and history by visiting a mosque at USM University.

4 Exchange with Sekolah Rendah Al-Itqan Pulau Pinang Students

We had time to exchange cultures with local students. After a brief introduction of the activities, we conducted an interview about their cultural heritage education. The answers showed that Malaysian schools have various cultural property education programs.



Step 5. Apply solutions

Putting Cultural Properties Review in the toilets

We posted on cultural asset reviews on the school's bathroom doors so that students could frequently access Tongyeong's cultural assets.

Opening a club

RCE club was established in the school to continuously explore and promote cultural assets.

Operating a booth

During school festivals and Sejahtera Forest events, we ran local cultural property related booths to inform students of cultural assets in an easy and fun way.



Step 3. Visit domestic advanced places

1 Visit to Jeonju Historical Museum and Interview with a Curator

We interviewed Lee Ji-eun, curator of Jeonju Historical Museum. We got an advice on cautions for doing follow-up activities.

2 Tour of Gyeonggijeon Hall

We visited the Gyeonggijeon Hall, a historic place of Jeonju.

3 Participation in the Hanji Industrial Support Center's Event

We visited the Hanji Industrial Support Center to learn about the Hanji industry and participated in the hands-on experience.

4 Visit to Jeondong Catholic Church

We visited the Jeondong Catholic Church, a historic place of Jeonju.

5 Exchange with Sekolah Menengah Sains Tun Syed Sheh Shahabudin Students

We experienced traditional Malaysian costumes, cultures and etc. with students. After a brief introduction of activities, we conducted a survey on cultural property education.

6 Visit and Interview at Penang State Museum

We visited Penang State Museum and interviewed students about the reason and frequency of the visit. It was surprising that they usually visit the museum with their friends.

7 Visit and Interview at Penang Cultural Heritage Museum

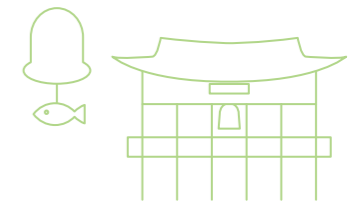
We visited the Penang Cultural Heritage Museum, which regularly conducts cultural asset tour programs for citizens, and had an interview with the officials to introduce our follow-up activities and listen to their thoughts.



SNS Activity



Exhibition of Activities in Tongyeong



RCE Penang



Exchange with Penang Youths

I always wanted it, but I never expected it to go on an overseas tour. As we prepared for the tour and spent countless nights with friends, the day of departure came. Six nights and seven days went by so quickly, and we grew that much. Thank you and thank you again for giving the opportunity despite the difficulties and hardships. My experience as a 15-year-old was the most valuable than anything.

- Tongtuwol, Choi Ji-hyun

Bridge to the World 2016

A Bridge to a Sustainable World

Youth-led project of Education for sustainable development

Finding Happy Dreams for Tongyeong Youths **2016 Bridge To the World**



In 2016, Tongyeong was selected as this year's tourist city. The view and expectation for tourism have been changing from seeing to experiencing, and from consumer-oriented to ethics-oriented. And the efforts to ensure sustainable travel have been increased not only on overseas trips but also on domestic trips. At this juncture, we intended to look at the status of tourism and find ways to make Tongyeong a sustainable tourism city and solve problems.

탐방지	팀명	주제
Seoul, Korea	Chamjalhazo	① How to solve the noise problems of Dongpirang?
	Raonhaze	② How to get rid of bad tourism practices?
Seoul, Korea / Goa, India	C.P.U.	③ How to popularize potential tourist attractions?
Seoul, Korea / Cha-am, Thailand	Tongsero	④ How to promote hidden meaning of Tongyeong tourist attractions?
Incheon, Korea	Fantastic5	⑤ How to make young people interested in the sea?
Chuncheon, Korea	LTE	⑥ How to promote less well-known but valuable tourist attractions for young people and tourist?
Jeonju, Korea / Okayama, Japan	Tongyeong Ara	⑦ How to promote Tongyeong's less well-known traditional tourist attractions?
Busan, Korea	Dongwon Chicken	⑧ How to promote Tongyeong's unique souvenirs?

① How to solve the noise problems of Dongpirang?

Area Seoul, Korea
 Team Name Chamjalhazo
 Team Member Baek Kyu-geun, Kim Ji-eun, Cha Young-eun
 Research Field Sustainable tourism and Dongpirang noise issue



Step 1. Recognize issues

We have experienced the serious problem of tourist noise in Dongpirang, a famous tourist attraction in Tongyeong.

» [Let's think about how to reduce the noise in Dongpirang.](#)



Step 2. Explore issues

- **Case Study in Other Regions**
We studied cases of other regions and select a region through newspaper articles.
- **Pre-survey of Tourist Attractions**
By visiting Dongpirang and nearby Jungang Market, we listened to the thoughts of tourists and the residents on tourist etiquette. We found that tourist etiquettes were not observed properly.



Step 3. Visit domestic advanced places

- 1 **Tour of Ihwha Mural Village**
We compared the noise caused by tourists of Dongpirang with that of Ihwha Mural Village. We found the signs to keep silence during sightseeing that were rarely found in Dongpirang and had interviews with the local residents and tourists.
- 2 **Visit to an Internet Broadcasting Studio**
We visited an Internet broadcasting studio close to the area and explained about RCE Tongyeong and Bridge To the World. We suggested tourism etiquette contents and shared the survey results through an interview.
- 3 **Interview with Ihwha Mural Village Association**
As the Ihwha Mural Village resolved the over tourism issue in cooperation with the residents, merchants and city hall through communication. Through the interview with the residents association, we were able to find out about the noise problem and how to solve it in the past.



Step 4. Apply solutions

Making quiet sightseeing signs

We made notices for sightseeing with silence.

Creating a silent time system

We suggested that the city hall to have a system for quiet sightseeing too early in the morning or too late at night.

Playing a game about Dongpirang noise

While operating the BTW Hanmadang booth, we hosted a game for many people to indirectly experience inconvenience of Dongpirang residents.



② How to get rid of bad tourism practices?

Area Seoul, Korea
 Team Name Raonhaze
 Team Member Kim Hee-jung, Lee Ah-hyun, Shin Hyo-kyung, Ko Hee-chaeh
 Research Field Sustainable tourism and tourism etiquette



Step 1. Recognize issues

We focused on whether the tourist etiquette is well observed. However, after interviews with tourists and residents living near tourist attractions, we found that the etiquette of tourists is poor.

» [Let's think about how we can eradicate the wrong tourism practices in Tongyeong.](#)



Step 2. Explore issues

- **Pre-survey at Tourist Attraction**
We visited Dongpirang and asked the tourists and the surrounding residents about the tourism etiquette. The tourists answered that the etiquette was well maintained, while the residents responded negatively.



Step 3. Visit domestic advanced places

- 1 **Tour of Ihwha Mural Village, Bukchon Hanok Village**
We visited Ihwha Mural Village and Bukchon Hanok Village to hear about the tourists' noise problem through interviews and compared with Dongpirang. In addition to the interview, we asked the residents to show the level of noise in numbers (directly expressing their feelings in numbers). And we heard about opinions about quiet sightseeing.
- 2 **Interview at Naksan Exhibition Hall**
We had an interview with an official from the Naksan Exhibition Hall about tourism etiquette programs and quiet tours conducted by Seoul City.



Step 4. Apply solutions

Making a club

We opened a club called "Dong Moo (No noise in Dongpirang)" and had a campaign that targeted tourists of Dongpirang for quiet sightseeing.



We contemplated on how to proceed with the noise-free project and its results before starting the project. However, when I visited the tourist site and experienced the noise in person, I was able to understand the feelings of the Dongpirang residents, and think about it seriously in their shoes. And I felt like we made a step forward for solving the problem. We will make a club and continue to work for no noise. I think the project will be successful to work together with more people who will be touched by our team's activities. - Raonhaze, Kim Hee-jung

3 How to popularize potential tourist attractions?

Area Seoul, Korea / Goa, India
 Team Name C.P.U
 Team Member Koo Ye-rim, Jung Jae-young, Heo Kyung-ryun, Jung Woo-min
 Research Field Sustainable tourism and potential tourist attraction



Step 1. Recognize issues

We wanted to change the image of Tongyeong tourist destinations. We realized that although our city has various cultures and arts compared to other regions, they were not used well. And we thought about how to use them.

» [How can we popularize potential tourist attractions? Let's turn Jeon Hycuk-lim Art Museum into a popular tourist site.](#)



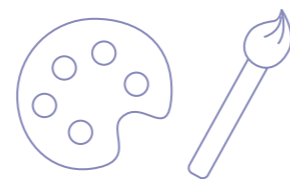
Step 2. Explore issues

- **Survey on Famous Tongyeong Tourist Sites**
 In spite of Tongyeong's various tourist attractions, only specific sites are popular. At the cable car, one of the best tourist sites, we conducted a survey on whether to reuse the facility, and the majority answered "No" to the question.
- **Visit to Park Kyongni Memorial Hall**
 At the Park Kyongni Memorial Hall, we checked what to do to turn a potential site into a sustainable tourist destination.
- **Survey about Opinions of Tourists in Tongyeong and Practical Promotion Methods**
 A survey was conducted on tourists who visited Tongyeong to find out the current awareness of Tongyeong's tourist sites and promotion methods.
- **Study of Offline Promotion**
 We researched the status of offline promotion of tourist attractions online(Dal-a Park, Yi Sun-shin Park, Dongpirang).



Step 4. Visit overseas advanced places

- 1 Interview at Museum of Goa**
 We met a PR manager of the Goa Museum and learned about the museum. We could see various experience programs and education programs, and thought it would be good to apply them to Tongyeong
- 2 Participation in Art Jamming Project**
 We participated in the Art Jamming Project in which people color canvas with acrylic paint. We could get the idea of a participatory art program that anyone can easily enjoy at the museum.
- 3 Exchange with SMS (Sharada Mandir School) Students**
 We shared each culture with the local students and got close with them by experiencing the pre-prepared programs (healing book, healing stamp and hand painting).
- 4 Exchange with Parvatibai Chowgule College Students**
 We explained ourselves to the Indian university students and shared each culture of India and Korea. We could get closer by asking about each country's culture.



Step 5. Apply solutions

Creating a club T.T (Tongyeong Treasure)

Conducting Healing Book & Healing Stamp at Jeon Hyuck-lim Museum

At the Jeon Hyuck-lim Museum, we hosted Healing Book for anyone. The Healing Book is a program in which people can calm down and organize their thoughts by coloring the drawings of Jeon Hyuck-lim. And it is also intended to promote the art museum.



Step 3. Visit domestic advanced places

- 1 Tour of Seoul Art Gallery**
 To learn how to promote cultural and artistic tourist attractions, we met Lee Jung-hye, curator of the Seoul Art Gallery. Through the interview, we were able to learn how to promote the art museum, how to run events, how to operate the facility, and how to display arts.
- 2 Tour of CUPFLLY**
 For the cup holder advertisement as a way to promote tourist attractions, we toured CUPFLLY, which prints and distributes cup holder ads. We could get a variety of advice regarding the design and production for cup holder advertising.
- 3 Interview with London Coffee**
 We wanted to make a sustainable Earth by making cup holders from eco-friendly materials. We met Shin Hyo-jin, a mentor of London Coffee who uses an eco-friendly cup holder, and had a time to ask questions about the use of eco-friendly cup holders.



- 5 Visit to Chitra Museum**
 We visited the Chitra Museum and heard about it. Through its interesting promotional program, we thought about popularizing tourist attractions again. And it was surprising that the exhibition methods and the structures are similar to that of Korea.
- 6 Revisit to SMS (Sharada Mandir School)**
 We met again with SMS students, conducted hand painting activities, and exchange each culture. It was so very pleasant and happy that we were unaware of the passage of time.

I've heard that the turning point can be found in a moment away from our daily lives. I deeply realized the meaning of the word while touring abroad. Despite the short time, I could meet many people in a new environment and share new things. The Bridge To the World activity ended. However, I am sure that I can make a bigger step based on everything I learned from the BTW activities

- C.P.U. Koo Ye-rim

4 How to promote hidden meaning of Tongyeong tourist attractions?

Area Seoul, Korea / Cha-am, Thailand
 Team Name Tongsero
 Team Member Kim Hyun-ji, Kim Seul-gi, Park Ji-hee, Jeong In-hye, Moon Ha-rim
 Research Field Sustainable tourism and hidden tourist sites promotion



Step 1. Recognize issues

We found that students in Tongyeong had no interest in the history of the tourist attractions. And we want to think about ways to make them revisit tourist attractions.

» [How can we promote Tongyeong tourist attractions and draw the revisit?](#)
[Let's promote hidden meaning of Tongyeong's tourist attractions.](#)



Step 2. Explore issues

- **Study of Reason for Issue**
We created a mind map to induce a revisit of Tongyeong tourist attractions.
- **Survey**
We conducted the survey to check how the students well understand the history of Tongyeong tourist attractions. According to a survey of about 100 students at Chungnyeol Girls' Middle School, only five students knew the history of Sebyeongwan Government Office and only two students knew the history of Dongpirang.
- **Status Wurvey with QR Code**
In order to promote tourist attractions, we wanted to activate the use of QR codes that are very accessible and easy to use. After visiting Tongyeong tourist sites and checking how much QR code is currently used, most of the QR codes were not available.
- **Pre-survey for Production of New QR Codes**
We planned a UCC production that will be included in the new QR code and cast actors.



Step 4. Visit overseas advanced places

- 1 Visit to RCE Cha-am and Participation in Youth Camp**
We participated in the youth camp hosted by RCE Cha-am and introduced our team activities and RCE Tongyeong. By conducting a survey of teenagers who participated in the camp, we were able to interact with the local students.
- 2 Visit to Mangrove Forest, Environment Center Energy Exhibition**
By looking around the Mangrove Forest, we could see the type, role, and ecological impact of mangroves. And we could hear about the sustainable tourism targeted by RCE Cha-am.
- 3 Participation in Eco-tour**
We participated in the eco-tour and conducted a survey of the participants. And we visited the Royal Environmental Research Institute to learn Mangrove Forest Ecosystem Purification Technology and participated in various activities such as salt-making and visiting palmyra farms. It was very meaningful to see, feel, and experience them in person.
- 4 Tour of Thailand Scan Me Course**
By visiting the location of Thailand's QR code tour course "Thailand Scan Me," we got an idea to proceed with the QR code tour course.



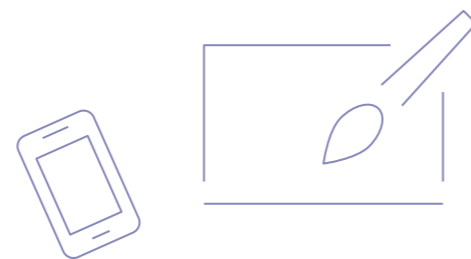
Step 5. Apply solutions

Painting Dongpirang wall

We drew a painting of Dongpirang's history.

Distributing QR codes to Dongpirang

We distributed QR codes containing the history and story of Dongpirang.



Step 3. Visit domestic advanced places

- 1 Interview with the Korea Tourism Organization for Cultural Content Development**
By meeting CEO Choi Young-hwan, who introduced the QR code for the first time in Korea and is carrying out the QR code tourism business, we were able to learn about the QR code tourism industry, problems with QR code and how to attract tourists.
- 2 Interview with Kim Jae-woo, LK Planet Designer**
We met designer Kim Jae-woo to get an advice for attractive QR code designs. He suggested that the local landmarks should be redesigned to attract tourists.
- 3 Interview with an Official of the Kyunghee University Tourism Department**
We explained our theme and learned about the concept of smart tourism and the application of QR code from an official of the department of tourism at Kyunghee University studying smart tourism.



Survey in School



Interview during Domestic Tour



BTW Hamnadang



Princess Chulachorn's College

- 5 Visit to Amphawa Floating Market**
We visited the royal project workshop at the Amphawa Floating Market and heard explanations about sustainable tourism and protection areas by touring the traditional protection areas. We hope that our activities will become the beginning of sustainable tourism and make a change in Tongyeong.
- 6 Exchange with Princess Chulachorn's College Students**
We visited the school and had a time to promote Korean culture. Thai students seemed interested in K-pop and Korean dramas.
- 7 Interview with Tourism Authority of Thailand (TAT)**
We visited TAT and had an interview with an official. Through interviews, we could see what the TAT does, and learned that the keyword for Thai tourism is "environmental protection."



Mangrove Forest



Eco-tour

5 How to make young people interested in the sea?

Area Incheon, Korea
 Team Name Fantastic5
 Team Member Lee Seung-jae, Kang Dong-bin, Kim Jin-pyeong, Baek Jung-min, Jung Ji-hoon
 Research Field Sustainable tourism and the sea



Step 1. Recognize issues

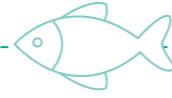
We found that all the famous tourist attractions in Tongyeong are surrounded by the sea, but that young people in Tongyeong are not interested in the sea.

» [Let's think about how Tongyeong youths can be interested in the sea, which is a valuable resource of Tongyeong.](#)



Step 2. Explore issues

- **Pre-survey**
We found domestic and foreign sea-related cases with newspaper articles and documentaries.
- **Interview with Expert**
We got an advice on our plan from the director of the Southern Association of Sea Explorers of Korea. He said that it would be good to do activities on a popular island for sightseeing.
- **Survey**
A survey of about 100 high school students was conducted to find out how young people in Tongyeong are interested in the sea. The survey revealed that young people in Tongyeong lacked awareness and interest in the sea.



Step 3. Visit domestic advanced places

- 1 **Visit to Incheon Association of Sea Explorers of Korea**
We visited the Incheon Association of Sea Explorers of Korea, which is hosting the most youth programs related to the sea. Through an interview with Secretary-general Baek Moon-sik, we could learn about the sea-related programs of Incheon and get tips for the project.
- 2 **Incheon Office of Maritime Affairs and Fisheries**
At the Incheon Office of Maritime Affairs and Fisheries, an agency affiliated with the Ministry of Maritime Affairs and Fisheries, we toured a youth marine experience class and conducted a survey of participants.
- 3 **Participation in Incheon Arabit Island Youth Marine Experience Class**
We participated in the free marine experience class for young people on the Arabit Island for leisure sports, and learned about the marine leisure experience class that teenagers can enjoy. After interviewing Kim Yun-tae, we were able to think about the shortcomings of the follow-up activity program.



Step 4. Apply solutions

Planning an event related to the sea to celebrate the Marine Day on May 31st

We organized a sea-related event for teenagers to celebrate the Marine Day.



6 How to promote less well-known but valuable tourist attractions for young people and tourist?

Area Chuncheon, Korea
 Team Name LTE (Look Together Earth)
 Team Member Jung Ji-min, Jeon Min-kyu, Park Soo-min
 Research Field Sustainable tourism and cultural assets



Step 1. Recognize issues

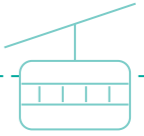
We thought about why Dongpirang and cable car come to mind when we think of Tongyeong. So, we wanted to introduce an unknown tourist attraction in Tongyeong.

» [How can we inform young people and tourists of less famous tourist attractions? Let's introduce a youth culture and tourism commentator!](#)



Step 2. Explore issues

- **Pre-survey**
We searched examples related to cultural tour commentators in newspaper articles and documentaries.
- **Feedback**
We explained about our plan to teachers, experts, and parents and received feedback.
- **Confirmation of Existence of Youth Cultural Tourism Commentators**
We contacted the relevant agencies to find out if the Cultural Tourism Commentator program for teenagers had been operated or planned in Tongyeong.



Step 3. Visit domestic advanced places

- 1 **Visit to Chuncheon City Hall**
He visited Chuncheon City Hall to observe training sessions for youth cultural tourism commentators and interviewed Jang Bok-soon, chief organizer of the project.
- 2 **Visit to Skywalk**
We participated in the Chuncheon cultural tourism commentator program held on the skywalk.
- 3 **Visit to Ethiopian Memorial Hall**
We participated in the Chuncheon cultural tourism commentator program held in the Ethiopian Memorial Hall.
- 4 **Visit to Golden Scaled Theme Street**
After participating in the Chuncheon cultural tourism commentator program held at the Golden Scaled Theme Street, we conducted an interview with Shin Seung-kyo, a cultural tourism commentator in Chuncheon. We could learn how to proceed with our project.



Step 4. Apply solutions

Opening a club

The Youth Cultural Tourism Commentator Club was established to provide education on the cultural assets of Tongyeong and how to promote them. Teenagers who completed the education could guide tourists or teenagers as volunteer work.



⑦ How to promote Tongyeong's less well-known traditional tourist attractions?

Area Jeonju, Korea / Okayama, Japan
 Team Name Tongyeong Ara
 Team Member Chun Na-young, Jung Ji-min, Jeon Ye-rin, Jeon Min-kyu, Kim Seo-hyun
 Research Field Traditional culture



Step 1. Recognize issues

Tongyeong is a city of tradition and culture, but tourists are only enjoying some tourist sites such as Dongpirang Mural Village and Tongyeong Cable Car.

» [Let's let the tourists know other tourist attractions of Tongyeong that reveal its traditions and culture.](#)



Step 2. Explore issues

- **Visit to Tourist Attractions**
 We tried to find the difference between famous sites such as Dongpirang Mural Village, and cable cars and other tourist attractions that well show tradition and culture of our city.
- **Planning of Stamp Tour Course**
 - The tourist attractions that show the tradition and culture of Tongyeong had fewer tourists. We were worried about how to effectively promote those areas and wanted to inform tourists with a stamp tour course.
 - After selecting Jeon Hyuck-lim Art Museum, Lacquer Art Museum, and Tongjeyeong Site based on the criteria (level of traditional culture, level of popularity, interest level), Jungang Market and Dongpirang Mural Village were added to attract tourists.



Step 3. Visit domestic advanced places

- 1 **Tour of Jeonju Stamp Tour Course**
 By experiencing the stamp tour, we tried to explore the reasons, advantages, and disadvantages of selecting the course and to anticipate future problems and find proper countermeasures.
- 2 **Survey on Stamp Tour**
 Unexpectedly, the stamp tour was so unpopular. However, the satisfaction of the stamp tour participants was high. People positively responded to a stamp tour in Tongyeong.
- 3 **Interview with Stamp Tour Planner (Team Leader Cho Young-ho)**
 "The goal of the stamp tours is to promote less well-known tourist attractions. Tourists are coming through stamp tours to old and obscure places like Jeonju Zoo. And the stamp tour prevents over-tourism by dispersing tourists."



Step 4. Visit overseas advanced places

- 1 **Momotaro Tourist Information Center**
 Within a year, more than 13,000 people participated in the Momotaro Stamp Rally which promotes hidden attractions in Okayama to foreigners. After experiencing the program, we interviewed and explored to find ways to apply the management methods.
- 2 **Inujima Island Tour**
 Inujima Island is a small town that is included in the Stamp Rally and has been activated as a tourist destination. Through this tour, we could understand the feelings of the residents of Dongpirang Village, and learned that the connection between the local residents and tourists are important in order to become a sustainable village.

- 3 **Youth Commentator**
 Tamano students voluntarily worked as youth commentators. It was friendly and fun as a teenager explained about tourist sites. From that experience, we got the idea of a youth commentator project.



Step 5. Apply solutions

Making stamp books

We produced stamp books with various missions such as "Imagine during the tour" and "Photograph like the posture in the stamp," which consists of Jeon Hycuk-lim Museum of Art, Lacquer Art Museum, Dongpirang Mural Village, Jungang Market, and Tongjeyeong Site.

Youth Commentator for Tongjeyeong Site

The teenagers drew up their own scenarios and gave a commentary to tourists.



8 How to promote Tongyeong's unique souvenirs?

Area Busan, Korea
 Team Name Dongwon Chicken
 Team Member Kim Eun-hyun, Kim Yong-eun, Yoon Han-bin, Geum gang-san, Kim Tae-young
 Research Field Sustainable tourism and the sea



Step 1. Recognize issues

We found that many tourists buy food without information on Tongyeong's own souvenirs.

» [How can we promote Tongyeong's unique souvenirs \(quilted work, characters, etc.\)?](#)



Step 2. Explore issues

- **Survey on Sales of Tongyeong Souvenirs**
We studied the types and the sales status of souvenirs sold in Tongyeong.
- **Case Study in Other Regions**
Through newspaper articles, we explored cases of other regions and select an area in Korea.
- **Survey of Tourists and Local Residents**
We conducted a survey on souvenirs of Tongyeong among tourists and local residents. The result showed that people were not very familiar with Tongyeong's souvenirs.
- **Interview with Expert**
We met Chun Myung-yeh, official of the tourism marketing department of Tongyeong City Hall, and received feedback on the topic.



Step 3. Visit domestic advanced places

- 1 Survey on Sales of Souvenirs at Homeplus Haeundae Branch**
We visited one of Busan's souvenir shops, Homeplus Haeundae branch, to find out the status of Busan's souvenir sales.
- 2 Call Center Office in Busan**
After finding that Busan and Korea tourists get a lot of information by calling the call center, we visited the call center in Busan, Korea, and asked questions about whether they can promote souvenirs.
- 3 Interview at Busan Design Center**
We visited Busan Design Center and interviewed a designer. We learned that the annual contest winner becomes a representative product of Busan, and got an idea that the contest can be used for follow-up activities.
- 4 Interview at Yongdusan Park Shopping Center**
We visited Yongdusan Park Shopping Center, where many souvenirs are sold. We interviewed the manager of the shopping center and asked him about the status of souvenir sales and found that the designer-made products with Busan's unique identity were the best seller.



Step 4. Apply solutions

Promoting souvenirs representing Tongyeong through booth activities

Through the BTW Hanmadang booth activity, we promoted souvenirs representing Tongyeong such as quilted tea cup stands, LED mini-lamps, magnetic business cards, art towels, and magnetic frames.



Bridge to the World
 2016



Bridge to the World 2017

A Bridge to a Sustainable World

Youth-led project of Education for sustainable development

The 2nd International Youth Camp

2017 Bridge To the World



The Bridge To the World hosted a camp in Tongyeong by inviting teenagers from RCE cities where BTW participants visited over the past four years to establish a global youth network and contribute to the formation of a global learning space. At the camp, we promoted RCE Tongyeong's Sejahtera Forest as the hub of the Asia-Pacific RCEs, and teenagers shared opinions on issues related to water, energy, food, and ocean in each region and performed various activities together for 12 nights and 13 days.



Title

What is the future of coexistence that teenagers dream of?



Participated RCEs

RCEs from 13 countries



Purpose

Local Talents Development, Global Citizenship Development, and Global Learning Space Formation



Participants

38 persons



Content

Under the theme of "The future of coexistence that teenagers dream of," participants discussed about a sustainable future by talking about their own issues related to water, food, energy, and ocean among SDGs, by sharing solutions of each country, and by experiencing excellent practices in Tongyeong and Korea.



1st Pre-session: Remind of Waste Problems with Orientation and "Zero Lunch"

Participants learned about Sejahtera Forest and sustainable development. We conducted a "Zero Lunch" program not to generate waste during cooking and raise awareness of the production of waste.

2nd Pre-session: Inform Tongyeong of Sustainable Development Goals

We met with Tongyeong citizens in the education booth. Through various ESD programs and explanations tailored to children's level, we worked hard to promote sustainable lifestyles and philosophies.

3rd Pre-session:

Understand Cultural Diversity as a Global Citizen

Dr. Kim Jin-hee made a speech about global civic education and current world issues to become a mature global citizen.

4th Pre-session: Go on a Field trip

Participants explored issues in the local community related to sustainable development goals and visited the site in person or met experts to hear their stories.



1st Pre-session



4th Pre-session

The 2nd International Youth Camp

DAY 1. International Participants Orientation and Facilities Tour

Under the theme of "The future of coexistence that teenagers dream of," participants discussed about a sustainable future by talking about their own issues related to water, food, energy, and ocean among SDGs, by sharing solutions of each country, and by experiencing excellent practices in Tongyeong and Korea.



DAY 2. Opening Ceremony and SDGs Lecture

The opening ceremony was held with various guests attended, and the official schedule was launched by listening to SDGs lecture by Park Eun-kyung, chairman of the Tongyeong Education Foundation for Sustainable Development. Participants acquired the basic knowledge of the camp through the lecture by learning from the background of sustainable development goals to the current progress.

DAY 3. SDGs2 Zero Hunger

● Food Debate

Four groups of students from various countries shared opinions on food issues of each country.

● Food Resource Game

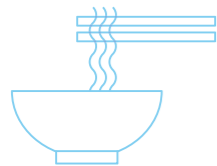
In the game, a bag is the Earth and chocolates are the total amount of food. This simple game reminded the participants of the unfair distribution of food resources.

● Hunger Banquet

In the game, food is distributed according to randomly selected classes (the upper, middle, and lower classes). Participants thought about poverty and unfair food distribution through the indirect experience.

● Understanding Sustainable Agriculture with Gardening

Participants learned methods for sustainable agriculture and production by growing crops in the Sejahtera Forest in a sustainable way.



DAY 4. SDGs6 Clean Water and Sanitation

● Rainwater Lecture

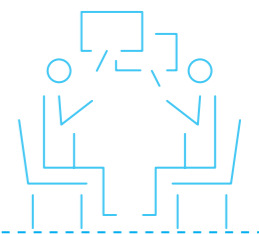
Seoul National University's Rainwater Research Institute gave a lecture on how to use rainwater, a sustainable resource. Participants learned about rainwater and shared ideas on how to utilize rainwater in each country.

● Installing Rainwater Reservoir in Dongpirang

Participants talked about the outage problem of Dongpirang discovered during the 4th pre-session, and installed a rainwater reservoir for sustainable water use in Dongpirang. The Rainwater Reservoir is a facility that collects and purifies rainwater to use it in real life.

● Painting Murals Related to Sustainable Water

Participants made a sign for the rainwater reservoir and painted sustainable water murals to commemorate the 2nd International Youth Camp.



DAY 5. SDGs17 Partnerships for the Goals

● Sharing Minds for Coexistence

All the students had time to share their feelings during the camp. They could develop global citizenship by trying to resolve the inconvenience caused by religious and cultural differences and by using English, an official language of the camp.



DAY 6. Introducing Each Country

Participants introduced their countries and RCEs.



OB DAY

In celebration of the 10th anniversary of Bridge To the World, OBs who had participated in the BTW programs for the past nine years shared their stories and deepened the friendship.



DAY 7 - 10.
SDGs7 Affordable and Clean Energy
SDGs12 Responsible Consumption and Production
SDGs14 Life Below Water



● **Learning Sustainable Energy on Eco Island**

At the Eco Experience Center on Yeondaedo, an island of zero fossil energy and hub of ecotourism, participants experienced sustainable energy consumption and production through.

● **Sustainable production and consumption**

By watching a movie Okja about sustainable production and consumption, students thought about sustainable production and consumption, food, and animal rights

● **Ocean Debate**

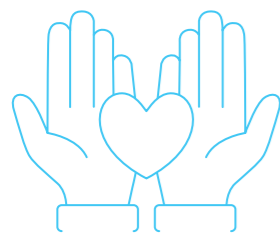
Each team had time to discuss the maritime issues of each country.

● **Exploring Marine Garbage**

Participants collected trash off the coast of Yeondaedo to solve the "marine garbage problem." Within less than an hour, they collected six bags of garbage and recognized the seriousness of waste in the ocean and discussed about the solutions.

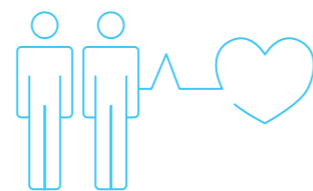


DAY 11.
Finding Ways to Share Lessons



They drew up "Water Energy Food (WEF) Youth Declaration" based on what can be implemented at home in concluding activities during the camp.

In order to share what they learned through the camp with many people, the Youth Education Market and the non-summit of the International Youth Camp were prepared.



DAY 12.
Nonsummit



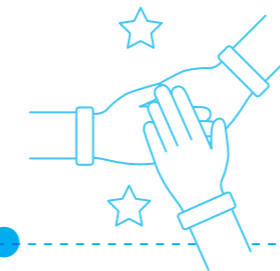
The youth of each country officially discussed which issues they found and how to make a change. Not only the participants but also other teenagers were able to share the problems of the world, the problems of Tongyeong, and the solutions they came up with through the camp.

Youth Education Marketplace

We operated booths that summarizes the camp activities, booths for cultural exchange, and RCE club booths so that visitors could pay attention to the SDGs.

Closing Ceremony

With the WEF Tongyeong RCE Bridge To the World Youth Declaration, we completed the official schedules of 12 nights and 13 days.



After the Camp
RCE Tongyeong - RCE Kitakyushu
Exchange Meeting

With other domestic participants attended, we shared ESD activities of RCE Tongyeong and RCE Kitakyushu.



Participation in the 10th Asia-Pacific
Regional Meeting

At the 10th Asia-Pacific Regional Meeting, we introduced the overall contents and results of the 2nd International Youth Camp.



The camp motivated me to inform the public of the seriousness of environmental pollution and take action to protect environment. I believe that we have to start to change the world. Even a little effort can have a big impact on our future.

- Farah Mastura Binti Rosli from RCE Penang, Malaysia

Before the camp, I thought small changes would not have a big impact. But I realized that the belief was completely wrong. The camp taught me that all the accumulated small changes can have big effects. I think this is the same as a teenager. Teenagers are still young and small, but if they work together to tackle global problems, we will be able to make a big difference for the world.

- Le Hong Hai from RCE Southern Vietnam

Bridge to the World 2018

A Bridge to a Sustainable World

Youth-led project of Education for sustainable development

Everyone Living as a Global Citizen

2018 Bridge To the World



The 2018 Bridge To the World aimed to foster global citizens who dream of a sustainable world through a wide range of global citizenship education that teaches the universal values of humanity, peace, human rights and cultural diversity, as well as the SDGs, the agenda adopted by the UN in 2015. In the current hyper-connected society, how can we all live well together?

탐방지	팀명	주제
Seoul, Korea	Gakyang Gaksaek ①	How to improve citizens' awareness to reduce waste of resources?
	Rucy ②	How can the youth solve the problem of abandoned animals?
	Ji Sung ③	How to achieve gender equality in schools?
Seoul & Ansan, Korea	C.G. ④	How can Tongyeong students raise the awareness about multiculturalism?
Seoul & Anyang, Korea	Alter ⑤	How to raise the political consciousness of Tongyeong youth?
Seoul, Korea / Ruhr, Germany	S.T.P ⑥	How to spread fair trade in Tongyeong?
Seoul, Korea / Semenanjung and Iskandar, Malaysia	Yooseong Maejik ⑦	How to handle trash with fun at schools and around schools?
Busan, Korea / Okayama, Japan	Greet ⑧	How to make the youth and the elderly understand and get close to each other?

① How to improve citizens' awareness to reduce waste of resources?

Area Seoul, Korea
 Team Name Gakyang Gaksaeok
 Team Member Gong Su-ryeong, Kang Young-kyung, Lee Ha-yeon, Heo Soo-young, Jung Eun-jae, Lee Soo-ah
 Research Field Sustainable clothing consumption



Step 1. Recognize issues

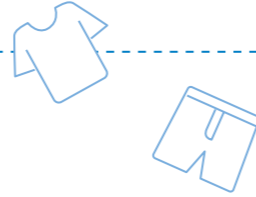
While looking for measures to reduce waste of resources, we learned about upcycling, which gives new value to discarded things, and wanted to focus on ways to reduce indiscriminate consumption and production of clothes.

» [Let's improve people's awareness to reduce indiscriminate waste of resources, and reduce clothing waste through upcycling.](#)



Step 2. Explore issues

- **Voluntary Service at Beautiful Store**
By volunteering at a Beautiful Store selling donated old clothes, we looked at how much clothing waste was actually generated.
- **Sales of Clothes through Education Market**
By reselling donated clothes, we were able to understand the people's perception on secondhand clothes.
- **Flea Market at Chungnyeol Girls' High School**
We held a flea market where students sold clothes or goods that they don't wear during the study hall. And the survey was conducted on students' waste of resources and their views on used products.



Step 3. Visit domestic advanced places

- 1 **Interview at Beautiful Store Janghanpyeong Branch**
At the Beautiful Store Janghanpyeong branch, we learned about the definitions of upcycling and recycling, and conducted an interview about the business operation method. And we were advised on an upcycling program that students can easily implement.
- 2 **Experience of Upcycling at Seoul Record Sharing Space**
We made card wallets with abandoned tires. Since the upcycling activity was not as difficult as we thought, we planned to produce an upcycling kit as a follow-up activity.
- 3 **Visit to Seoul New Utility Plaza (Nukkak, Eco Party Meari, Geni Closet)**
We visited stores that use discarded banners, clothing waste, and abandoned jeans to make new products. From there, we learned how old clothes can be reborn.



Step 4. Apply solutions

- Conducting campaigns for right consumption and writing declarations**
We informed Tongyeong citizens of the seriousness of waste of resources and received declarations to participate in sustainable consumption. We prepared an opportunity for people to look back on our own consumption habits by writing a declaration.
- Upcycling experience and kit sales**
We made and sold simple upcycled kits using clothes I didn't wear.
- Operating sharing markets at middle and high schools in Tongyeong**
We continuously ran the markets at the schools of the team members.

② How can the youth solve the problem of abandoned animals?

Area Seoul, Korea
 Team Name Rucy
 Team Member Kim Hae-song, Lee Na-kyung, Kang Ja-hyun, Park Ji-sun
 Research Field Research Field Abandoned pets



Step 1. Recognize issues

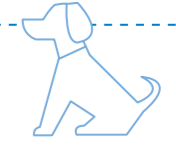
We realized that there was no government support and system for abandoned pets.

» [Let's think about how we can solve the problem of abandoned animals.](#)



Step 2. Explore issues

- **Meeting with Experts**
We met an animal doctor to check the seriousness of the abandoned animal problems and ask for advice on what teenagers can do. After hearing from the doctor, we conducted volunteer work at an abandoned dogs shelter and thought about what efforts we could make.
- **Planning a Campaign to Change the Negative Thinking about Abandoned Animals**
With band Double Comma, we conducted a campaign to let people to know the seriousness of the problems of abandoned pets in the Nae Jukdo Park.
- **Solving of Abandoned Pets Problem with SNS**
We posted the news of abandoned pets on social media, made teenagers recognize the problem and informed of the ways to directly help abandoned animals through sponsorship. As a result, the eight cats in need of help were adopted through SNS.



Step 3. Visit domestic advanced places

- 1 **Visit to Noadog**
We visited Noadog, the nation's first online broadcasting station for abandoned animals, and interviewed its workers. We could look at various contents for promotion to adopt adoptive pets. We thought about what contents to produce for team SNS promotion and management.
- 2 **Visit to Dogmaru**
We visited Dogmaru, which has excellent animal welfare and adoption records. Through interviews with officials, we learned about the status of abandoned pets and the reasons for dissolution of adoption.
- 3 **Tour of SAVE BLACK Exhibition**
We went to the SAVE BLACK exhibition, which displays photos of animals with lower adoption rates due to with their black fur. And we could develop the idea of photo exhibition of the abandoned pets.
- 4 **Tour of Klorenz**
Klorenz supports an abandoned animal shelter with earnings from the sales of its own designed clothes and accessories. We asked about the donation of the badge sales revenue and got feedback.



Step 4. Apply solutions

- Promoting the adoption of abandoned animals through Instagram**
We posted information related to adoption of abandoned animals on the SNS.
- Voluntary work at an abandoned dog shelter**
After gathering applicants through open chatting, we planned to volunteer at an abandoned dog shelter with young people in Tongyeong.
- Donating abandoned animal-related badges**
After producing the badges to inform of the abandoned pets issue, we donated the profit to the animal shelter.
- Giving information on adoption through booth activities and distributing the methods to do when finding abandoned animals**
We gave precautions before adoption and facilities for adoption. Since not many people are familiar with how to deal with abandoned animals, we organized the methods in the posters and distributed them.



3 How to achieve gender equality in schools?

Area Seoul, Korea
 Team Name Ji Sung
 Team Member Kim Ye-jin, Seong Su-yeon, Shim Ji-yeon, Lee Ga-young, Lee Won-young, Choi Yoon-seo
 Research Field Gender equality



Step 1. Recognize issues

We found that gender equality was not being achieved in the school.

» [Let's think about what students can do to ensure gender equality in the school.](#)



Step 2. Explore issues

- **Checking Inequality in Schools**
We checked gender inequality in school uniforms and textbooks.
- **Collection of Students' Opinions**
We asked students' opinions to achieve gender equality in the school. A large number of students were interested in gender equality.
- **총렬여자고등학교 학급 베틀장터 개최**
학교 내 성평등을 이루기 위해 학생들의 의견을 물어보았다. 많은 학생들이 성평등에 관심을 가지고 있음을 알 수 있었다.



Step 3. Visit domestic advanced places

- 1 Visit to Hanaram High School**
Hangaram High School has a genderless school uniform. Through interviews with the principal and students, we studied the reasons for the introduction of the genderless school uniform and its trial and error. We planned to propose that uniform type to middle and high schools in Tongyeong.
- 2 Visit to "Gender Equality Library Here"**
We visited the "Gender Equality Library Here." We had an idea to make a gender equality book section in the school library by referring to this library structure.
- 3 Visit to Seoul Youth Culture Center "Aha!"**
We visited the Seoul Youth Culture Center, which was established to foster correct gender knowledge among teenagers. We were able to hear about the activities of Teenagers in Seoul for gender equality and receive feedback on our follow-up activities. We hoped that Tongyeong also has various gender equality-related programs.
- 4 Survey at Yeongdeungpo Times Square**
We conducted a survey on school uniforms and gender equality at the Times Square in Yeongdeungpo crowded with a lot of people. Many said that the current school uniforms look very uncomfortable.



Step 4. Apply solutions

Holding a gender equality forum

We planned to hold a forum on gender equality to improve awareness of gender equality.

Suggesting genderless school uniforms

We suggested the introduction of the genderless school uniforms to the Tongyeong Office of Education.

Finding sexual discrimination in textbooks

Through the team's SNS, we held an event to find sexual discrimination in textbooks.



4 How can Tongyeong students raise the awareness about multiculturalism?

Area Seoul & Ansan, Korea
 Team Name C.G
 Team Member Cho Hye-jin, Yoo Young-jin, Heo Da-in, Choi Min-young, Kim Hye-hyun
 Research Field Multicultural sensitivity



Step 1. Recognize issues

We visited the Tongyeong Multicultural Family Support Center to study the inconveniences and problems of students from multicultural families in schools. And we found that the teenagers lacks multicultural sensitivity.

» [How can we enhance the multicultural sensibility of Tongyeong youth?](#)



Step 2. Explore issues

- **Visit to Tongyeong Multicultural Family Support Center**
We visited the Tongyeong Multicultural Family Support Center and completed the Multicultural Sensitivity education. Through the specialized education, we learned about the number of multicultural families in Tongyeong and the discrimination and pains they suffer from.



Step 3. Visit domestic advanced places

- 1 Visit to Seoul On Dream Education Center**
We visited the Seoul On Dream Education Center which was established to help immigrated children of multicultural families adapt to Korean life. Through the interview, we wanted to find a program to get closer to multicultural adolescents in Tongyeong. The most memorable comment was "We must keep in mind that they are our friends when carrying out multi-cultural activities. Just as Busan and Tongyeong students can be friends. Don't forget that those from multicultural families are also our friends."
- 2 Interview at World Multicultural Museum**
To understand various cultures and learn cultural diversity, we visited the World Multicultural Museum. Through interviews with Kim Eun-kyung, a foreign guide, and visitors, we could hear various thoughts about multiculturalism.
- 3 Ansan World Culture Experience**
We visited the World Culture Experience Center in Ansan, where people from various cultures live together, and experienced the culture of other countries.
- 4 Visit to Ansan Multicultural Small Library, All Children's Small Library**
We visited Ansan Multicultural Small Library with 15,000 multicultural books from 23 countries. We could get information on multicultural education methods using books from librarian Jung Eun-joo.



Step 4. Apply solutions

Providing multicultural awareness education

With educational materials made with the help of the Tongyeong Multicultural Family Support Center, we prepared for multicultural awareness education for young people in Tongyeong.

Having pen pals

We planned a pen pal program to exchange letters with students from multicultural families in order to get closer to them emotionally.

Conducting a word change campaign

The campaign started with the idea that the word "multicultural" is a word that contains the meaning of discrimination. We conducted a campaign to avoid using the word "multicultural" and change it to another word targeting middle and high schools.



5 How to raise the political consciousness of Tongyeong youth?

Area Seoul & Anyang, Korea
 Team Name Alter
 Team Member Sun-bin, Kim Chan-young, Kim Min-jae, Lee Soo-min, Shin Ye-jin, Kim Ji-hyun
 Research Field Youth and political consciousness



Step 1. Recognize issues

We wanted to make teenagers interested in politics based on the idea that political consciousness is not just about knowing politicians and having political rights.

» [Let's make Tongyeong's youths get interested in politics!](#)



Step 2. Explore issues

● Survey of Tongyeong Youth

- In order to find out the political consciousness of Tongyeong youth, a survey was conducted on about 1,200 students from six middle and high schools in Tongyeong (Chungryol Girls' Middle School, Chungmu Girls' Middle School, Tongyeong Girls' High School, Chungryol Girls' High School, Tongyeong High School, and Dongwon High School).
- We prepared six questions to learn about the political consciousness of teenagers: (1) What do you think about politics? (2) What is the main route to politics?
- About 80% of the students were not familiar with politics, and 50% were exposed to politics through people around them or through SNS.



Step 3. Visit domestic advanced places

1 Interview with Anyang Next Generation Committee Representative (Son Yu-ji)

We heard about the overall activities of the Anyang Next Generation Committee for teenager. Based on this, we planned for the establishment of a youth committee.

2 Street Survey on Youth Political Interest

Under the title of "Let us know your political interest," we conducted a survey in front of the Beomgye Station. Compared to the survey in Tongyeong, the result showed that teenagers in the Seoul metropolitan area, where youth political participation programs are actively conducted, have a higher level of political interest.

3 Participation in Open Communication Forum

We participated in an open forum where central government department officials, civic activists, experts and teenagers discussed on specific topics. On the day we participated, the topic were the labor rights ordinance and out-of-school youth. After participating in the forum, we hoped it is necessary to have a place for teenagers to speak out about the laws or policies.



Step 4. Apply solutions

Producing newspapers and card news that anyone can understand

We made a newspaper in the form of a hand-written poster by selecting a topic that would appeal to teenagers, and produced card news jointly with an art club in the school.

Holding a policy forum for Tongyeong youth

We prepared a policy forum to listen to the voices of Tongyeong youth in connection with the Youth Participation Committee.

6 How to spread fair trade in Tongyeong?

Area Seoul, Korea / Essen & Dusseldorf, Germany
 Team Name S.T.P
 Team Member Lee Soo-hyun, Kim Na-hyun, Kim Gil-hyun, Kim Yeon-woo
 Research Field Fair trade



Step 1. Recognize issues

We were interested in ethical consumption that could solve social problems. Under the topic of fair trade, we focused on activities for consumption of fair trade products and tried to inform people of fair trade.

» [Let's think about how students can feel familiar with fair trade in Tongyeong.](#)



Step 2. Explore issues

● Study of Fair Trade through Related Books

Before promoting fair trade to young people in Tongyeong, we studied fair trade by reading books and watching videos.

● Survey on Fair Trade-related Student Activities in Seoul and Gyeonggi Province

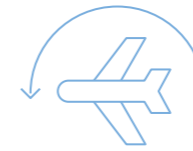
We got ideas for team activities by investigating student activities in Seoul, a fair trade city where education and campaigns on fair trade have been conducted over the past six years.

● Survey of Fair Trade Recognition

We conducted a survey on fair trade awareness among middle and high schools in Tongyeong (Tongyeong Girls' High School, Sanyang Middle School, Chungmu Girls' Middle School, and Chungnyeol Girls' High School). Students said they know what fair trade is, but have never actually seen fair trade products.

● Production and installation of Posters to Inform fair trade

We put a poster on the bulletin board of Chungnyeol Girls' High School to make students to know fair trade including its meaning and influence.



Step 3. Visit domestic advanced places

1 Visit to Jigumaul of Seoul City Hall

We visited a cafe that sells fair trade coffee and a variety of handcrafted fair trade products. We conducted an interview of citizens about fair trade awareness in the cafe. Those who participated in the interview said that they were well aware of fair trade, and using fair trade products a lot in their daily lives.

2 Tour of Beautiful Coffee

We visited Beautiful Coffee that is promoting fair trade as a club to the students across the nation. We could get some advice on the follow-up activities of the fair trade club. The willing of that club to make changes in the region through various activities inspired us to make a club as soon as possible.

3 Interview with Lee Kang-baek, CEO of Asia Fair Trade Network

Through an interview with the Asia Fair Trade Network, a seller of various fair trade foods, we realized the influence of fair consumption.

4 Interview with Lee Jo-eun, head of Sunil Girls' High School's International Society Fair Trade Study Group

We got a lot of advice and advice by interviewing peers who do similar activities. After encountering fair trade by chance, Lee has been engaged in activities to inform many of the importance of fair trade and sustainable future.





Step 4. Visit overseas advanced places

1 Visit to Hof Emschermündung

After hearing about Seven Garden Project being carried out by RCE Ruhr, we experienced it by ourselves. Seven Garden is a project to make artwork with dried flowers and grass. Through that program, we realized the importance of non-formal study.

2 Visit to Dinslaken Fair Trade Village

The brochures that guide the location of fair trade shops in the village gave us an idea to make such information brochures in Tongyeong as a follow-up activity.

3 Interview at Essen Catholic Church

We visited a church that promotes and uses fair trade products. We got advice on how to promote fair trade in our daily lives.

4 Tour of EMSCHERGENOSSENSCHAFT

We learned about Enscher Rive related education programs. The field trip project 'Blue Class' of this company taught us the importance of seeing, touching and studying in person. We decided to engage in activities that naturally approach students without focusing on books.

5 Interview with Vera Dwors, General Manager of Fair Trade Village in Germany

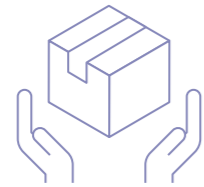
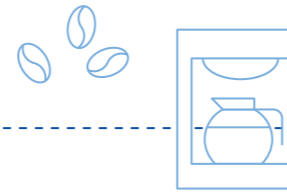
We talked with Vera Dwors, general manager of the Fair Trade Village Project. We asked for advice on our follow-up activities and learned it is recommended to find a way that everyone can enjoy.

6 Visit to Gelsenkirchen aGEnda 21 Office

I visited the ESD education city of Gelsenkirchen and received explanations about ESD programs and fair trade education programs in Essen.

7 Green Friday for Future

I saw students in Essen not attending schools and protesting against policies at subway stations for better climate policies in Germany. Shocked by the strike, we thought we should also work hard for a better world.



Step 5. Apply solutions

Planning the Tongyeong Ethical Consumption

Shopping Guide

We planned the production of ethical consumption guide booklets containing the name, introduction and location of fair trade shops.

Opening a fair trade club

We opened a club with friends interested in fair trade in Chungryol Girls' High School and conducted fair trade education for elementary school students and attended flea markets.

Selling fair trade products in local flea markets

During local festivals, school festivals and Sejahtera Forest events, we operated booths selling fair trade coffee, cocoa and chocolates. When selling drinks or snacks, we let people know that they are fair trade products so that they can be familiar with them in their daily lives.

7 How to handle trash with fun at schools and around schools?

Area Seoul, Korea / Semenanjung and Iskandar, Malaysia
Team Name Yooseong Maejik
Team Member Gong Dong-gyu, Kim Moo-sung, Kim Na-eun, Lee Jung-rye
Research Field Waste upcycling



Step 1. Recognize issues

We paid attention to the serious garbage problem generated during our school days. And we wondered what we could do to get students interested in this problem.

» [Let's think about how to make students interested in surrounding garbage in a fun way.](#)



Step 2. Explore issues

● Survey of Students

We studied how much students are interested in the garbage issues in the school. Most of the students were not interested in the garbage problem.

● Finding Discarded Banners

We got discarded banners from an advertising association and found that directly using the banners could cause dermatitis due to the peeled coating.



Step 3. Visit domestic advanced places

1 Visit to Ecotory

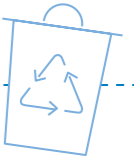
In order to attract people's participation in recycling, we visited social enterprise "Ecotory" that have recreated recycling as a play. We received feedback on our follow-up activity "Wecup," to use a trash bin in a fun way.

2 Visit to Nowon-gu Job Center for the Disabled & El Mart

We visited the Job Center in which the disabled make shopping baskets out of discarded banners, and El Mart, which is actually using the upcycled baskets. We learned how to make a basket in detail and realized that the problem we had found during the issue exploration can be solved through proper washing.

3 Interview with Upcle-i

We met Upcle-i, who is teaching upcycling at school. The instructor taught us precautions for teaching how to make use of abandoned banners. The safety was emphasized during the course of education.





Step 4. Visit overseas advanced places

1 Visit to RCE Central Semenanjung

We talked about education for a low-carbon society and learned about "DIY made simple program," a program for students. The program is an upcycling competition where students can participate in.

2 Tour of UM Zero Waste Center

We visited the UM Zero Waste Center, which has been conducting the UM University Zero Waste Campaign, and experienced the process of converting food into bioenergy.

3 Exchange with SMK multi-Absolute Samad Petaling Jaya Students

We visited the school that won first place in "DIY made simple program" and was introduced to the works displayed at the competition. We were amazed by the creative ideas, and as the award-winning works made through a simpler process, we thought we could try it in Tongyeong.

4 Visit to MNS

We visited an institution that raised various trees and planted or distributed them. We got a change to be close to nature by planting trees, and thought about the implementation of guerrilla gardening.

5 Survey of Garbage of Malaysian Tourist Attractions

It was confirmed that there were few recycling bins on the street.

6 Exchange with SMK Taman Johor Jaya2 Students

We visited the school that ran the PBL LCC program in which students can reduce carbon emissions in person. We got ideas for follow-up activities based on the results of various upcycling campaigns and contests.

7 Visit to RCE Iskandar

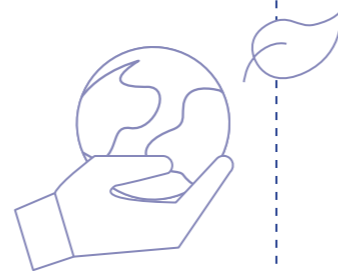
We visited RCE Iskandar, which provides environmental awareness education. With the changes that the education made, we realized the importance of environmental awareness education.



RCE Iskandar



Tree Planting at MNS



Step 5. Apply solutions

DIY made simple program

We planned to host a small DIY competition under the subject of eco-friendly or recycling.

Making waste banners into shopping baskets

We opened a volunteer activity for students to make shopping baskets out of abandoned banners at the Pulip Culture Center. The shopping baskets will be distributed to the Bukshin Market to reduce the use of plastic bags.

Your recycling score is!

Those who get a high score in the separate collection quiz were given upcycled shopping baskets. The goal was for people to learn and practice the right method of garbage segregation.

Clean street project

Flowers were planted on the streets filled with illegally dumped garbage to prevent illegal dumping.

Student environment-friendly project

We planned to hold a recycling quiz show.

8

How to make the youth and the elderly understand and get close to each other?

Area Busan, Korea / Okayama, Japan
Team Name Greet
Team Member Son Hyun-bae, Park Se-eun, Kim Hyo-eun, Kim Min-sung, Kim Yoo-chan, Kim Yeon-ji
Research Field Youth's Role for coexistence with the elderly



Step 1. Recognize issues

We identified a variety of problems around us caused by a lack of communication between teenagers and the elderly.

» [Let's think about how young and old people in Tongyeong can understand and sympathize with each other](#)



Step 2. Explore issues

● Survey of Senior Welfare Policy

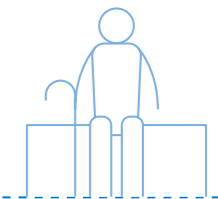
We investigated the welfare policies for the elderly of Tongyeong.

● Interview with Youth Volunteer Service Club

We learned about what we need to know when conducting volunteer work for the elderly through an interview with "Revolution," a youth volunteer service club for the elderly.

● Volunteer Service

We visited the Haesong Old People's Home and did volunteer work.



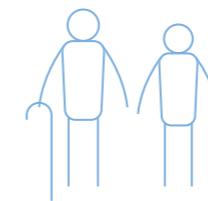
Step 3. Visit domestic advanced places

1 Visit to Happy Senior Center

We experience a welfare program to sympathize with the hardships of the elderly and form a bond between teenagers and old people. In order to give shape to the planned exhibition, a follow-up activity, we visited the Happy Senior Center's senior-friendly products exhibition and asked for advice on hosting programs for senior citizens and exhibitions for youths.

2 Visit to Jung-gu Welfare Center for the Elderly

We toured the Welfare Center for the Elderly in Jung-gu, Busan which is implementing various welfare programs for senior citizens. We watched the cultural life improvement program for the elderly conducted by talent donation of the culture and arts club "Ddasum" and looked for ways to incorporate it into our follow-up activities.



Busan Happy Senior Program



BTW Hanmadang



Step 4. Visit overseas advanced places

1 Visit to Ageless Center

We visited the Ageless Center, Japan's largest welfare exhibition for senior citizens. By comparing with the Happy Senior Center, we looked at the differences in welfare products and experience methods between Korea and Japan. We learned about "Long-term Care Insurance," which allows the elderly to use expensive welfare products at a cheap price, and thought it would be good to apply it to Korea.

2 Participation in Koyama Gongminkwan Festival

We saw that the youth and the elderly discussed about local issues together at the Gongmingwan ESD festival. We asked Japanese teenagers about the differences between the recognition on the elderly and realized that we can apply various methods such as hands-on learning and lectures in addition to volunteer work to get closer to the elderly.



BTW Hanmadang

3 Tour of Okayama City Hall

We toured Okayama City Hall to explore the Okayama's generation integration policy and its status. Through interviews with Okayama City Hall officials, we learned about the program that reduces the generation gap through continuous and semi-forced meetings between the younger and older generations. We were impressed that Japanese children naturally respect the elderly as "a good teacher who knows everything."

4 Exchange with Korakukan High School Students & Lakkan Lunch Restaurant

We participated in the activity of the "Lakkan Lunch Restaurant" which aims to invite senior citizens to the school and have lunch together, and witnessed the process that the elderly and students got close to each other. By listening to the reasons and results of the program through interviews and surveys, we wanted to provide a place where students and senior citizens meet and talk before doing follow-up activities.



Okayama City Hall

Final Result Report



Step 5. Apply solutions

Meeting the elderly

We met with the elderly who directed traffic in front of the school and talked about the problem of lack of communication.

Establishing a natural place to communicate with the elderly

Just as Japanese teenagers communicate with the elderly through programs since childhood, we had a plan to establish a venue for continuous communication between the elderly, kindergarteners and teenagers.

Providing love postal service

Through the BTW Hanmadang booth activity, participants wrote letters to their grandparents.

Through this tour, I realized that it was important for all generations to hold hands together and take a step forward. In fact, I participated in this program for good school records at first, but now Bridge To the World is one of the most precious memories of my life.

- Greet, Kim Min-sung



Result Report



Domestic Tour



Group Photo

Bridge to the World 2018



Orientation



BTW Hanmadang



Overseas Tour



Bracelet Making

Bridge to the World 2019

A Bridge to a Sustainable World

Youth-led project of Education for sustainable development

Dream Finding Project 2019 Bridge To the World



2019 Bridge To the World was a 'dream finding project' about what kind of life and vision to pursue. In the middle of 2019, the top 20 desired jobs among high school students included teachers, doctors, police officers, nurses, athletes, beauty designers, and government officials. Will we happy if we enter a good university and a good company, and get a good job?

The 2019 BTW participants thought about what kind of persons they will be and what influence they will have, rather than how to get a decent job.

탐방지	팀명	주제
Cheonan, Korea	Catch Dream ①	How to make abandoned animals in Tongyeong live happily?
Jinju, Korea	Garam ②	How to reduce roadkill in Tongyeong?
Seoul, Korea / Sydney, Australia	HP7 ③	How to create a barrier-free city of Tongyeong?
Seoul, Korea / Jakarta, Indonesia	Sandwich ④	How to reduce disposable plastics in Tongyeong?
Daeju, Korea / Penang, Malaysia	Ariari ⑤	How to promote Yun Isang to Tongyeong youths?

① How to make abandoned animals in Tongyeong live happily?

Area Cheonan, Korea
 Team Name Catch Dream
 Team Member Jang Seo-woo, Nam Yeon-ju, Lee Na-rin, Park Jin-sol, Chun Ji-min
 Research Field Animal welfare



Step 1. Recognize issues

We focused on the problem of abandoned animals, and wanted to make them interact with people, and overcome the prejudice that the abandoned animals are dirty and alert.

» [Let's think about how to make Tongyeong's abandoned animals happy.](#)



Step 2. Explore issues

- **Survey**
We conducted a survey on the awareness of abandoned animals among Tongyeong citizens. Many people felt pity for abandoned animals.
- **Advance Learning**
We learned about the reality of animal welfare through documentaries, newspaper articles, and SNSs.



Step 3. Visit domestic advanced places

- ① **Volunteer Work at "For Happiness" in Cheonan**
We visited the "For Happiness" in Cheonan, an abandoned dog shelter, and participated in volunteer work to take care of abandoned dogs. Through interviews with other volunteers, we were able to recognize the unique voluntary service system of the facility with non-regular volunteers and regular volunteers.



Step 4. Apply solutions

Collecting and donating blankets

We collected and donated the blankets for the warm winter of the pets in the shelter. We thought and practiced what activities teenagers can participate in easily.



② How to reduce roadkill in Tongyeong?

Area Jinju, Korea
 Team Name Garam
 Team Member Choi Da-nyeong, Choi Da-bin, Jung Seung-hyuk, Jung Tae-hyun, Choi Jin-hee, Park Da-eun
 Research Field Animal life



Step 1. Recognize issues

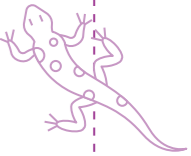
We found a lot of roadkill on the roads around us.

» [Let's think about how to reduce roadkill in Tongyeong.](#)



Step 2. Explore issues

- **Pre-survey**
We searched where to particularly reduce roadkill in Tongyeong.
- **Topic Selection**
We had to decide a topic between amphibian roadkill or wildlife roadkill. We also had to select animals to focus on.



Step 3. Visit domestic advanced places

- ① **Visit to Gyeongnam Wildlife Center**
We visited the Gyeongnam Wildlife Center and interviewed roadkill experts to find out the characteristics of the scarified animals and how to do when we saw those animals. Through the visit, we could create basic data for follow-up activities.



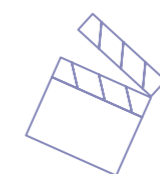
Step 4. Apply solutions

Conducting training to inform of roadkill

We taught elementary school students what roadkill is and how to do when they see roadkill.

Making UCC

We made the UCC related to roadkill and distributed it to many people to arouse attention.



3 How to create a barrier-free city of Tongyeong?

Area Seoul, Korea / Sydney, Australia
 Team Name HP7
 Team Member Ko Eun-seo, Yoo Jin-young, Han Sang-hyun, Kim Min-joon, Kim Ji-hyun, Jung Woo-jin, Lee Dong-geun
 Research Field Barrier-free tourist city Tongyeong for all



Step 1. Recognize issues

After learning that it is difficult for the disabled to make a trip even once a year, we thought that Tongyeong, a famous tourist site, should be a barrier-free city for the disabled.

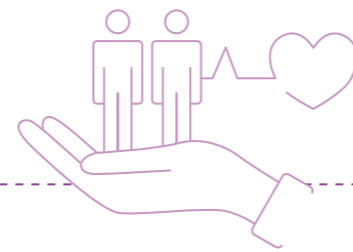
» [How can the physically disabled also tour Tongyeong tourist attractions smoothly? Let's make barrier free tour courses.](#)



Step 2. Explore issues

● Selection of a Barrier Free Tourist Sites

Prior to the domestic tour, we selected tourist attractions based on the research of restaurants, and accommodations to determine if they were accessible to the disabled.



Step 4. Visit overseas advanced places

1 Visit to Maroubra Beach

We toured Maroubra Beach to determine what is better than Tongyeong's Suryukteo. There were wheelchairs on the beach so that people with disabilities can enjoy the site.

2 Visit to RCE Greater Western Sydney

We introduced each other with the officials of RCE Greater Western Sydney and explained our team's theme.

3 Tour of Secret Garden

We looked around the Secret Garden where the disabled, the non-disabled and nature are in harmony. The Garden is performing a gardening program for people with intellectual disabilities. The sales of plants grown there were donated to disabled organizations. So we thought about a donation system that students can participate in.

4 Interview with Disabled Student Service Manager

We interviewed a manager who works at the disabled student service department at Western Sydney University. We learned about Sydney's policies and facilities for the handicapped, and the service of the University for disabled members from the manager who had been in charge of disability-related affairs in the government.

5 Interview with Jonathon Allen

During an interview with Mr. Allen, a designer who makes facilities and assist devices for the disabled, we learned about various types of public facilities for them. After learning that we could get ideas for facilities through a student contest, we took a hint for follow-up activities to hold a contest for assist devices for the disabled in Tongyeong.



Step 5. Apply solutions

Planning barrier free tourism courses after a meeting with an expert

After investigating the facilities of Tongyeong's tourist attractions, we found improvements and held meetings with officials from the city hall's disabled, tourism and architecture departments. Based on this, we obtained more information through meetings with city councilman Kim Hye-kyung and members from the Association for the Disabled with Spinal Cord Injury to create barrier-free tourism courses.



Step 3. Visit domestic advanced places

1 Interview with Director of RIDRIK

(Research Institute of the Differently Abled Person's Rights in Korea)

We had an interview with the director of RIDRIK, and could hear more about the current status of facilities for the disabled in Korea and why the disabled are having a hard time touring.

2 Visit to Seoul Museum

We visited the Seoul Museum, famous for its well-equipped facilities for the disabled, to find out what the museums in Tongyeong can improve.

6 Visit to Sydney Zoo

We toured the Sydney Zoo in a rented wheelchair. We were amazed that the many facilities were accessible without any inconvenience even in a wheelchair.

7 Tour of Art Gallery of New South Wales

Comparing the Tongyeong's Museum of Art with the Art Gallery of New South Wales, we examined the improvements for Tongyeong's museum, which has poor facilities for the disabled.

8 Visit to Circular Quay

Comparing Tongyeong's ships with Sydney's ferries, we examined improvements for Tongyeong's ships. We saw a portable slope was installed for a disabled man in a wheelchair got off the ferry

9 Tour of SCIA (Spinal Cord Injury Association)

SCIA is an organization in Australia that helps disabled people's lives in various aspects, including rehabilitation, medical support and employment support. We studied its representative programs and results and conducted a team interview.

Creating a low-floor bus timetable

A low-floor bus timetable was created to enhance the utilization of city buses for the disabled.

Opening a school club

We opened a school club and carried out activities to improve awareness.



RIDRIK



BTW Hanmadang



BTW Hanmadang



Sydney Zoo



SCIA

I was proud to make an overseas trip without my parents, and I learned a lot by doing activities and meeting many people. Through this tour, I made up my mind that I would contribute to achieving the world where all the disabled and non-disabled people in Korea are equalized. - HP7, Kim Ji-hyun

4 How to reduce disposable plastics in Tongyeong?

Area Seoul, Korea / Jakarta, Indonesia
 Team Name Sandwich
 Team Member Ku Kyung-min, Song Yoo-kyung
 Research Field Reducing the use of plastics



Step 1. Recognize issues

We found that tones of disposable plastics were dumped from Tongyeong, and especially cafes used a lot of plastics.

» [How can we reduce the use of disposable plastics in Tongyeong?](#)



Step 2. Explore issues

- **Operation of Eco-Friendly Straw Promotion Booth**
 At an event where many citizens gathered, we ran a booth to inform the environmental pollution caused by the use of plastic straws and promote eco-friendly straws.
- **Distribution of Stickers for Using Eco-Friendly Straws to Cafes**
 We checked cafes that use eco-friendly straws and distributed stickers.
- **Operation of SNS**
 We introduced a cafe that tries to reduce the use of plastics in Tongyeong through SNS.



Step 4. Visit overseas advanced places

- 1 Meeting with DCA (Diver Clean Action)**
 We met DCA (Diver Clean Action) and exchanged greetings.
- 2 Garbage Picking on Pramuka Air Island**
 We picked up garbage with DCA on the Air Island. By sorting and recording the trash carried to the seashore, we found that many of them were from different countries.
- 3 Visit to Waste Bank**
 We visited the Waste Bank that pays according to the weight of recyclable items.
- 4 Tour of 133 Junior High School**
 We visited 133 junior high school, which is conducting a project to reduce disposable plastic packages at the school cafeteria. We thought that we could apply the project to our school cafeteria.
- 5 Trekking in Ciliwung River**
 We went trekking in the Ciliwung River contaminated with various clothes and plastic waste. We felt the seriousness of the garbage problem by looking closely at the condition of the river, and learned how the Indonesian government was making efforts to resolve that issue.
- 6 Visit to Bantar Gebang**
 We visited a state-run landfill, Bantar Gebang. After witnessing that garbage were collected and gathered from all over Indonesia, we felt how serious the garbage problem is.



Step 5. Apply solutions

Eradicating the use of plastic straws

We persuaded some of the cafes in Tongyeong not to use plastic straws.

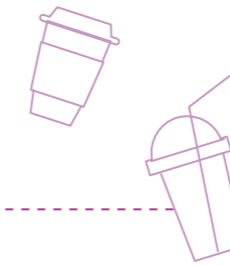
Creating big data for Tongyeong marine waste

We created big data on marine waste found on the coast of Tongyeong to ways to effectively reduce marine waste.



Step 3. Visit domestic advanced places

- 1 Meeting with Saessak**
 We met with an environmental club "Saessak" which aims not to use plastics and listened to their experiences and asked for advice on our topic. We got the idea of follow-up activities by listening to various ways to encourage the use of eco-friendly straws.
- 2 Visit to Bottle Factory**
 We visited Bottle Factory, a cafe that doesn't actually use plastics, to check that can be applied in cafes in Tongyeong. We learned that the differentiation strategy of "Eco-friendly Cafe" can be a marketing tool.
- 3 Interview at Tong-gam**
 We met with an official of Tong-gam who conducted the "Straw Revolution," a campaign to reduce the use of plastic straws, and thought about ways to increase the use of eco-friendly straws. We were able to plan how to distribute them to cafes in Tongyeong.



- 7 Tour of Waste4change**
 We toured Waste 4change, a private social enterprise that collects waste only from households or offices that apply for waste exchange services. We visited the work site, listened to the explanation, and explored the facilities.
- 8 Interview with KFC Marketing Manager**
 We had an interview with the KFC marketing manager who participated in the DCA project "#nostrawmovement" about a campaign to reduce plastic use. The KFC, in cooperation with the DCA, is making various efforts for marine waste by holding fairs and campaigns under the theme of "Ocean Full of Trash Not Fish" and displaying marine waste-related videos produced by the DCA at stores. We could hear various campaign ideas, and thought it is amazing that the big company takes action to reduce plastic use.
- 9 Tour of Plastic Waste Exhibition (LAUT ATA)**
 We viewed the exhibition displayed artworks with plastic garbage in the shopping mall. We learned that making artworks made with waste can be a method to alert the seriousness of environmental problems.



Implementing education on plastic problem awareness in schools

We provided education to students to inform them of the seriousness of plastic problems.



5 How to promote Yun Isang to Tongyeong youths?

Area Daegu, Korea / Penang, Malaysia
 Team Name Ariari
 Team Member Jung Ye-eun, Park Da-eun, Heo Kyu-ho, Yoon Jung-hyun
 Research Field Local culture



Step 1. Recognize issues

We felt sorry that young people in Tongyeong were not aware of the UNESCO heritage of our city. In particular, young people were less aware of Yun Isang, a new musician from Tongyeong.

» [How to promote Yun Isang to Tongyeong youths?](#)



Step 2. Explore issues

- **Visit to Yun Isang Memorial Hall & International Concert Hall**
 We visited Yun Isang Memorial Hall and interviewed an expert. We could get a lot of information about the musician.



Step 3. Visit domestic advanced places

- 1 **Survey on Kim Kwang-seok Street in Daegu**
 We visited Daegu, another city of music, and went to Kim Kwang-seok Street. We asked visitors about what they felt and what they learned after visiting the Kim Kwang-seok Street, and explained our team's theme and received various feedbacks. Based on this activity, we got ideas about follow-up activities.

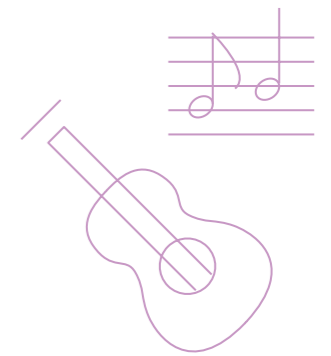


Step 4. Visit overseas advanced places

- 1 **Visit to RCE Penang & USM Museum**
 We visited RCE Penang to learn its activities, and went to the museum of USM, which is working with RCE Penang.
- 2 **Participation in Naslina Cooking Class**
 We attended the Naslina Cooking Class to learn and taste traditional food of Penang. A cooking class seemed easy to spread regionality in that it is an easy and fun way to learn traditional food. We thought it would be good to add a menu with Tongyeong's local food to the cafe in the memorial hall.
- 3 **Peranakan Mention**
 We visited the Peranakan] Mention in which cultures of China and Penang are well mixed. We thought it would be good to promote Tongyeong's musical value by making various and beautiful souvenirs that attract public attention.



- 4 **Interview with ARTs-ED**
 We interviewed with ARTs-ED, which is promoting culture by creating various programs with students. We learned how to work with the students and what activities they were doing to promote culture. By talking with the students about our team's topics and goals, we realized that we should do activities during a period of time when there are not many school classes so that students can focus on the program. We decided to use the free semester system to promote culture.
- 5 **Visit to Tropical Spicy Garden**
 We visited the Tropical Spicy Garden to learn about Penang's nature, animals and spices. After seeing the unique souvenirs sold only there, we wanted to make souvenirs for Yun Isang Memorial Hall.



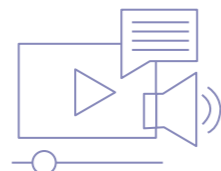
Step 5. Apply solutions

Planning Yoon Isang Golden Bell

We made and performed a golden bell question about musician Yoon Isang.

Making Yun Isang Tour Road

We created a tour program about Yoon Isang and organized activities to promote Tongyeong's musical value through SNS.



Bridge to the World

Review of
<Bridge To the World>

A Bridge to a Sustainable World

Youth-led project of Education for sustainable development

Review of <Bridge To the World>

“I got to know what I like to do”

Participant of 11th Bridge To the World /
Tongyeong Girls' High School **PARK, Se Eun**



In 2018, I did activities to resolve conflicts between teenagers and the elderly and to promote harmony among generations as a member of team Greet. The survey showed that conflicts between young people and the elderly often occur in public places such as bus stops, and we produced and sold a badge written in “Harmony” to improve their awareness. We also produced card news on SNSs and provided information on International Day for the Elderly on Oct.2. At the Busan Happy Senior Center, we indirectly experienced the physical and mental discomfort of the elderly, and held a similar experience exhibition at the Tongyeong High School and BTW Hanmadang. We visited Korakukan High School in Japan as an overseas tour and attended a meal event with the village elders. In an interview with Japanese students, we asked about the origin of the event and methods to maintain close relationships with the elderly in the region, and shared Korean cases.

While working as a team, we faced many difficulties, and learned a lot in the course of solving the problems together. I was able to pay attention to opinions of the others who had different ideas and I could realize my role in the team. The most impressive activity was the interview with the members of the

photography club at the Senior Welfare Center in Jung-gu, Busan. The elderly very welcomed us, and I regretted not having had even a casual talk with elderly people. I felt sorry that small conflicts between different generations caused by misconceptions have made it difficult to understand each other over time. In addition, I realized that it requires a lot of efforts to develop into a truly sustainable city in this aging society.

The program made me realize that the world is connected. And by thinking about what I have to do as a citizen of Tongyeong, as a Korean, and as a citizen of the world, and by considering what the most important social problems, I got to know what I like to do. Currently, I'm studying hard at school and continuing to explore my career! Through the Bridge To the World, I naturally became interested in sustainable development goals and UNESCO. And the RCEs gave me a valuable opportunity to participate in UNESCO symposiums and international ESD forums. Now I am constantly making efforts to become a future educator. I want to become an international organization expert with continued challenges and actions so that people around the world can realize SDGs.

“Bridge To the World is a shining light for me”

Participant of 6th and 10th BTW &
Coordinator of 11th BTW
Department of Korean Language and
Literature, Gyeongsang National University

LEE, Woo Jin



As a Tongyeong resident, I could participate in the program and have many sparkling moments in my life.

When I was a sophomore who felt bored with my college life, a sudden phone call brought me to the 2nd International Youth Camp. Half worried and half excited, I filled out the application form by looking back on the memories of 2013, when I was a 6th participant. The 2nd International Youth Camp was held with four pre-sessions and the camp. During the pre-sessions, I understood the goals of sustainable development and thought about what to study at the camp.

In the middle of summer, the camp began by welcoming participants from abroad with a welcome placard in front of the intercity bus terminal. During the camp, I discussed about water, energy, food and marine waste with diverse participants from 13 countries and faced the environmental and human rights issues that cannot be learned from textbooks.

The participants also enjoyed the beautiful scenery of Tongyeong and learned the best practices for a sustainable future. On the last day of the camp, we read a youth declaration outlining what we learned and promised to do our best for a sustainable future at our given position. During the 14-day period, I had unforgettable moments with the participants of different cultures with the attitude of considering, learning, and sharing. The following year, I became a coordinator for helping juniors as a senior participant. I helped participants select a team's topic under the theme of 'Everyone Live as a Happy Global Citizen,' and guided their activities on domestic and overseas tours.

The teenagers of my team selected upcycling to reduce clothing waste, promote youth multicultural sensitivity, and promote fair trade among young people in Tongyeong. They could grow during the year by planning and practicing activities that they could do on their own based on the experiences in Seoul, Anyang and Germany. I was also very inspired by their efforts to find and solve problems at home, at school, and in the community.

Making a change with small efforts & Feeling sorry

Through the camp, I learned that a sustainable future is that everyone is happy and the future should begin with changes in individual perceptions and actions. And I started to cherish and love Tongyeong, where I was born and raised. Based on what I realized, and I wanted to take action to make small changes in the region. So I participated in various international development cooperation programs to practice and share what I had learned. However, I felt very sorry that most of the activities that university students could participate in were being carried out in Seoul and the metropolitan area. There were many students in my university who wanted to express their thoughts in various fields. But all of them have to go to other areas to do activities. Everyone should get the same opportunity, and everyone should work for a sustainable future, but ironically, it was frustrating that most of activities were held in Seoul. And by guiding the teenagers during the work as the 11th coordinator, I thought I should try to solve this myself.

Dreaming in the region

Currently, I am studying Korean literature and cultural contents in university. Because I thought a change of perception is essential for a sustainable future, I wanted to plan related contents or programs. Since I felt that the region lacks activities for a sustainable future that I could participate in, I have been consistently seeking and experiencing programs, and gathering people to make programs together. As part of these activities, I have written articles on environmental, human rights, and social issues as a chief editor of an English magazine in the university, provided education on sustainable development goals for teenagers, and volunteered for night schools for middle-aged students. Furthermore, I made a club for university students who want to implement sustainable development goals in their daily lives. Together with Hamjine, a civic group in Jinju, we organized an event to make Namgang River clean and conducted a plastic free campaign for anyone on campus. In the course of these activities, I became eager to create an environment where local young people and teenagers could have a lot of opportunities to express their thoughts and engage in many activities.

For making everyone can live happily

These experiences made me dream of a world of coexistence. I believe that a sustainable future where everyone can live happily can be achieved and enjoyed by endeavor of all of us. To this end, I want to use my abilities to promote the potential and value of our region and make efforts to attract people to the region. And in the midst of the regional development, I will create an environment where anyone can get new educational opportunities and move toward a sustainable future. I hope that this step will be a base for a better future for everyone to live happily together.

“Youth can change
the society”

Participant of 9th and 10th BTW
Mechanical Engineering Department,
Changwon University

JUNG, Woo Min



I participated in Bridge To the World in 2016 and did activities under the theme of sustainable tourism. We visited major tourist attractions and conducted surveys to understand the reality of tourism in Tongyeong. As a result, we found that only a few key tourist attractions were visited. In other words, we thought it would be hard for Tongyeong to be a sustainable tourist city.

At first, we planned to promote other tourist attractions in Tongyeong with advertising on cup holders. So we visited a company, art museums, and cafes that advertise through cup holders in Seoul. However, through interviews, we got new ideas. We decided to create events and programs that highlight the characteristics of tourist attractions. We met with the director of the Jeon Hyuck-lim Museum of Art, explained about our team's plans and got a positive response. With the help of the director, we prepared a program that appreciates and colors artist Jeon Hyuck-lim works at the museum. Among those who participated in the program, the person who made the best artwork was presented with a cup containing the paintings of Jeon Hyuck-lim.

At the Museum of Goa in India, we could feel relaxed while talking with the director and curator, watching and experiencing the program as we could sit on the floor and enjoy the artwork without any restrictions. And I could see paintings and works in the yard with the nature. There are no museums of this type in Korea. In other words, we have to be polite and quiet, rather than enjoying the place.

I was touched by the words of the director of Museum of Goa, “The museum should be a place where all can relax and take a rest,” and I hoped that Jeon Hyuck-lim Museum could be such place.

We went to Seoul for s the cup holder advertisement project that I had planned first. But, the schedule had to be changed due to the cancellation of the interview. But we didn't give up on this and quickly contacted other places to get an interview. And that was a blessing in disguise. The new choice gave us the idea of long-term programs and events that everyone could enjoy. Through this, I realized that I should not give up and be discouraged even if my plan goes wrong. The results we could achieve together through various activities and experiences to create the program gave me the lesson that I can do anything with passion and will.

Through the Bridge To the World, I was not only able to do activities that were not easily done, but also activities that they wanted to do for society. And we showed that teenagers can change society. So for me, the RCE club was a breakthrough and a bridge. I applied the project to the school club, had meetings, worked with more other friends, gained various experiences, and moved on to the bigger world. This made me gain confidence and changed my life.

“Challenge and Experience!”

Participant of 7th BTW
Department of English Literature,
Sookmyung Women's University

JI, Hye Won



It was six years ago when I participated in Bridge To the World as a high school student, and now I am about to graduate from college. The theme of the 2014 Bridge To the World was ‘Sustainable food and clothing, shelter’ and I and my team members wanted to explore sustainable food. So we proceeded with our project under the theme of “How to incorporate agriculture into students' daily lives?” And in eight months, we could get a lot out of the process of finding and implementing solutions by exploring and analyzing a lot of data, writing dozens of pages of reports, introducing our projects to people of various professions and ages, asking for help in things we can't do with our own as high school students, asking ourselves and thinking about our projects. After trying hard, we were selected as an overseas tour group and I was able to communicate with foreign institutions, foreign officials, and have a new experience that I had never experienced before. I learned and felt a lot during the activity, but the one of the greatest lessons is ‘doing by myself.’ Bridge To the World allows students to do everything from problem search to solution practice. So I could do things that I thought I couldn't do by myself, and develop the power to do something by myself. In addition, I was able to not only develop a sense of responsibility, but also have self-esteem.

The next lesson was the ‘spirit of challenge.’ I completed the program and went on an overseas tour, but not all the processes went smoothly. There were so many moments of frustrations and disappointments when things didn't go as I intended. But every time, I didn't give up and tried and challenged again. And finally, when I achieved my goal, I had the courage to do anything and the confidence that there was nothing I couldn't do.

Lastly, what I learned through the program was ‘communication and cooperation.’ Communication and cooperation with team members are really important for the Bridge To the World. I was able to meet good team members and work together for seven months without much trouble, but I think this could be possible thanks to the efforts of all five of us. Our team did not hesitate to communicate with each other not only at meetings, but also at any other time, so we were able to build mutual consideration, respect, and trust during the activities. And since we tried to “together” anything, we could overcome any difficulties. Without talks and collaboration with the team members, all the achievements made through the program would not have been possible.

If someone asks me about the BTW, I'll say it was a series of challenges, efforts, and achievements. Since the Bridge To the World, I have kept challenging myself. That experience was the turning point of my life and made me have the motto ‘Challenge and experience.’ After gaining confidence and courage to do anything, I went to college and became a representative of the overseas volunteer group, planning all schedules and programs, and participating in the UNESCO program with interest in sustainable development education. And I went on a 50-day trip to South America with a backpack as big as my body, explored the Amazon jungle, and experienced the great nature of Machu Picchu and the salt desert of Salar de Uyuni. Now I am preparing for an exchange student in Europe and a trip to Africa in the coming semester. As I have been doing since I participated in the Bridge To the World, I will continue to dream and challenge endlessly. Just as I live passionately, I hope that many students in Tongyeong can experience the wider world with the BTW and fill their lives with things that they can really want and be happy.

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RCE Hyogo-Kobe	RCE Iskandar	RCE Inje
RCE Okayama	RCE Goa	
RCE Bogor	DCA (Diver Clean Action) Jakarta	

Coordinators

- 2014** Kang Doo-soon, Gong Sun-jong, Kim Hyun-woo, No Il-hwan, Ryu Ji-hye, Park Si-nae, Baek Hye-sook, Seo In-seok, Son Ho-jin, Won Ok-chul, Lee Eun-jung, Lee Jung-hwang, Im Do-heon, Cha Young-jin, Choi Yoon-jung, Ha Ki-chul, Hong Do-soon
- 2015** Kang Doo-soon, Kim Ga-young, Kim Yoon-yi, Kim Hye-won, Park Kyung-pil, Park Hye-bin, Baek Moon-sik, Oh Se-woong, Lee Da-in, Jeon Pyeong-woo, Jo Ara, Cho Hyun-ho, Ha Gi-cheol, Han Min-kyung, Hong Do-soon
- 2016** Kim Min-ji, Yoon Yeo-jin, Yoon Jong-bu, Jung Ga-young, Jung Jong-hoon
- 2018** Lee Woo-jin, Lee Ji-hoon, Jung Hae-chan
- 2019** Kim Mi-jin, Kim Yu-bin, Yoon Yeo-jin, Lee Woo-jin and Lee Jae-min

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Bridge To the World Staff

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Thank youths all over the world
who believe in change for a sustainable future.



Published on September, 2020 Published by Park Eun Kyung Planned by Seo Bo Myung
Designed by Ecological Environmental Design Center INNO (+82-55-265-7001)
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Youth-led project of Education
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This report is printed with soy ink.

