

My change  
makes the  
world change

The 2010  
RAINBOW  
Youth Global  
Citizen Project  
Report

UNESCO  
ASPrnet



# Prologue



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While Korea is growing into a multicultural and multiethnic society, the problems it faces are also getting more complex. Issues including climate change, food shortage, world poverty, and cultural conflicts are not limited within the country. As many issues are complexly entangled with each other and with other countries, our lives are greatly affected by this. Consequently, these phenomena will inevitably spur a big effect on the youth as well, in their very lives and the formation of values.

Because of this, it is crucial for our youth to develop their ability to respond to changes and challenges in order to develop their awareness and interest as members of society. To get there, they will have to make full use of their creative minds, thinking of their own ways in dealing with the problems around them. By going through this process, they will become prepared to guide the international community through ways that the older generation were not able to think of. It is for this reason that the Korean National Commission for UNESCO continuously supports the youth to explore the endless ways they can develop their citizenship. As part of this endeavour, the 'Rainbow Youth Global Citizen Project' has been designed to provide the youth with an opportunity to think about problems that threaten our society's sustainability and come up with original ways to deal with the issues. I am confident that the programme will develop as the new model of Education for Sustainable Development as it builds its foundation on the creativity of both the youth and teachers, calling for their joint action.

Over the past year, the participating ASPnet school students have conducted various studies and held field trips to better understand the topics of peace, human rights, cultural diversity, globalization, local culture, and economic justice. To apply their studies into practice, students also designed a variety of student-initiated projects and campaigns. Among those, some include looking for ways to promote the disappearing local culture of *Pansori: a genre of Korean traditional music* and Jeju-do's local culture, organizing local festivals and afterschool activity sessions through the joint action of migrant workers and multicultural families, holding campaigns to urge recycling and conserving energy, and preserving animals in danger of extinction. By taking part in these projects, students have achieved a stronger sense of awareness and activeness.

The very process of taking on a bigger responsibility while handling schoolwork and exams will indeed be a positive impact for the youth when they build up their future. Through the project, students will have reaffirmed their role in their local communities and experienced the rapid globalization and expanding cultural diversity firsthand. I am certain that these students have successfully proved their potential as the main actors for our society's sustainability.

In conclusion, I would like to extend my deepest gratitude to the ASPnet school teachers who have offered their invaluable efforts for the success of the project and the local coordinators of the various regional organizations who have given us their full cooperation for the programme.

# Being a Global Citizen Equals.....

A piggybank – The important thing is to keep *building up small initiatives for the bigger change.*  
–Seongheon, from Korean Minjok Leadership Academy

Action – Because there is no limit to our actions, as long as we have the desire for it.  
– Yerin, from Yonggang Middle School

A spider's web – It shows our connectedness as one, going beyond boundaries.  
–Seokpil, from Hanyang High School Attached To the College of Education, Hanyang University

The sea – Just like the vast and endless sea, our duty is to create harmony with a wide open heart.  
– Bada, from Yeongdo Middle School

A seed – A global citizen has endless potential for growth just like a seed. No seed is useless because they will all grow to form a large, beautiful garden.  
Jae-wan, from Taegu Foreign Language High School

Role Model – A global citizen should have an open mind and show interest in volunteering, culture, and also the issues beyond his country.  
– Hakju, from Seoul National University Elementary School

Recycling – Anybody can keep on using the ideas we have for a global citizen to create new ideas and projects.  
–Yunji, from Kyunghee Elementary School



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Education is without doubt an indispensable ingredient for society. For a society to sustain itself, it needs to understand the issues within itself, come up with ways to tackle the problems and take action for it. In this respect, the very approach of exploring the problems and developing methods to address these is better known as Education for Sustainable Development (ESD).

While UNESCO leads the promotion of ESD principles, the Korean National Commission for UNESCO (KNCU) and the UNESCO Associated Schools Project Network (ASPNet) are also playing their roles locally in Korea. As part of the effort, KNCU and ASPnet held the first Rainbow Youth Global Citizen Project in 2010. The project was started with the belief that the problems we face today are not somebody else's, but also ours.

The Rainbow project is a different approach to education that motivates students to look for ways they can contribute to dealing with the community's challenges. By formulating their own methods to deal with the problems around them, students are given the opportunity to better understand the relationship between issues around them and the larger ideas including peace, human rights, cultural diversity, environment, globalization, local culture and economic justice.

More importantly, the programme instills a more important value to students. Students realize the importance of partnership. This is achieved through various joint movements with others including friends, teachers, parents, and even strangers.

The aim of the project is to inspire students and APSnet schools to explore and take initiatives that may look small now but can bring a larger change towards sustainability, making their small actions the foundation for sustainable development.

In the simplest terms, the Rainbow Youth Global Citizen Project aims to motivate students to realize that they are also a vital part of the larger approach to attain sustainability with their own ways.

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# The Rainbow Youth Global Citizen Project

## Introduction

**T**he Rainbow Youth Global Citizen Project is a yearlong programme that supports a group of highly motivated students who seek and plan their own ways of dealing with the issues their society is facing. The project starts by helping students evaluate their awareness and interest in the issues around them. Afterwards, they get to decide on one specific issue they wish to explore deeper.

Unlike other programmes, the biggest differential factor of the Rainbow Project is that students can create the project and campaigns they want – including the decision of an issue for the actual campaign.

In 2010, KNCU supported 34 projects were planned by students ranging from primary to high school all over Korea.

The project does not stop in just providing students the opportunity to carry out their own projects. Students are also given the chance to broaden their perceptions of the issues by acting together with fellow students in the country.

In addition, students gather in the middle of the project to share how their projects have progressed and to act in a larger group. Towards the end of the programme, they gather once again for the Youth Global Citizen Forum to evaluate, share and discuss the outcomes of their projects, also exploring the feasibility of applying them to other communities. In addition, students synthesize all their ideas into one by adopting the Declaration on Youth Global Citizen.



Students then relate their issue to one of the seven larger areas of peace, human rights, cultural diversity, the environment, globalization, local culture, and economic justice. Afterwards, they plan projects that can contribute to improving the current situation of their issue.

**As the name rainbow suggests, students build partnerships with friends, connecting themselves to one another, thus building a common framework for cooperation that resembles a large but united rainbow.**

...The seven colours of the rainbow symbolize the various issues students delved deeper in. As part of the process, they came up with their own definitions of each issue, drawing their own logos.

# The Seven Colours of the Rainbow



**Peace**

Peace can be achieved with an open heart and mind, listening to others and showing them consideration.




**Human Rights**

Human Rights means the will to recognize and accept differences among people, not discriminate anyone based on differences, and to cooperate for improvements.




**Cultural Diversity**

Embracing our **cultural diversity** signifies our understanding and accepting the differences by heart, as we are also part of the diversity.




**Environment**

We are responsible for the **environmental** problems we face today. Thus, it is important that we keep our eyes wide open and show our continuous interest.





**Globalization**

Globalization symbolizes the process of building harmony by listening and gathering the various colors among us into one, just like a rainbow.





**Local Culture**

The emblem of the **local culture** illustrates our traditional colors and our nutritious food, signifying the pride we ought to have towards ourselves.




**Economic Justice**

**Economic Justice** means consuming products according to the price it deserves, and making sure wealth is distributed fairly for a humane life for everyone.



# The yearlong process of the **Rainbow** Project



## 1. Mapping out ideas (March – April 2010)

Students start by looking for issues they find interesting around their communities. After deciding on an issue, they try to delve deeper by searching for its relationship with the ideas of peace, human rights, cultural diversity, environment, globalization, local culture, and economic justice. Along the way, students not only get to voice out their ideas but learn from other's perceptions on the same issue. They plan actions and campaigns they want to take in order to improve the situation.



## 2. Presentation of Ideas (May 2010)

Students and teachers gather to share what they have planned. While sharing their ideas with other friends from other parts of the country, they receive feedback on what others think about their plans. The presentation helps students reflect again on their awareness of the issues around them, their role in carrying out the project, the role other members of the community can take and the feasibility of their project.



## 3. Youth Global Citizen Trip (August 2010)

After about three to four months of carrying out their own projects, students get together once again for a three-day gathering to share how their projects have progressed so far. Their trip is not only to expand their horizons and look back on themselves but also to plan initiatives they want to take together on 18 September, the day of the global campaign to End Poverty By 2015. They look for roles they can take as students in the global movement.



#### 4. The Rainbow Global Youth Joint Action for the End Poverty By 2015 Campaign (18 September)

The MDG Summit was held on 20-22 September 2010 in order to evaluate the current achievements and discuss the remaining challenges until 2015. To raise awareness for the MDGs and join in the End Poverty by 2015 Campaign, students held various activities such as not leaving leftover food. On 18 September, students gathered in the city to make noise for the MDGs. Through their joint action, students realized once again that continuous awareness on the issue and taking small but achievable steps is the way for real sustainable change.



#### 5. The Rainbow Youth Global Citizen Declaration (November)

To synthesize what they have learned through their long journey, students gather to adopt the Rainbow Youth Global Citizen Declaration at the end of the project. The Declaration is a reminder of the actions they should take in order to stay active and keep playing their roles for a bigger change. The declaration is also an inspiration for others, motivating them to start with what they can do right now.

The final declaration for the 2010 Rainbow Youth Global Citizens has been distributed in March 2011 through the ASPnet schools across Korea.



### The Rainbow Youth Global Citizen Declaration is produced by:



# The Rainbow Youth Global Citizen Declaration

**[Question]** *Who among the four guys are qualified as youth global citizens?*

1. Changsu - "For a global citizen, the least you need is experience abroad for at least two years, studying a foreign language."
2. Seyoung-"Volunteer work abroad definitely!"
3. Siwon-"I was awarded First Prize for the 'Climate Change' essay contest."
4. Sunwoon-"I am making monthly donations to support a child in need."
5. Everyone.

**[Answer]** *Nobody.*

**F**or some time already, we have frequently used the term *global society*. We are connected with anyone, anywhere in the world through the technology of social networking service (SNS). We cheer European football teams, listen to songs from other parts of the world and fluently speak foreign languages. More simply, we now interact with the world beyond our regions as citizens of the *Global Village*.

However, we ask the question - do we really understand ourselves and our direction amid this wave of globalization?

There is no doubt that it is through our efforts we can make the desired changes. However, we believe the most important thing is our initiative, our determination to seek and deal with the problems around us.

In this respect, the Rainbow Youth Global Citizens, dedicated to raising our awareness towards society, even to the regions far from us, through the consensus achieved in the Rainbow Youth Global Assembly of 14 November 2010, have established our own declaration to promote the responsibility we ought to carry out:



Peace

## I. Peace

*The small seed of action I plant for peace today will grow into a forest for everyone tomorrow.*

1. Let us make the change within me first. Let's learn to step back, listen to others.
2. Let us say no to bullying and violence. Only dialogue can eliminate the tension between people, not force.



Human Rights

## II. Human Rights

*Human rights symbolizes the promise that recognises everyone as equal and that there are no superior or inferior persons.*

1. Let us understand and accept the cultural and social backgrounds of others. Appearance can never be the basis for judgment.
2. With the will to defend our most basic rights, let us be aware that we are also responsible for the discrimination of minorities around us.
3. Let us play our parts as youth through various campaigns in the hope to protect everyone's rights.



Cultural Diversity

### III. Cultural Diversity

*As I am part of the diversity, we are one together.*

1. Let us put the 1-2-3 Greeting Method in action:
  - (1) Step forward → (2) Make eye contact → (3) Smile.
2. Let us accept and embrace the differences I don't know and understand about others.



Environment

### IV. Environment

*Nature is our indispensable friend, and we live under a big harmony.*

1. Let us maintain our awareness of the environment through various medias such as news, books, and campaigns. Friends need constant care and love towards each other.
2. Let us make a habit of conserving the environment.

There is a limit to nature's ability to self-cleanse itself. Let us reduce the use of disposable products, recycle, use more public transportation, and try to refrain from using too much electricity and water.



Globalization

### V. Globalization

*Globalization is the process of uniting the different colours we have to create one brighter light.*

1. Let us show interest by looking for ways that can make everyone happy. As the world is becoming a larger global village, it is also our responsibility to be happy together.
2. Let us take action together. More important than plain action is action made together. Using various social networking service (SNS) around us, let us encourage our friends' participation in campaigns and other global programs.
3. Let us urge our schools and communities to create an atmosphere where everyone can enjoy the programmes together. Despite the increasing opportunities for our participation in the international field, the opportunity is not being distributed evenly.



Local Culture

### VI. Local cultures

*Showing interest and pride by actions*

1. Let us show interest in our local culture by discarding the bias that they are out-of-date.
2. Let us regain our sense of ownership by having respect and being proud of our local culture.
3. Let us enjoy local festivals and events, truly realizing the value of our local culture.



Economic Justice

### VII. Economic Justice

*Economic justice means making a fair and independent economic life based on conscience.*

1. Let us participate in making donations. A competition with different starting points is not a true competition. Let's lend our hands in creating equal opportunities for underprivileged people.
2. Let us make fair consumptions by purchasing products with the fair trade label using local stores and markets because selfish consumption can destroy our environment and society.
3. A lot of workers around us are still underpaid but exploited. Hence, let us show bigger awareness in economic justice and seek to raise our consciousness.
  - Let us delve deeper in economic justice and actively share opinions.
  - Let us make campaigns that deal with economic justice.

**T**hrough building a framework for common action, we are certain that we can bring the desired changes that can help the world change.

By putting together the seven different pieces of the Youth Global Citizen Declaration, we the youth, have become aware that the world and its issues have always been around us. And we have also understood by heart that our smallest actions and habits can flutter to the least unexpected parts of the world, making passion an important key to bringing change.

There are too many people around us who still do not believe in the power of small changes. Because of this, let us be the starting point, spreading the hopeful potential of action to people around.

Again, it is time for us to stop underestimating the size of our actions. And let's not take too lightly the meaning of these small changes and not lose the passion that only we, the youth, can carry.

Because it is up to us, the youth, to steer the world in the direction we desire.

**14 November, 2010,  
Delegates of the Rainbow Youth Global Citizen Declaration.**

## List of Participating Schools for the 2010 Rainbow Project

Kyunghee Elementary School The Attached Elementary School of Gongju National University of Education Seoul National University Elementary School Yangsan Elementary School	<i>Precious Initiatives for a Meaningful Change! Understanding the world through the eyes of the Baekje culture Building Together a Multicultural Society for Everyone Like a stream! Like a marsh! Like a Beacon Tower of a Forest Village!</i>
Yongyoun Elementary School	<i>Understanding Our Environment Through the 12 Sceneries of Eco City Ulsan</i>
Tongyong Inpyoung Elementary School	<i>Promoting Education for Sustainable Development through Creative Extracurricular Activities Cultivating Our Ecosystem Together</i>
Jeju Dong Elementary School The Middle School Affiliated with Gyeongsang National University Seoul National University Girls' Middle School Seoul National University Middle School Shinnam Middle School Yonggang Middle School Yeongdo Middle School Nonsan High School	<i>Learning to Recycle Waste Materials to Revive Our Neighbourhood You and I, at the Pivot of Change SNU Middle Schoolers' Actions as Global Citizens! Shinnameans Becoming Global Citizens The MFD (Meat Free Day) Project Embracing Cultural Diversity through the World of Books You + I = Us, Creating A Multicultural Society for All of Us</i>
Taegu Foreign Language High School Daedeok Middle School Daeseong High School	<i>The "Beyond the Rainbow" Project Together With Life, and Our Neighbours Education for Sustainable Development with Kkumteulee the Worm</i>
Daejeon Foreign Language High School Daejeon Jeonmin High School Deungchon High School Moonsan Girls' High School Korean Minjok Leadership Academy Paekun High School Sangdang High School Seoul National University High School Sookmyung Girls' High School	<i>To the World, To the Future The Green Energy Initiative Project RE (Rescue Environment)-play PEACE &amp; SCHOOLS in PAJU RED (Rights – Environment - Diversity) Paekuneans, Learning to Embrace Minorities The White Stork's Journey Across the Korean Peninsula Multicultural Education for the Next Generation</i>
Wonhwa Girl's High School	<i>The 2010 Girls of Sookmyung, Proudly Standing as Global Citizens! Developing a Model class for Education for Sustainable Development Through Multicultural Ecologies BE FRIENDS!</i>
Incheon International High School Chonbuk National University High School Jeonju Middle School Jeju Jeil High School Cheongmyeong High School	<i>The Hanul Rainbow Global Citizen Project Viva la Pansori! The Jeju Culture Reviving Project Towards A "Collage Society," a beautiful harmony of cultural diversity</i>
Chongju Foreign Studies High School Hanyang High School Attached To the College of Education, Hanyang University	<i>Managing Multicultural Classes in Cheongju City Us Becoming One</i>

# Sample Projects

*\*One each from Primary, Middle, and High School*

## ~Understanding the World through the eyes of the Baekje Culture~

Conducted by the Attached Elementary School of Gongju National University of Education, Gongju City

**U**nderstanding the world starts from understanding ourselves and our own culture. As residents of Gongju City, the former location for the Baekje Kingdom, the main objective of our project was to inspire our pupils to understand the world through understanding their local culture. A good starting point for this was the Baekje Cultural Festival, which was full of activities that could draw our pupils' attention.

Throughout the project, our pupils engaged in various activities such as tasting food, playing traditional games, visiting museums and participating in the local traditional festival. In addition, we explored deeper by organizing activities to motivate our pupils to learn about others as well. The biggest activity for this was the cultural-exchange program with the help of UNESCO. We invited foreigners to hold a class about their local culture. By learning about other cultures, our pupils were able to become more aware of what their local culture is and understand more about the diversity around them.

Overall, having fun with the local culture was a big help for our pupils in better understanding our local culture. Not only did this instill in the pupils the awareness and interest in their culture, but they also learned to learn about others. By understanding themselves and others around them, they made their first step in becoming a global citizen.



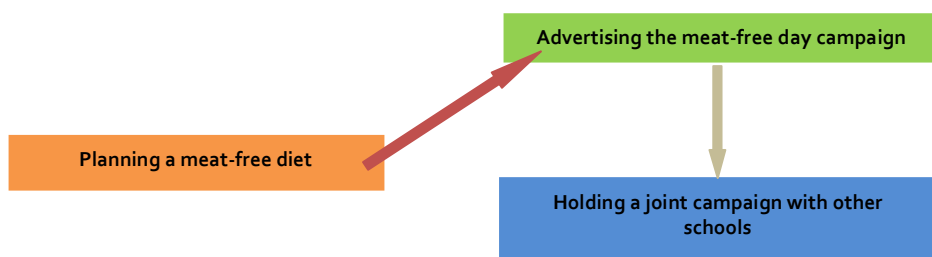
## ~ MFD (Meat-Free Day) ~

Conducted by Yonggang Middle School, Seoul City

**O**ur project started from our concern on the environmental problems raised by the mass production and consumption of meat. About 1 billion cows are raised for consumption. These cows produce methane gas, a truly harmful greenhouse gas 23 times stronger than carbon dioxide. As we are unaware of such outrageous facts, meat is still one of the most popular dishes among people.

To observe the effects of producing meat and its effects on people, we planned to hold a Meat-free Day on a regular basis. We started from once every month, increasing its frequency to as much as once every week.

The cycle of our project was:



In the end, we realized that even we could take part in solving the problems around us. By persuading people to join in our campaign, we felt that the young being unable to take action was just an excuse. Though still the first step, we hope our project has taken us a step closer to our ultimate goal of minimizing global warming. With the cooperation of the school nutritionist and administrators, we have confidence that our campaign can develop into a regular movement, eventually helping people become aware of the effects of meat production and consumption.

## ~PEACE & SCHOOLS IN PAJU~

Conducted by Munsan Girls' High School, Paju City

Paju City is actively implementing its plans to redesign itself as a sustainable city for development. Currently, it is holding various programmes related to the environment. However, as we believed sustainability does not come only from preserving the environment, we decided to search for other issues more intimately related to "people and society."

In order to achieve our goal, we focused on meeting and sharing insights with our neighbours. Hence, we created an exchange program linking ourselves with multicultural families – not only to children, but also to parents. We held Korean tutoring classes (especially for reading and grammar) for the children. As we wanted to offer more than this, we often helped our young friends with other subjects such as Mathematics. In addition to being an academic tutor, we also tried to become a mentor, a friend to our mentees, listening to what they have to say about anything.

We believe the biggest change we went through is in our attitude. We gained confidence that our own methods can be part of the bigger action. Our confidence helped us build a stronger sense of citizenship. The awareness and initiatives we gained not only stayed within ourselves but also spread to our



family and friends around us. In particular, more of our friends realized that citizenship can reach to farther places beyond its territorial boundaries. As a result, more friends got interested in local and international issues of cultural diversity, poverty and hunger and did not hesitate to take part in various campaigns. Simply put, the change we went through fluttered its wings all throughout our society.

