

Design for Hope

# WORLD HOPE PROJECT







## About Hope to the Future Association

**Hope to the Future Association (HFA)** is a non-profit organization registered under the Ministry of Foreign Affairs of the Republic of Korea. HFA has acquired the status of an associated NGO with the UN DPI in June 2014.

HFA is deeply committed to supporting youth around the world. Our core values lie in sustainable support, voluntary participation, international partnerships, and empowering youth. HFA runs various volunteer programs, sponsorship programs, and educational programs in hopes of bettering the life of the next generation.

As for volunteer programs, HFA selects a number of dedicated **volunteer clubs in middles school, high schools, and universities** on a regular basis and funds their activities.

As for sponsorship programs, our **“Shoes of Hope”** project supports children without shoes or foot protection by sending sneakers decorated with hopeful messages.

As for educational programs, HFA sponsors a program in partnership with WFUNA called **“Training at the UN: Korea.”** Taking place at the UN Headquarters in New York, USA or Geneva, Switzerland, **“Training at the UN: Korea”** is a week-long intensive educational program that promotes the effective participation of youth in the UN’s work. Under the guide of the UN experts and the actual UN employees, about 20 youth participants cover the topics like the general UN system, human rights, refugee issues, environment, climate change, and the sustainable development goals (SDGs).

In addition, HFA hosts **Global Leadership Excellence Challenge (GLEC)** every year from April to June with the sponsorship of the South Korean Ministry of Foreign Affairs and WFUNA. By addressing the topics related to the SDGs, nuclear non-proliferation, and disarmament, the GLEC participants not only get opportunities to test their foreign language skills, but also get opportunities to think in depth about significant global issues as the future generation of global leaders.



## What is World Hope Project?

### [ Project Duration ]

March 23rd, 2015 ~ May 20th, 2016 | 425 days

### [ Project Purpose ]

World Hope Project is a long-term project that youth of the Republic of Korea collaborate to deliver the message of hope to the world through painting.

The youth participants take charge of the entire process of the project. This includes outlining a project plan, designing and painting a piece, writing the description for their art work, and translating the explanation into English. Through this process, the participants learn how to work as a team and lead others to accomplish a common goal.

The main goal of World Hope Project is to train South Korean youth to be engaged global citizens. By working on the topics of environment, world peace, climate change, refugee issues, and human rights, the participants get opportunities to explore these topics and think about what actions they should take as a global citizen.

The completed art works of the participants are sent to be installed in third world countries, international organizations, and NGOs to deliver the message of hope for the better future and to inform the public about current global issues. World Hope Project 2015 of Hanlim Art and Design High School was exhibited at the UN headquarters in Geneva, Switzerland on August 5th, 2015.

Hope to the Future Association encourages more youth to join the project and spread hope and compassion throughout the world.







## **How It Works and What It Aims For**

- Conduct research on the Sustainable Development Goals (SDGs) and current global issues.
- Have a group discussion among peers, determine the themes of World Hope Project that students will work on, and set an agenda for the project.
- Work on the project based on the discussion, research and promotional campaigns that students have done.

## **The World Hope Project Activities**

1. Promote the World Hope Project
2. Work on the Project
  - Sketch Design Ideas related to the Discussion, Research and Campaigns
  - Collaborate on the Painting
  - Submit Work Reports on the Project
  - Select the Best Art Work and the Title
  - Produce an Explanation of the Art Work in Korean
  - Translate the Concept Description into English
3. Present a Final Report and Get Evaluated



## Installation Sites: Zambia, Tanzania, Zimbabwe, South Africa

### 1. Zambia - Chisomo, Siasina, Nyanzabili, and Sichilobe

#### A. Chisomo Hospital M.C.H. (Maternal Child Health) Center in Lusaka, Zambia

##### ➤ Introduction of the place

The Chisomo hospital was established in August 2010 to serve the local community, the hospital prioritizes children on the streets and orphans who do not receive proper medical care. Each Friday, mothers and their young children from the local community visit the center to receive various health-related services.

##### ➤ Anticipated benefits

The anticipated benefit of the installations is giving the hospital an overall more welcoming atmosphere; provoking children's curiosity and artistic creativity; alleviating their boredom while waiting; and inspiring their interest in outside cultures.

#### B. Community schools in Siasina, Nyanzabili, and Sichilobe Villages in Zambia

##### (1) Siasina Community School

With approx. 100 students, the school primarily consists of lower elementary grades (Kindergarten, 1st, 2nd, and 3rd grade) and is located in an area dominated by agricultural life.

##### (2) Nyanzabili Community School

The school, which has 280 students, consists of classes from kindergarten to fifth grade, and residents in the area are mostly jobless due to the rockiness of the soil, which makes the region unfit for agriculture.

##### (3) Sichilobe Community School

The school has 40 students who are in Kindergarten, first, or second grade, and the region is primarily formed of sandy lands. Most residents make their living through making souvenir crafts.

##### ➤ Anticipated benefits

All three areas in which the schools are located are rural regions (called the "Bush") away from major towns, and it is anticipated that the artworks will convey hopeful and optimistic messages for the residents there.

### 2. South Africa - Cape Town

#### A. Christian Life Style - A Children's Program School

#### B. Gospel House - Marriage School and Parents' Classes

##### ➤ Introduction of these places & Anticipated benefits

The center in Cape Town runs support programs for children, married couples, and parents. Children living in the local area do not receive proper education since parents cannot send their kids to school because of their addiction to alcohol and drugs. The anticipated benefit of the installations is to make the center a warmer, more hospitable place where children and parents can find educational and social support.

### 3. Zimbabwe - Harare

#### A. Rainham Future Centre

##### ➤ Introduction of this place & Anticipated benefits

The Rainham Future Centre is located in the West of Harare where numerous children cannot afford to attend school. The center assists children in need (orphans, children in poverty, and kids who come from single-parent families due to AIDS) through elementary scholarship programs, meal provision, afterschool classes, and school transportation services. The anticipated benefits of installations are to provide a sense of hope for children afflicted by difficult circumstances and to inspire them to seek brighter futures.

### 4. Tanzania - Lyamungu and Marawa Area in Moshi (A city in the Northern Tanzania, near the Mt. Kilimanjaro)

#### A. Lyamungu Kindergarden

Lyamungu Kindergarten was unable to run any classes this spring because high educational requirements were enforced for kindergarten teachers.

#### B. Lyamungu High School

Marawa Elementary School, which has about 300 students, is located where several families are suffering from AIDS and there is a lack of electricity. Currently there are no teachers due to the lack of budget.

#### C. Marawa Elementary School

Lyamungu High School is a selective institution where the best students from the country come to attend. Out of 900 students, 150 of them attend the AFF-sponsored Missionary Church.

#### D. Lyamungu Clinic

##### ➤ Anticipated Benefits

The installations are anticipated to make each of these schools a more inviting place for the students and thereby enhance attendance and learning outcomes.

For the installation site of art works in the following pages, please refer to the information above.



This installation project is coordinated by HFA  
in partnership with Africa Future Foundation.



## 1. Hanlim Art & Design High School



Founded in 1961, Hanlim Art & Design High School strives to educate its students through new initiatives and diverse experiences. Through five design curriculums- Design Business Management, Multi-Media Design, Public Applied Design, Fashion Design, and Beauty Design-the school fosters creativity and imagination in the new-media environment.

### Hand by Hand

Acrylic on Canvas / 2,300x1,710 (mm)

Expected Installation Site: Nyanzabili Community School, Zambia

The human race continues to cause immeasurable harm onto each other through violence. According to the report of WHO, violence causes about 1.9 million deaths worldwide each year. In this regard, the artists of "Hand by Hand" aim to raise awareness about the human tragedy caused by wars and conflicts by describing the concept of peace and conciliation.

A picture of two hands of different races clasped together represent international cooperation towards world peace and harmony, and the white dove in the middle symbolize world peace.



### Dreams Upon a Book

Acrylic on Canvas / 600x500 (mm)

Expected Installation Site: Rainham Future Centre, Zimbabwe

Nelson Mandela once said, "Education is the most powerful weapon which you can use to change the world." However, a study by the UNESCO Institute for Statistics and the Education for All Global Monitoring Report in 2015 shows that the number of children and adolescents out of school is still on the rise, totaling 59 million in 2013.

As this art work will be installed in Rainham Future Centre in Zimbabwe, the artists illustrate the importance of youth education in the hopes that children in Zimbabwe would have access to education of good quality without discrimination or exclusion.

### You & I

Acrylic on Canvas  
500x500 (mm)

Expected Installation Site: Lyamungu Clinic, Tanzania

Under the name of development, humans have destroyed the Earth. The Earth was polluted to the extent that toxic smog can be seen even through satellite images. Emphasizing this point, the artists of "You & I" urge people to undertake actions to protect the environment. "You & I" depicts bright future where mankind and nature happily coexist.







## We Are the One

Theme: World Peace and International Cooperation

Acrylic and Cloth on Corrugated Cardboard  
380x820x280 (mm)



## Too Far, but Close

Theme: World Peace and International Cooperation

Acrylic, String, Cloth and Tongs on Corrugated Cardboard  
380x820x280 (mm)



## Save

Theme: Endangered Animals

Acrylic and Contact Paper on Corrugated Cardboard  
380x820x280 (mm)



## Nature Happy

Theme: Environmental Protection in Daily Life

Acrylic, Contact Paper and Flower on Corrugated Cardboard  
380x820x280 (mm)



## Starvation

Theme: Starvation in Africa

Acrylic and A4 Paper on Corrugated Cardboard  
380x820x280 (mm)

## The Desire of Africa

Theme: Poverty and Hunger

Acrylic and Spoon on Corrugated Cardboard  
380x820x280 (mm)



### ① Dark World | Theme: Destroyed Nature

White Paint and Black Pen on Corrugated Cardboard  
380x820x280 (mm)

### ② Nature Republic

Theme: Animal Protection and Environmental Protection

Moss and Wood Clue on Corrugated Cardboard  
380x820x280 (mm)

### ③ The Heavens and the Earth and Nature

Theme: Harmony and Nature

Acrylic, White Ballpoint Pen, Tree Branch, Colored Construction Paper and Red Cotton on Corrugated Cardboard  
380x820x280 (mm)

### ④ Natural Plant

Theme: Harmony of Human, Science and Nature

Acrylic and Contact Paper on Corrugated Cardboard  
380x820x280 (mm)

### ⑤ The Deer's Grief | Theme: Pollution

Acrylic, Watercolor, Poster Paint, Tree Branch and Hanji (Traditional Korean Paper) on Corrugated Cardboard  
380x820x280 (mm)

### ⑥ Animals of Target | Theme: Illegal Poaching

Acrylic, Paint and Poster Paint on Corrugated Cardboard  
380x820x280 (mm)

### ⑦ Animal Protection | Theme: Illegal Poaching and Endangered Animals

Acrylic, Watercolor and Ballpoint Pen on Corrugated Cardboard  
380x820x280 (mm)

### ⑧ The Earth's Tears

Theme: Greenhouse Gas Emission and Global Warming

Play Dough, Styrofoam and Paint on Corrugated Cardboard  
380x820x280 (mm)

### ⑨ Words of Hope | Theme: Hope, Love, and Peace

Acrylic and Watercolor on Corrugated Cardboard  
380x820x280 (mm)

### ⑩ Peace through Communication

Theme: International Cooperation and Communication

A4 Paper and Stamp Images on Corrugated Cardboard  
380x820x280 (mm)

### ⑪ Global Warming

Acrylic, Spangle and Play Dough on Corrugated Cardboard  
380x820x280 (mm)

## 2. Anyang Foreign Language High School



Founded in 1996, Anyang Foreign Language High School (ALFH) is a forerunner in the education and development of future global leaders. The core values of ALFH include creativity, intelligence, and morality, and the school motto is “humanism.”



### World Harmony

Acrylic on Canvas  
1,850x998 (mm)

“World Harmony” portrays our world through a roll of film. The Earth is wrapped with film, and the film is consisted of six scenes that depict what’s happening in the world: poverty, disaster, pray, relief, aid, and harmony. In hopes that the world would progress towards the Sustainable Development Goals, the negative sides of our world such as poverty and disaster were placed at the left of the film, and the positive sides of our world such as relief, aid, and harmony were placed at the right of the film.

For the background, the dove symbolizes world peace, and the flags of all nations represent world harmony.



### The Resulting Protection of Mankind

Acrylic on Canvas  
1,830x1,000 (mm)

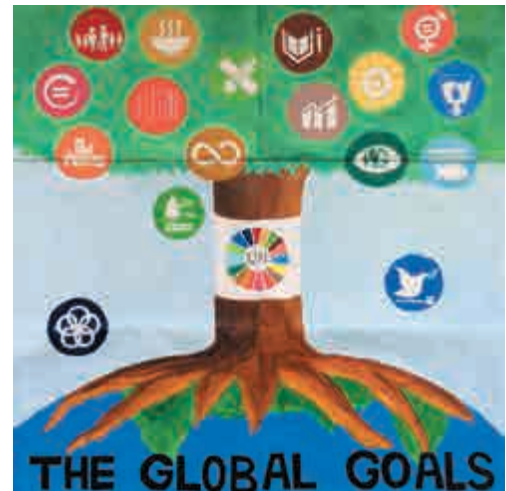
The main theme of “The Resulting Protection of Mankind” is sustainable development and the resulting protection of mankind. In hopes that this theme would be widely recognized, the artists of the art work set the Facebook website as the background of the painting. On the left side of the painting, the 17 Sustainable Development Goals of the UN (SDGs) and the flags of different nations were placed in order to emphasize the importance of international cooperation in achieving the SDGs. In addition, the Facebook post in the middle section indicates that our small gestures can make a difference in someone’s life.

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## Let's Protect the Earth

Acrylic on Canvas  
840x940 (mm)

The fruits hanging on the tree symbolize the 17 Sustainable Development Goals of the UN (SDGs). Also, the roots of the tree that wrap around the Earth indicate that the SDGs will bring a positive influence to the entire world population.



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## World Peace of Mankind

Acrylic on Canvas  
1,000x940 (mm)

Expected Installation Site: Siasina Community School, Zambia

The six different colors of paints represent: SDG 4, SDG 5, SDG 6, SDG 7, SDG 10, and SDG 16.

The flags of different nations drawn on the paint tubes symbolize the combined efforts of all nations to achieve the SDGs.

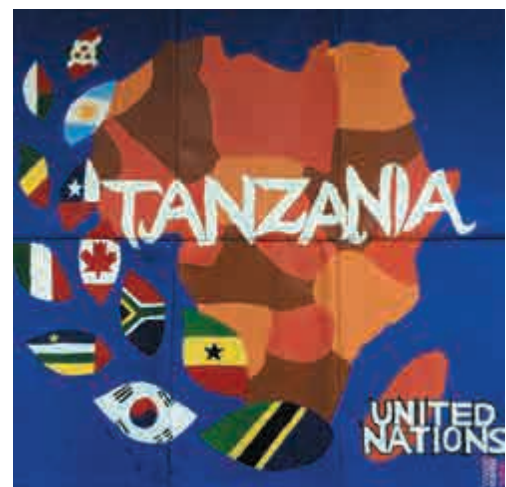
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## Hope of Tanzanian Children

Acrylic on Canvas  
1,000x940 (mm)

Expected Installation Site: Marawa Primary School, Tanzania

In the hopes that Tanzanian children would feel a sense of national pride, the artists of "Hope to Tanzanian Children" painted Tanzania in orange color to express the vigorous energy of Tanzania. Also, to let them know that there's a wide world out there, the national flags of different countries were placed next to Tanzania.



For detailed information on SDGs, please refer to the cover page of this brochure.



### 3. Chung Nam Samsung Academy (CNSA)



Chung Nam Samsung Academy (CNSA) was established to develop future global citizens who will lead Korea and create a new generation of leaders who will inspire the world. Our students aspire to become influential leaders who will become world-changers. CNSA's curriculum focuses on autonomy, creativity, and dignity. CNSA is committed to fostering the principles that will develop tomorrow's leaders.

#### Like

Acrylic on Canvas / 1,350x1,110 (mm)

Expected Installation Site: Rainham Future Centre, Zimbabwe

Communication is central to achieving the sustainable development. Communication is an effective instrument to unite different ideas and opinions of the world. As "too many cooks can spoil the broth," there's no sustainable development without communication that can unite different recipes of "too many cooks."

Emphasizing this belief that communication is the most important key to the success of the sustainable development goals, the designers have used the "Like" icon of Facebook as the symbol of communication. In addition, the artists of "Like" painted the number "7,399,899,893" at the bottom in the hopes that the U.N. and the entire world population would work towards a common goal through communication. Famous landmarks of the world and national flowers of the world that surround the "Like" button represent the member states of the UN that need communication.



Also, there are a number of symbols that represent the articles of the SDGs\*:

the dolphins → SDG 14  
the see-saw → SDG 5

the dove → SDG 16  
the bicycle → SDG 17

the rising GDP mark → SDG  
the desks → SDG 4

\*For detailed information on SDGs, please refer to the cover page of this brochure.



#### Flying to the Future

Acrylic on Canvas / 1,350x1,110 (mm)

"Flying to the Future" depicts the bright future that has yet to come. Leaving the past behind, the students on the flying book head towards the future that the advanced science and the nature harmonize; the windmill behind the students symbolizes the history of humanity, and the students on the flying book represent the future generation of global leaders that will have received the education for global citizenship.

The true development should work for the benefit of the Earth and the nature, and the 17 balloons above the students imply that the 17 Sustainable Development Goals will eventually lead us to the true development.

#### Fabrication work





## 4. Daewon High School



Located in Yongma Mountain, Seoul, Daewon High School is a private high school founded in 1978. Its core values lie in Intelligence (知), Confucian Virtue (仁), and the Active Participation (勇). The school motto is “set a high and lofty goal and work hard to attain the goal.”

### The Dream of Baobab

Acrylic on Canvas  
1,400x1,620(mm)

Expected Installation Site: Rainham Future Centre, Zimbabwe

The Earth represents the world we live in. The trunk of Baobab Tree symbolizes the path to harmony, and it was colored in yellow, light brown, and dark brown in order to symbolize the race equality. Also, the artists of “The Dream of Baobab” picked the Baobab tree to depict the world harmony, in the hope that it would be as sturdy as the Baobab Tree. Lastly, the hand prints on the top of the Baobab represent the cooperation of all people in the world, and stars and the moon near the tree represent our achievement through cooperation.



### Touch for Peace

Acrylic on Canvas  
1,400x1,100(mm)

The main theme of “Touch for Peace” is peace and harmony of the world. The big circle located at the middle of the painting represents the Earth. The Earth filled with the flags of different nations indicates that we are the one. The six arms that reached out to the Earth were painted in the colors of pink, brown, and yellow to symbolize different races.

Also, near these arms, there are olive branches that are the symbol of peace; and the dove located below symbolizes peace.

### We Are the World~!!

Acrylic on Canvas  
1,400x1,100(mm)

There are millions of people who are suffering from starvation, diseases, disabilities, and wars, and therefore, waiting for help. The artists of “We Are the World~!” painted this art work in the hopes that youths would cooperate and collaborate to tackle all the international problems.



## For the Dream and the Hope!

Acrylic on Canvas  
1,640x1,280(mm)

The artists of “For the Dream and the Hope!” emphasize the importance of education and books through the painting. Walt Disney once said that “there is more treasure in books than in all the pirate’s loot on Treasure Island.” The artists hoped that youth around the world can find invaluable treasure through books and education. The artists of “For the Dream and the Hope!” delivers the message that when youth around world do their best in their respective fields, the world that we live in can be changed in positive ways.



### Fabrication work



## 5. Dongduk Girls' High School



동덕여자고등학교

Founded by Dr. Dong-Shik Cho in 1908, Dongduk High School is a private all girls' high school in Seoul, Republic of Korea. Dongduk Girls' High School was established under the Japanese colonial rule to preserve and protect the Korean national culture by empowering women. The core values of Dongduk Girls' High School include virtue, intelligence, and creativity.

### “Sotong-I” | “Linker”, the world communication deliverer



Enamel on Fiber Reinforced Plastics  
900x1,600x800(mm)

The character “Sotong-I,” also known as “Linker,” was created in the hopes of establishing world peace through liberal and unprejudiced communication. “Sotong-I” undertakes the task of securing stable communication networks.



### Global Village of Happy-Cycling

Acrylic on Canvas  
2,200x1,560 (mm)

Expected Installation Site: Rainham Future Centre, Zimbabwe

The artists of “Global Village of Happy Cycling” deliver the message that our small steps to save the environment can spread happiness to the people around the world and unite them together.

### Love Blossoms

Acrylic on Canvas  
2,200x1,560(mm)

Expected Installation Site: Chisomo Hospital M.C.H. Center, Zambia

“Love Blossoms” implies that when united, the seemingly meager individual efforts to better the world can be powerful enough to change the world and spread love around the world.



### Fabrication work





## 6. Goyang Global High School



Founded in 2011, Goyang Global High School aims to develop a future generation of global leaders with creativity, leadership, and cultural literacy. To nurture global talents, the curriculum of Goyang Global High School emphasizes creative thoughts, problem-solving capability, moral education, and cultural education.

### Be the Rainbow Bridge to the Future



Acrylic on Canvas  
910x730(mm)

Expected Installation Site:  
Sichilobe Community School,  
Zambia

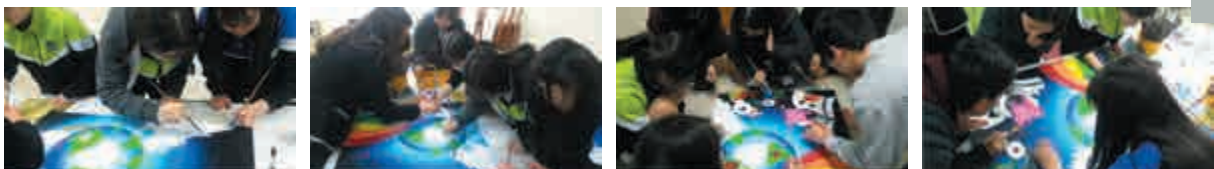
"Be the Rainbow Bridge to the Future!" was completed in the hopes that children in Africa would lead a carefree life-no more wars, no more diseases, and no more limits on their dreams.

There are still millions of people suffering from wars and diseases in the other parts of the world, and among them, the most vulnerable ones are children in Africa.

Also, the great population of Africa is struggling to get what is essential for surviving. Thus, envisioning the better future where people in Africa no longer have to suffer from the lack of water, education opportunities, and health services, the designers drew a faucet, a school, and a hospital on the Earth.

As for the balloons, the designers were inspired by the campaign of Pope Francis where balloons were released as the symbol of peace instead of doves. In addition, the rainbow symbolizes the bright path ahead of children in Africa.

#### Fabrication work





## 7. Gwacheon Foreign Language High School



Gwacheon Foreign Language High School was founded in 1990 in order to nurture global leaders with morality and advanced foreign language skills. Gwacheon Foreign Language High School emphasizes morality, flexible thinking, and leadership.

### Peace, Justice and Strong Institution



Paint Markers, Crayons, Stickers and Glitter Glues on Acrylic Plates  
800x600(mm)

Expected Installation Site:  
Chisomo Hospital M.C.H. Center, Zambia

As the title of this art work says, the artists express their belief that peace and justice can be achieved through strong institution.

Inside the peace symbol located in the middle, there's the dazzling galaxy decorated with stickers and glitter glues. This galaxy represents the beauty of peace and that of international cooperation in the attempt to achieve peace.

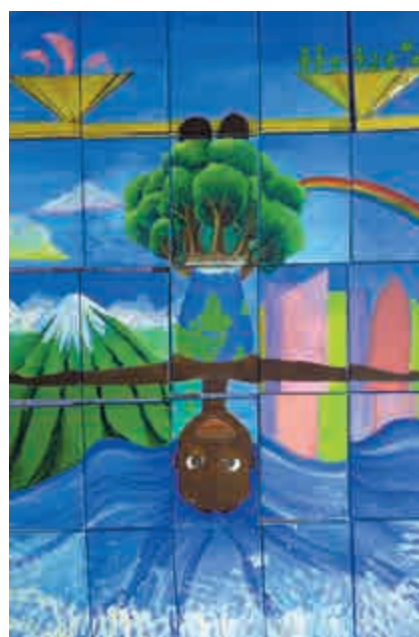
There are also the white dove with a laurel tree leaf which symbolizes peace and the gavel and the blind-folded "Little Prince" with a balance that describe justice. The great two hands that hold the peace sign represent international community and strong institutions, and the embracing wings of the dove reflect generosity.

### Utopia

Acrylic on Canvas  
805x1,054(mm)

The artists of "Utopia" started with a simple question: *"How will the world look like after all the global issues are solved?"*

There are many global issues like climate change, ecological collapse, discrimination, and environmental destruction that hinder us from establishing utopian society. Dreaming of the utopian society where human rights are protected and where men live in harmony with nature, the artists describe a human child as a part of nature.



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## The Burning Planet

Acrylic on Canvas / 1,054x805(mm)

This art piece portrays the phenomenon of global warming. To indicate that the Earth is abnormally warm, the artists used the colors of red, yellow and orange to paint the Earth instead of blue and green. Also, melting icebergs, volcanic activities, lightening, thunder, pouring rain, and a dead tree drawn on the surface of the Earth represent natural disasters and weather anomalies that we are experiencing.



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## The World of Peace and Harmony

Acrylic and Marker Pens on Used CD Cases  
715x620(mm)

This art work covers the topics of no poverty; clean water and sanitation; climate action; life below water; peace, justice and strong institutions; and partnerships for the goals from 17 Sustainable Development Goals of the UN. The artists were inspired by the characters of Keith Haring's works.

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## Piece for Peace

Acrylic and Marker Pens on Paper Boxes  
1,110x960(mm)

Puzzle image was used to deliver the message that different nations should cooperate and harmonize with each other in order to attain the set-up goals as putting them all together. A peace sign is drawn in each flag to remind all nations of the importance of international cooperation to achieve peace.



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## Sad Sandglass

Acrylic on Wood / 500x500(mm)

"Sad Sandglass" portrays climate change. The upper bulb of the sandglass depicts melting icebergs in the North Pole, and the lower part illustrates a dead tree due to severe drought.

The artists of "Sad Sandglass" used the sandglass to express the concern about climate change and to emphasize that there's not much time left for the Earth. Also, the artists stressed their concerns once again through French sentences; "On n'a pas de temps (There's no time left)" and "Préserveons la planète (Preserve the planet)"



## 8. Gyeongnam Foreign Language High School



경남외국어고등학교  
GYEONGNAM FOREIGN LANGUAGE HIGH SCHOOL

Gyeongnam Foreign Language High School (GNFL) is a boarding school for talented language learners. The goal of GNFL is to foster its students to be competent global leaders. In addition, the curriculum of GNFL stresses the education for global citizenship.

### Masterpeace

Acrylic on Used Banner / 900x800 (mm)

“Masterpeace” delivers the message that diverse cultures can peacefully coexist in harmony. Famous landmarks of the world like Pyramid, Sydney Opera House, and Eiffel Tower in the Earth, and different languages written in bright colors in outer space symbolize the coexistence of diverse cultures and the acceptance of all differences.

Furthermore, the dove that stands between the Earth and outer space expresses the wish that whether it be in the Earth or in outer space that we may live in distant future, peace would be enjoyed by everyone.



### The region of Pigeon

Mixed Media on Kent Paper / 500x600 (mm)

Dreaming of the peaceful world without any wars, conflicts, and violence, the artists of “The Region of Pigeon” tried to deliver the message of peace and conciliation to the world by painting the shape of dove with the sky blue color. The sunflower represents children wish for world peace, and the red flowers drawn instead of bullets reflect the world without weapons and armed force.

### The Shelf

Acrylic on Canvas / 650x650 (mm)

“The Shelf” emphasizes that educational support is as much important as financial support. While the upper shelf is filled with books, the lower shelf is full of negative symbols which depict racial inequality, refugees, natural disasters, environmental pollution as well as the huge gap between rich and poor.

Also, the red bookmark that connects the upper and the lower shelves describe the aid from volunteers around the world. In other words, by climbing up the red bookmark, those in need can break from their circumstances with the educational support from volunteers.



### Fabrication work



## 9. Incheon Haneul High School



Incheon Haneul High School is a private high school founded in 2010. The curriculum of Haneul High School focuses on the development of individual students' specialty, and there's a separate curriculum for each grade. The Haneul High School aims to foster future global leaders.



### Piece of Peace

Acrylic on Canvas  
500x500 (mm)

The artists of "Piece of Peace" deliver 6 messages through the painting as below.

- 1) The artists criticize deceptive peace of nowadays through the dove with bandage. But the leaf in the mouth of the dove implies that there is still hope for improvement.
- 2) The lighthouse drawn in the middle of the painting wishes the safety of thousands of refugees crossing the Mediterranean Sea.
- 3) The artists illustrate that there are a great number of abused and underserved children waiting for the spring (the bright future) to come.
- 4) By depicting Bethlehem, Biblical Magi, and Jerusalem on the top right hand corner, the artists hope for the peace between Israel and Palestine.
- 5) The six birds drawn at the right corner represent six continents. These six birds are all missing their body parts; some miss their wings, and some miss their legs. The artists intended to deliver the message that all six continents should cooperate in order to attain peace as these birds cooperate to fly and migrate.
- 6) The doves (peace) locked up in the cage are being freed. The artists convey the message that we shouldn't settle for the status quo.

### Feel the Egg of Love and Peace

Acrylic on Canvas  
700x500 (mm)

On the left side of art piece, there are turtles, squirrels, dolphins, butterflies, and birds which symbolize the needs to harmonize with the nature.

The Korean peninsula and the roses of Sharon, the national flower of South Korea, in the bottom represent the unification of Korea in the future.

The weapons in the middle symbolize the terrorism and the proliferation of nuclear weapons around the world. The artists hope that the financial investment in the arms and weapon industry can be used for better and more peaceful purposes.

Also, there's a Greek grandmother taking care of a baby migrant in the lower left corner. Artists wished to deliver the message that these small changes and help from individuals can change the world.





## 10. Puil Foreign Language High School



부일외국어고등학교  
PUIL FOREIGN LANGUAGE HIGH SCHOOL

Located in Busan, Republic of Korea, Puil Foreign Language High was founded in 1994. The mission of Puil Foreign Language High School is to nurture future leaders with good heart. The curriculum focuses on intensive foreign language programs and global citizenship.

### T.O.P. (Tree of Peace)

Acrylic on Canvas  
1,100x800 (mm)

In this art piece, a tree symbolizes the Earth. As a tree lives to reach the goal of bearing fruits, people in the world also endeavor to promote equality. The long branches of a tree represent our desire to make a better world. Also, the fruits hanging on the tree branches represent our desired goals that must be achieved: the gender equality, the economic equality, and the racial equality. The artists of the art work deliver the message that as trees invest a lot of time and effort to bear fruits, we the people need to do the same. The designers also emphasize the significance of the UN and other international organizations and the importance of active youth participation in the process of achieving these goals.



### Hour Go, We Gone

Acrylic on Canvas  
1,100x800 (mm)

Expected Installation Site:  
Christian Life Style & Gospel House, South Africa

Hourglass symbolizes the time left for the Earth. Two hands that hold the hourglass represent the UN and the warm support from its member states. This indicates the effort to minimize the damage caused by global warming. The flags of all nations represent the role of the UN, pursuing the world's

harmony and peace. Also, through the hourglass, the designers of this piece intended to deliver the warning message that the fate of the Earth can be reversed any time; whether the environment will remain stable or be devastated depends on us humans.

### Fabrication work



## 11. Seong Nam Foreign Language High School



Established in 2005, Seong Nam Foreign Language High School is a public co-ed high school located in Seongnam, Gyeonggi-do, Republic of Korea. Emphasizing the core values of "Ambition, Bravery, Challenge," Seong Nam Foreign Language High School aims to develop a future generation of leaders with creativity and cosmopolitan outlook.

### Our Love, Our Future



Acrylic on Canvas  
910x730(mm)

The main themes of "Our Love, Our Future" are children's rights and child labor. While there's one part of the world where children growing up in warm care of their parents or guardians, there's children working in harsh conditions to earn a small piece of bread on other parts of the world. To these children, education is considered as a luxury far from their reach. Dreaming of the future that all children have the access to education, the artists of "Our Love, Our Future" painted this piece. Also, the balloons in the sky represent the dream of children.



## 12. Seoul Sejong High School



서울세종고등학교  
Seoul Sejong High School

Located in Gangnam-gu, Seoul, Seoul Sejong High School was established in 1959 to nurture global leaders with creativity.

### All for One, One for All

Acrylic on Canvas / 1,350x930 (mm)

The main theme of "All for One, One for All" is world peace. Complex puzzle pieces represent ongoing conflicts and wars in the world, and the completed puzzles symbolize the ends of them. The flags of all nations in the background and the children of different nations and different races surrounding the puzzles represent the need of cooperation among nations. Also, the green peace sign made of holding hands implies that world peace can only be achieved when nations work together.



### About "A-Woo-Ri"

"A-Woo-Ri" is a volunteer service club of the Sejong High School founded by 10th grade students in class #6. The mission of "A-Woo-Ri" is to get involved in the community through service activities. The activities of "A-Woo-Ri" include waste sorting, recycling garbage, and serving multicultural families in South Korea and the disabled.



### The Umbrella of Life

Acrylic on Canvas / 675x775 (mm)

Expected Installation Site:  
Chisomo Hospital M.C.H. Center, Zambia

"The Umbrella of Life" depicts the melting North Pole to warn of environmental pollution and global warming. This art work reflects the sad reality of polar bears forced to jump from one ice floe to another.

The black rain from the sky represents the damage caused by fossil fuel, waste water, and daily wastes; the umbrella protecting mama polar bear and baby polar bear symbolizes the efforts to restore nature. These

efforts include the conservation of water; reducing the usage of fossil fuels; understanding and protecting the ecosystem; recycling garbage; and promoting the use of renewable energy.

### About "Hanyang-Woori"

"Hanyang-Woori" is an environmental club comprised of members of the Green Ranger Organization. The goals "Hanyang-Woori" club are twofold: (1) to study environmental issues and environmental science and (2) to help the unprivileged in community. For the former, the club had carried out experiments like analyzing contaminated water and breeding silkworms, and for the latter, the club had served people in need.



Hope to the Future Association	
President	Choung, Jin Hoan
Staff	Kwon, Heejung (June)
	Lee, Eun Chung
	Kang, Hyemin (Angela)
	Shin, Jung Min
Intern	Choi, Se Jeong
Volunteers	Kim, Minuk
	Pyun, Jung A
	Ryuk, Do Kyung
Booth Participants	
	Cho, Yesol
	Cho, Hyunji
	Choi, Jiwoo
	Do, Sol
	Huh, Hyun
	Jung, Chaewon
	Kang, Hye Lin
	Kim, Dong Hyun
	Kim, Sungtae
	Kong, Heeyeon
	Kwon, Bo Min
	Kwon, Ji Seon
	Lee, Haechan
	Lee, Jiyeon
	Lee, Jooheon
	Lee, Seobin
	Lee, Yeonjae
	Lee, You Na
	Lim, Jae Yeon
	Min, Jun Hong
	Mun, Heeji
	Mun, Minji
	Shin, Ha Young
	Sohn, Hyun Woo
	Whang, Seoyoung
	Woo, Jeongyeon
	Yoo, Keun-Hyuk
	Yu, Hyunseung
Anyang Foreign Language High School, 2nd Grade	
Instructor	Kim, Namhee
Class No. 1	
Participants	Bae, Jihee
	Chae, Minjeong
	Cho, Yunhee
	Choi, Hwanseong
	Do, Yehee
	Hwang, Juhyeon
	Jeon, Haeri
	Jeong, Ujin
	Jung, Seungmin
	Kim, Ahyeon
	Kim, Hyejin
	Kim, Hyeonjeong
	Kim, Hyeonji

	Kim, Jinsu
	Kim, Sohee
	Lee, Jisu
	Lee, Seungjae
	Lee, Yubin
	Park, Chanil
	Park, Seonghyeon
	Seo, Sanghui
	Shim, Jeongmin
	Tak, Seongeun
	Yoo, Dahyeon
	Yoon, Soi
	Yoon, Soyeon
	Yoon, Yewon
Class No. 2	
Participants	Cho, Hae In
	Cho, Hye Yeon
	Choi, Hong Jae
	Han, Jeong Woo
	Heo, Juu Won
	Kim, Chae Yoon
	Kim, Do Hee
	Kim, Eun Sun
	Kim, Gi O
	Kim, Jae Hun
	Kim, Ji Min
	Kim, Min Jin
	Kim, Min Sun
	Kim, Yoon Jeong
	Kim, Yu Hyun
	Kim, Yun Jeon
	Lee, Ha Bin
	Lee, Hui Jeong
	Lee, Seung Jin
	Lim, Ye In
	Park, Gyu Ri
	Park, Ji In
	Park, Se Ri
	Pyeon, Jeong Hui
	Shim, Se Keun
	Sung, Hun
	Um, Seong Hyeon
Class No. 3	
Participants	Byun, Jihyun
	Cha, Jungmin
	Choi, Woongji
	Choi, Yumi
	Han, Dahyun
	Hong, Yewon
	Hwang, Hyeonjong
	Ju, Minha
	Kim, Byungmoo
	Kim, Eunjin
	Kim, Jeeeon
	Kim, Jinyoung
	Kim, Kyubin
	Kim, Minji
	Kim, Sooin
	Kim, Subin
	Lee, Haewook
	Lee, Seungmin

	Min, Jeonhwan
	Moon, Jeanha
	Nam, Taehyun
	Park, Junho
	Park, Kimoon
	Park, Sohyun
	Park, Sol
	Seo, Seongho
	Tae, Jungmin
	Yu, Jeongah
Class No. 4	
Participants	Ahn, Sumin
	Bae, Jueon
	Cho, Hyeonjun
	Choi, Yerin
	Han, Jeewon
	Hong, Yujin
	Hwang, Sua
	Jeong, Chaewon
	Jeong, Dain
	Ji, Dakyung
	Joo, Donghyeon
	Jung, Yoonjun
	Kim, Hyeonik
	Kim, Hyunjong
	Kim, Kayeong
	Kim, Kyuree
	Kim, Mingyeong
	Kim, Sangwoo
	Kwak, Kyeongrim
	Lee, Taejin
	Na, Yoosun
	Park, Haram
	Park, Joosung
	Park, Sohyun
	Park, Yorum
	Shin, Gajoo
	Song, Yongju
	Sung, Hyundong
Class No. 5	
Participants	Cha, Da In
	Choi, Bo Yoon
	Ji, Eun Ji
	Jo, Yun Jin
	Jung, Eun Song
	Kim, Ah Yeon
	Kim, Da Hee
	Kim, Jae Young
	Kim, Seo Yeon
	Kim, Su Yoon
	Kim, Tae Eun
	Kim, Yeun Soo
	Koh, Tae Uk
	Kwon, Kyeong Min
	Lee, Jae Young
	Lee, Su Hyung
	Park, Jeong Min
	Park, Ji Hye
	Park, Ji Young
	Seo, Dong Ju
	Shin, Yu Seung

	Wang, Dae Yeop
	Won, Jong Yeon
	Yun, A Young
Class No. 6	
Participants	Cho, Mi Ji
	Choi, Hyemin
	Chung, Hyun Soo
	Gu, Ji Na
	Jang, Myung Jin
	Jung, Jin Ho
	Kim, Si Hyun
	Kim, Young Hyo
	Lee, Gwan Yong
	Lee, Hee Joo
	Lee, Hwa Jeong
	Moon, Geul Ha
	Nam, You Jung
	Park, Gi Jeong
	Park, Jong Hyuk
	Park, Min Ji
	Park, Shi Hyun
	Shim, Eunjo
	Sim, Soo Yeon
	Son, Young Jin
	Yang, Ji Hyeon
	Yu, Seo Yeon
	Yu, Ye Ji
Class No. 7	
Participants	Bae, Chang Wook
	Choi, Eui Hyun
	Choi, Han Nah
	Choi, Jung Hyun
	Jang, Yoon Hee
	Jeon, Seung Min
	Kang, Eujin
	Kim, Dohyun
	Kim, Hae Bin
	Kim, Min Ji
	Kim, Seung Hui
	Kim, So Hee
	Kim, Sung Cheol
	Kim, Yu Ri
	Lee, Hyun Ho
	Lee, Ye Jin
	Lee, Yei June
	Lee, Yun Ji
	Park, Lydia
	Park, Sun Bin
	Song, Won Bin
	Yoon, Sol
	Yun, Hee Jun
Class No. 8	
Participants	Cho, Sueyong
	Cho, Woojin
	Cho, Yon Joon
	Choi, Si Yeon
	Choi, Soojin
	Choi, Young Seo
	Heo, Jeong
	Im, Euisoo
	Jung, Dahye



	Jung, Ji Yeon Kang, Byeong Cheol Kang, Jieun Kang, Minjae Kim, Gi Yeol Kim, Joung Eun Kim, Yeon Jae Ko, Kanghyun Kwak, Seo Yeon Lee, Yerin Park, Hyun Jung Park, Seong Oh Ro, Sunwoo Yeo, Seung Min Yoo, Hyeon Jeong Yoon, Sang Hoon Yun, Tae Min
<b>Class No. 9</b>	
<b>Participants</b>	Ban, Young Yun Cha, Jung Hyun Choi, Hye Lee Gil, Nam Gyu Hong, Hee Ju Hwang, In Ho Hwang, Jun Seok Hyun, Woo Sung Jin, Ju Hee Jo, Hyeon Woo Kim, Do Yeon Kim, Eun Seo Kim, Ha Yeon Kim, Ha Young Kim, Ji Min Lee, Hyo Chan Lee, Ju Hye Lee, Yeon Hong Lee, Young Eune Oh, Min Woo Park, Hee Young Park, Min Joo Seo, Joo Won Yang, Hye In Yoo, Eun Jin Yoon, Jun Seok
<b>Class No. 10</b>	
<b>Participants</b>	Baek, Ji Woo Cho, Yoon Jae Choi, So Hee Coh, Jae Ho Hong, Jeong Ah Jang, Han Seul Jang, Kyo Bin Jeon, Hyo Jin Ju, Jae Hyun Jung, Jae Hyun Kang, Min Ju Kim, Hyung Woo Kim, Min Jae Kim, Min Kyu Kim, So Jeong Kim, Su Heun

	Lee, Hye Jeong Lee, Jung Min Lee, Sung Woo Park, Min Ji Park, Sung Dong Ryu, Young Ji Seol, Jeong Ha Sim, Ji Hyun Yeo, Hye Eun Yoon, Min Sik
<b>Chung Nam Samsung Academy (CNSA)</b>	
<b>Instructor</b>	Kim, Joong Il
<b>Participants</b>	Ahn, Ji Hwan Ahn, Sol Bi Cho, Mong Ju Cho, Ye Rim Ha, Na Eun Han, In Jeong Kim, Chae Won Kim, Chae Won Kim, Eo Jin Kim, Gyeom Bi Kim, Hyo Jeong Kim, Jang Hyeon Kim, Jeong Yeon Kim, Min Ji Kim, Su Jeong Lee, Ha Neul Lee, In Yeong Lee, So Yeong Lee, Su Min Lee, You Na Lee, Yu Shin Lim, Hui Su Lim, Ji Hye Lim, So Ri Park, Hye Su Park, Seung Hui Pyo, Dae Hyeon Shin, Jeong Won Shin, Yu Ra Son, Seo Rim Son, Seo Yeong Yoo, Jung Hyeon Yoon, Chae Un
<b>Daewon High School</b>	
<b>Instructor</b>	Lee, Jong Mee
<b>The Dream of Baobab</b>	
<b>Participants</b>	An, Hong Woo Bae, Hyun Jun Bae, Seunggwon Cho, Sung Wan Choi, Hyun Bin Choi, Joing In Ghil, Hyun Min

	Jang, Yun Seok Kim, Ji Seop Kim, Jun Young Kim, Min Jae Kim, Min Sung Kim, Sung Hwui Kim, Tae Young Kim, Woong Jip Lee, Chae Boem Lee, Chang Jun Lee, Gi Gyoung Lee, Jeonghyun Oh, Jeong Min Park, Tae Hoon Shin, Geon Woo Son, Jeonghyun Yang, Won Jun
<b>Touch for Peace</b>	
<b>Participants</b>	Gwan, Duk Gi Kim, Dong Ah Ko, Min Cheol Park, Jae Yeon Park, Myung Su Park, Shin Hyun Park, Sung Hyun Park, Young Su Yang, Yun Seo Yoon, Hyun Min
<b>We Are the World~!!</b>	
<b>&amp; For the Dream and the Hope!</b>	
<b>Participants</b>	Jeon, Ho Young Jeong, Ha Neul Kim, Dong A Kim, Gook Jin Kim, Hye Seong Kim, Jeong Hyun Kim, Kyung Mo Kim, Min Ho Lee, Jae Mo Lee, Jong Moo Lee, Joo Heon Lee, Kyung Hoon Oh, Jun Hee Park, Heon Young Park, Kyu Tae Park, Sin Young Seo, Seung Won Shin, Seong Min Son, Seung Min Song, Kwan Ho Yu, Hyun Gyu
<b>Dongduk Girls' High School</b>	
<b>Instructor</b>	Yong, Sungjoo
<b>Participants</b>	Ahn, Yoeun Bae, Inyoung Baik, Jeemin Chang, Duhui Cho, Wonyoung

	Choi, Jiwoo Choi, Minsun Choi, Solbin Chough, Nahyeon Chung, Eugene Hahn, Jehee Han, Jaemin Han, Yoobin Hong, Seohee Hong, Yeji Jeong, Seonjoo Kang, Joobin Kim, Hyeonju Kim, Hyunah Kim, Jihae Kim, Jisu Kim, Kyoung Yeon Kim, Minyoung Kim, Naran Kim, Sohee Kim, Songgi Kim, Sungmin Kim, Yieun Ko, Haijun Koo, Jiyun Lee, Chaewon Lee, Dayoon Lee, Hayun Lee, Jihyun Lee, Wonyoung Lee, Yebon Ma, Jamin Moon, Sunho Na, Yujin Park, Eunjae Park, Hyeonjin Park, Yoorae Shin, Hyejung Shin, Jungmin Son, Hyojun Yoon, Hyewon Yu, Gahyeong
<b>Goyang Global High School</b>	
<b>Instructor</b>	Jeong, Woon Seop
<b>Participants</b>	Ahn, Gayoung Bae, Mina Cho, Hyun Jin Hahm, Seo Young Jeong, Chae Young Kim, Do Yeon Kim, Eui Hyeok Kim, Hyun Ji Kim, Ji Young Kim, Min Kyung Lee, Ji Hyun Mun, Jiwon Park, Seohyun

Gwacheon Foreign Language High School	
Instructor	Yoo, Hearan
Participants	An, Se Eun Chae, Seunghyun Chae, Soo-Bin Chae, Yoo-Shin Cho, Nu-Ri Cho, Su-Ah Choi, Hye Ryung Choi, Hyun-Jung Choi, Min Jung Choi, Seul-Bi Choi, Taejin Chu, Yu Jung Chun, Dae Hyung Go, Dae Young Gwak, Ji-Hyun Han, Arum Han, Eunji Han, Jae Eun Han, Sung Min Heo, Jin-Kyung Heo, Youjung Hong, Serin Hur, Yoonseo Jang, Dahee Jang, Haeun Jang, Hee Yeon Jang, Yeonjoo Jee, Wonhee Jeon, Sang Hyun Jeong, Chaewon Jeong, Daeun Jeong, Jiyeon Jeong, Yoon Jin, Hyun Ju Jo, Jun Young Jung, Da Yeon Jung, Goeun Jung, Minseo Jung, Yae Eun Kang, Seongkyu Kang, Sua Kim, Bo Young Kim, Chaewon Kim, Dongeun Kim, Ga-Won Kim, Gi Ju Kim, Haneul Kim, Han-Hee Kim, Haryeong Kim, Heeseon Kim, Hye Jun Kim, Jae-Sung Kim, Jisoo Kim, Joeun Kim, Kyeongtae Kim, Kyunghee Kim, Minjin

Kim, Nahyun
Kim, Seoyun
Kim, So Hee
Kim, So-Min
Kim, Soyea
Kim, Sujin
Kim, Tae Yeong
Kim, Yeah-Ju
Kim, Yeeun
Kim, Yeon-Ju
Kim, Yoonhee
Kong, Jiyun
Kwon, Hyunjin
Lee, Chae Won
Lee, Chaeon
Lee, Chaewon
Lee, Chanwoong
Lee, Gyeongtak
Lee, Hae Won
Lee, Haebin
Lee, Heon Ji
Lee, Huin
Lee, Hyunwoong
Lee, Jaewon
Lee, Jion
Lee, Jun Hyeop
Lee, June Sung
Lee, Kangeun
Lee, Kyungjin
Lee, Sang Do
Lee, Seohyun
Lee, Seungwon
Lee, Sieun
Lee, So Young
Lee, Soyoung
Lee, Sungah
Lee, Tae Hee
Lee, Ye Jin
Lee, Ye Seul
Lee, Yeeun
Lee, Yonghwan
Lee, Yoo Mi
Lim, Soo-Min
Lim, Yu Jung
Min, Da Bin
Mo, Eun Soo
Moon, Hyungjun
Nam, Hyo-Kyung
Nam, Jung Hyeon
No, Hyunmin
Oh, Eun Sung
Oh, Taerim
Oh, Yeon Ju
Oh, Yujin
Park, Eun-Ji
Park, Jung Yeon
Park, Min Seon
Park, Minjae
Park, MinkYung
Park, Seo-Yoon
Park, Sol

Park, Soyoung
Park, Soyun
Park, Subin
Park, Yeji
Park, Young-Eun
Park, Youngjae
Sa, Young-Chae
Seo, Ha Eun
Seo, Hyun-Jin
Seo, Hyun-Sook
Seo, Su Min
Shim, Ga Hyeon
Shin, Chiwon
Shin, Joo-Myung
Shin, Jun Woo
Son, Hyun-Ah
Son, Jihyeon
Son, Sang One
Song, Dain
Song, Yea-Jin
Song, Yuna
Sung, Chaehyun
Sung, Dasom
Um, Se Ryeong
Yang, Jaewon
Yang, Sehyun
Yang, Seokhwan
Yang, Sooyoung
Yi, Seungwon
Yoon, Hyun
Yoon, Soyoung
Yu, Chae Eun
Yu, Da Yeon
Yun, Jei
Yun, Ji Su

Gyeongnam Foreign Language High School	
Instructor	Do, In-Seon
Participants	Baek, Yeong In Bang, Chae Won Cha, Hyun Chul Cha, So Young Choi, Ju Eon Choi, Nak Won Jeon, Ae Ryeon Jeon, Da Bin Jeon, Da Yeon Jeon, Ga Eun Jeon, Ji Hyun Jeong, Han Wool Jeong, Ho Yeon Jeong, Jeong Eui Jeong, Jin Jeong, Mi Young Jeong, Se Lee Jeong, Soo Jin Jeong, Yu Jeong Jo, Hee Jin Kang, Ae Ri

Kim, Do Geun
Kim, Gyu Ri
Kim, Jae Hwee
Kim, Ji Sung
Kim, Min Ju
Kim, Seo Yeon
Kim, Su Hyeon
Kim, Su Jin
Kim, Yoon Ha
Kim, Yu Rim
Ko, Ye Eun
Kwon, Gyu Ri
Kwon, Ji Seon
Kwon, Soo Min
Lee, Chae Eun
Lee, Chae Yoon
Lee, Go Eun
Lee, Hye Min
Lee, Jae Hyuk
Lee, Ji Eun
Lee, Ji Young
Lee, Joo Young
Lee, Jung Eun
Lee, Nam hee
Lee, Sae Bom
Lee, Seo Hyeong
Lee, Seong Hyun
Lee, Su Bin
Lee, Ye Eun
Lee, YuRim
Min, Se Hyun
Mun, Mi Bin
Park, Hae seul
Park, Na Ri
Sa, Young Hyun
Seo, Chae Lim
Seo, Hye Ryeong
Shin, Ji Eun
Song, Hye Rin
Yoo, Ji Ha
Yu, So Jin
Yun, Ji Su

Hanlim Art & Design High School	
Instructor	Eom, Jiyoung
<b>"Hand by Hand"</b> <b>"Dreams Upon a Book"</b> <b>"You &amp; I"</b> <b>Design 1 Team</b> Eo, Jini Hong, Seong Mi Jang, Hyejin Kim, Minji Lee, Gyubin Lee, Seon Yeong Sin, Sei <b>Design 2 Team</b> Ji, Hyeongjeong	

	Joeng, Dayeong Kim, Sora Lee, Eo Jin Lee, Jaeeun Lee, Yeon Ju
<b>Planning Team</b>	Jang, Hayeong Kim, Jieun Kim, Yeji Park, Soyeong Yeon, Eunhye Yoo, Hyein Yoo, Minji
<b>Marketing Team</b>	Ha, Namgyeong Jo, Minji Jo, Ura Kim, Bora Koo, Minjeong Park, Seongbin Song, Surim
<b>Dark World</b>	Gim, Do Seon Oh, Yu Jin
<b>Nature Republic</b>	An, Ha Na Ban, Min Young
<b>Nature Happy</b>	Lee, Chaebin
<b>The Heavens and the Earth and Nature</b>	Kim, Dong Hee Kim, Mi-jung
<b>Natural Plant</b>	Hwang, Su Bin Ji, Hyeong Jeong
<b>We are the One</b>	Hwang, Su Ji Kim, Hye Ri
<b>The Deer's Grief</b>	Choi, I Rang Jeon, Su Gyoung
<b>Too Far, but Close</b>	Lee, Yae Eun Lee, Ye Ji
<b>Animals of Target</b>	Lee, Hanbyeol Lee, Subin
<b>Animal Protection</b>	Lee, Yugyeong Park, Sojeong
<b>Starvation</b>	Lee, Minji

	Yuk, Nayun
<b>The Earth's Tears</b>	Hong, Ji Yoon Sim, Jae Young
<b>Words of Hope</b>	Lee, Eun Mi Yu, Shin Woo
<b>Peace Through</b>	Communication Kim, Seon Mi Namgung, Jin
<b>Save</b>	Jeong, Eun Hye Jeong, Ju Hye Park, Han Na
<b>Global Warming</b>	Hong, Da Hye Hwang, Na Young O, Yeon Ji
<b>The Desire of Africa</b>	Jin, Yeongmi Kim, Yujin
<b>Incheon Haneul High School</b>	
<b>Instructor</b>	Yoo, Eun Hwan
<b>Participants</b>	Ahn, Su Jin Bang, Sang Hee Boo, Hyo Suk Cho, Eunjin Cho, Young Jin Choi, Hyobeom Choi, Yeah Rin Do, Sol Ham, Suk Hyun Han, Donghoon Han, Donghwa Han, Minseo Han, Seohyun Hur, Gun Min Hur, Seyong Jang, Yoojung Jeon, Seo Eun Jo, Hyun Uk Jun, Somin Jung, Da Eun Jung, Heewon Kang, Ji Young Kang, Yun Seo Kim, Chae Hyun Kim, Da Mi Kim, Do Yun Kim, Ga Hyun Kim, Gang Kim, Ho Jung

	Kim, Hyewon Kim, Ilhwan Kim, Jae Ah Kim, Jun Hyuk Kim, Jung Hyun Kim, Min Ji Kim, Myeong Ju Kim, Myeongwha Kim, Na Yeah Kim, Na Yun Kim, Seonyoung Kim, Soo Yeon Kim, Sung Yun Kim, Yein Kim, Yoojin Kim, Youngseo Kim, Yung Min Kong, Uijin Lee, Hanse Lee, Hye On Lee, Joyi Lee, Ju Mi Lee, Youngchae Lee, Yu Jin Lim, Chae Won Lim, Hye Min Moon, Hyun Ah No, Hyun Woo No, Yu Jin Oh, Eun Mi Oh, Hyung Suk Park, Do Yung Park, Hane Park, Jiyeon Park, Jung Eun Park, Se Ra Park, Sin Hyung Park, Sohyun Seo, Jeonghun Seo, Ji Min Sim, Gyuseong Sim, Hye Ju Song, Ilhan Yeo, Shimyeong Yoo, Hyunseung Yoo, Ji Hoon Yoo, Sang Hyuk Yoon, Sunghun Yu, Yerin
<b>Puil Foreign Language High School</b>	
<b>Instructor</b>	Kim, Yong Woo
<b>Participants</b>	An, Da Bin An, Sang Uk Bae, Hye Eun Bae, Jin A Bae, Young Chan Cheon, Bo Kyeong Choi, Jeong Un

	Choi, Ji Won Choi, Su Kyeong Choi, Yoon Jung Choi, Young Eun Choi, Yu Jeong Choi, Yu Jin Gu, In Ha Ha, Sung Soo Ha, Won Bin Heo, Ji Hye Heo, Yu Jin Hong, Ik Pyo Hong, Se Jun Hong, Ye Ji Hwang, Hye Young Hwang, Tae Won Jang, Bhin Jeon, Hea In Jeong, Hae Min Jeong, Han Bee Jeong, Ju Hee Jeong, Yu Jin Jin, Hyun Hee Jin, Yu Lim Jo, Hyun Min Jo, Mun Yeong Jung, Ji Yun Jung, Su Min Kang, Ji Su Kang, Ji Yun Kang, Min Hae Kang, Sung Min Kim, Chae Hyun Kim, Chang Hyun Kim, Da Bin Kim, Dong Hyun Kim, Ga Yeon Kim, Gun Woo Kim, Gyo Yeoung Kim, Ha Jin Kim, Ha Na Kim, Ha Neul Kim, Hae Chan Kim, Hee Jin Kim, Hyeong Jin Kim, Hyo Rim Kim, Jae Eun Kim, Jae Hyun Kim, Jang Ung Kim, Ji Hyun Kim, Kang Eon Kim, Mi Ju Kim, Min Jeong Kim, Min Jin Kim, Min Ju Kim, Min Jun Kim, Min Soe Kim, Min Soo Kim, Mo Gyeong Kim, Myeong Ju
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Kim, Ri Joo  
Kim, Sae Hyun  
Kim, Se Rim  
Kim, Si Yonung  
Kim, So Hee  
Kim, So Young  
Kim, Soo Yeon  
Kim, Tae Hyun  
Kim, Tae Uk  
Kim, Won Gyung  
Kim, Ye Bin  
Kim, Yu Ji  
Kim, Yu Jin  
Kim, Yu Jin  
Ko, Hae In  
Kong, Eun Hae  
Kong, Ye Jin  
Ku, Min Jun  
Kwak, Da Bin  
Kwon, Bo Min  
Kwon, Ji Hyeon  
Kwon, Na Yeon  
Kwon, Nam Rok  
Kwon, Yu Jeong  
Lee, Chang Min  
Lee, Hyun Ju  
Lee, Jae Hwan  
Lee, Ji Eun  
Lee, Ji Hyun  
Lee, Ji Won  
Lee, Jun Hee  
Lee, Jun Yeong  
Lee, Mi Sung  
Lee, Si Eun  
Lee, So Min  
Lee, Soo Min  
Lee, Su Bin  
Lee, Ye Ji  
Lee, Yeon Jeong  
Lee, Yeon Su  
Lee, Young Min  
Lee, Yun Jeong  
Lim, Eun Jee  
Min, Hee Chan  
No, Hong Ju  
Park, Geon Young  
Park, Hee Ju  
Park, Hwan Hee  
Park, Hyun Mi  
Park, Ja Young  
Park, Ji Min  
Park, Ji Su  
Park, Min Ji  
Park, Sang Heon  
Park, So Eun  
Park, Song Hee  
Park, Yu Shin  
Seo, Ju Hee  
Shin, Seung Yoon  
Shin, Yu Sun  
Sim, Ye Been

Son, Ga Young  
Son, Seung Min  
Woo, Ji Young  
Yoo, Sun Woo  
Yoon, Ye Jin  
You, Gie Ryeoul  
You, Won Hi  
Yu, Chan Joo

**Seong Nam Foreign  
Language High School**

**Instructor** Jung, Seungjae

**Participants** Cha, Yejin  
Cho, Sangeun  
Choi, Seongjun  
Choi, Seungwon  
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## The 17 Sustainable Development Goals of the UN (SDGs)





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