

CREATE

PRESERVE

NURTURE

SUSTAINABILITY

BHA MAGAZINE OF

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SUSTAINABLE DEVELOPMENT ACADEMY

Photos from

"What is poverty? It's not as simple as you think", World Vision

"Outside the Dream: Child Poverty in America", Stephen Shames

"Uncertainty in ending extreme poverty", Brookings

"The future of poverty policy", Asia & The Pacific Society Policy Society

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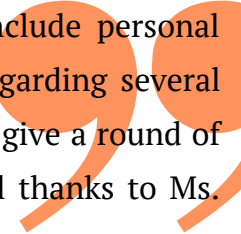
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Ms. Florence Wayas

Editor's Letter



A new chapter in our lives starts every day. 2020 was the opening of the pandemic; halfway through 2020 was the opening of post-pandemic; and 2021, now, is the opening of post-vaccination. Although the news of vaccination is welcome, it seems like 2021 might not be the start of the post-vaccination era for some of us because of “inequitable distribution.” A recent statistical analysis reveals the reality of vaccine distribution around the world. While high-income countries only represent one-fifth of the global population, they have purchased over half of the doses of vaccines, leaving low-income countries with less than 1% of the total supply. Such status of vaccine distribution reminded me of Nelson Mandela’s greatest quote: “As long as poverty, injustice, and gross inequality persist in our world, none of us can truly rest.” Indeed, there are definitely diverging opinions on vaccine distribution—some argue that efficiency is the most important, while others claim we should prioritize equity amid the pandemic. However, the fact that unequal vaccine distribution due to poverty would pose detrimental consequences on the health and well-being of citizens from lower-income countries is no doubt a truth. Now, I question myself: leaving all those people behind, can I “truly rest” even if I get vaccinated? Then, I would question you: would this debate only be relevant to the current issue of vaccination? Such inequality which people in poverty suffer from is not limited to a single event but is rather prevalent worldwide. I anticipate that this issue of the magazine offers you a new insight on poverty that we have been neglecting. Moreover, we bring your attention to three United Nations Sustainable Development Goals: #1. No Poverty, #4. Quality Education, and #5. Gender Equality. We have focused on providing deeper insights and new perspectives on each goal and welcomed submissions from our Branksome Hall Asia (BHA) community along with an article written by another avid advocate (NLCSJ student) of sustainable development. Additional articles written besides our members include personal reflections on sustainable development and writers’ own experience, notes regarding several service actions, and the celebration of International Women’s Month in BHA. I give a round of applause to all who have successfully completed their works and show special thanks to Ms. Florence Wayas and Ms. Mindi Dryer for providing their articles.



Seoyoon Kim, Editor

Goal #1.
No Poverty

ARTICLE 1.

Country That Achieved Contradiction: America

Chaeyeon Ryou

When I visited America, it was full of splendid buildings and fashionable New Yorkers walking down Times Square with luxury bags. Out of curiosity, I started to research how wealthy America is and I found some shocking facts. It is officially true that the US ranked as the top 11th wealthiest country, but also one of the poorest. How could this be possible? Let's find out how America could become one of the richest and poorest countries in the world.

Around the world, the US has the biggest rate of income inequality which has led them to be the richest and poorest country in the world. The term income inequality means a gap between the richest people and the rest of the population. Income inequality is well seen especially in the southern states and other high-population states. Since the last few decades, it has been the most serious and main concern of the United

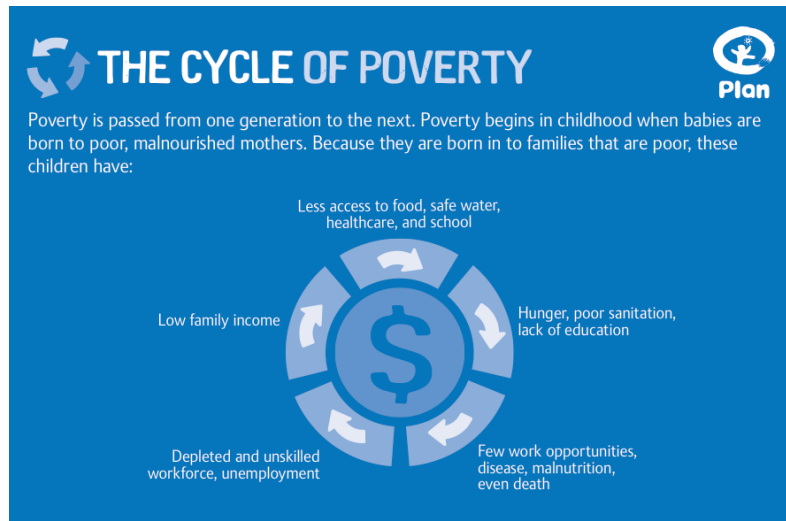


States. As the decades passed, the wealth disparities are getting wider. In 1986, the bottom 90% of the population possessed 33% of all wealth. However, in 2016, they have only possessed 23% of all wealth. In contrast, the property of the top 1% increased 30% to 40% over the same period. According to the Census, 34.0 million people are suffering from poverty which is around 10% of the American population. Additionally, the CIA World Factbook stated that the US was ranked 40th place out of 150 countries within its inequality rate. They are around the same level as Jamaica, Peru, and Cameroon, the developing countries. The Insider concluded that the western states tend to have the least inequality as they have lower population density while most inequality was found in the southern states with high populations. This can also be interpreted that the residents living in the south aren't disposed to move from the low-income to high-income families, but Westerners are more likely to do it.

According to political geographer Richard Morrill's analysis, the Southern states which are known as the representatives of inequality have higher minority populations. On the other hand the homogeneous areas in the West tended to experience the most severe income inequality as they have high Germanic and

Scandinavian populations. In addition, women are more likely to be poor compared to men. Statistics done by povertyusa.org shows that 12.9% of women lived in poverty while 10.9% of men were suffering in poverty. This phenomenon is also shown as an employment rate that only 63.9% of women work full time while 76.8% of men work full time. Here, it shows that poverty is also related to gender inequality.

Some might wonder why America takes inequality as a serious issue since they are wealthy enough and also well known as a major economic power. Unlike our thoughts, inequality prevents the U.S from



technological development, globalization, decrease of unions and disintegrating value of the minimum wage. Out of different external factors, “The Great Gatsby Curve” is most concerning throughout the society. “Great Gatsby Curve” illustrates the significant correlation between concentration of wealth in one generation and the ability of those in the next generation to shift the economic ladder compared to their parents. The society is uneasy

with the “Great Gatsby Curve” because of low educational and health achievements among the poor. When these poor are unable to access health insurance, such absurd reality leads to health issues, behavioral, and cognitive problems. The consequence of lacking access to health services does not end here, but worsens one's ability to adjust to schools, get a stable occupation on their adulthood which inevitably leaves them in the poverty cycle that continues throughout their generations.

Furthermore, the underprivileged children receive inadequate education while the rich have the ability to be educated in better-funded private schools. They aren't inclined to attend high schools and colleges, and their lack of education will also restrict their descendants which strengthens the poverty over generations once again. This indicates that inequality is inherited across generations, which lack the opportunities for equality. Such dismal reality is highly contrasted with the other side of America where parents inherit their wealth, property, jewelries, and fame. Referring to UN SDGs #1. No Poverty, their aim is to end poverty by 2030 and also provide the equal rights to economic resources and basic services, ownership, and financial services. However, the current situation and tendency of America's inequality would stop us from reaching the goal and giving equal rights to them.

The impact of inequality in the America is ongoing even in this period. On account of the inequality, the upper class is getting richer and the lower class is falling more into poverty. This leads them to get poorly educated and also suffer lots of health issues. Their situation gets worse as poverty passes down through generations. If this phenomenon continues, I am not confident if America will achieve sustainable development.

ARTICLE 2.

6 Migration: Pros and Cons

Minyoung Kim

What is Migration?

According to Britannica, human migration is “the permanent change of residence by an individual or group.” Although Britannica states that human migration is known to be “permanent” migration, it can also be categorized as temporary migration, which means they only migrate to a country for a certain period. There is also internal and international migration. Internal migration is when you migrate within a country. For example, most students have temporarily internally migrated to Jeju. International migration is when people migrate to a completely different country. This is the situation probably when you move to another country to go to a foreign university. Here are some of the pros and cons of migration in terms of economic development and ending poverty.



Pros

By eliminating all migration barriers, it is estimated that the world's GDP (final value of goods and services) will increase by 50% ~ 150%.

To improve their family's economic prospects, many immigrants earn money to send home. This is known as a remittance. Remittances are worth over 10% of GDP in over 30 countries.

Cons

The process of adapting to a new country is challenging. Challenges include:

Securing a house or shelter on arrival

- Most of the times, they have to live in overcrowded, poor quality housing.

Finding a job that will sustain the family

- A majority of immigrants will start with a low-quality and low-paying job.

Pros

At the end of 2019, it was predicted that remittances were expected to become the largest source of external financing for developing countries.

Migration builds trade ties with developing countries. Through migration, new innovative technology and investment doors are.

When immigrants return, they can share their skills and knowledge with others in their country.

Ethnic diversity helps reduce discrimination and hate on ethnic minorities.

Rebalances demographics by increasing working population.



Do the Pros Create a Big Difference?

Yes! Let's look at the advantage of how migration rebalances demographics. If a country has an aging population, the country might loosen migration policies to allow more migrants—which are mostly young workers in need of money—to enter and become building blocks of the growing economy. For example, in the 1950s, the U.S. birth rate fell from 3.5 per woman to 1.93, which means the birth rate was cut down by almost half. International migrants were able to fill in the holes. Loosening migration policies may become a solution for low birth rate countries such as Korea and Japan.

Cons

Language barriers

- It will be hard to communicate with locals if you do not know the native language or preferred language in the country.

Cultural barriers

- It may be hard to adapt to the new environment if you are used to your country's customs and culture.

Limited access or expensive healthcare

- Citizens may have an advantage in discounts or healthcare insurance, while migrants may not be able to receive all these benefits.

Limited public services due to regulations of the government.

Leaving family

****** While some people may choose to migrate to other countries, some people are forced into migration. Some reasons include natural disasters, war, religion, political persecution, forced labor, racial discrimination, famine, and overpopulation.

SPECIAL ARTICLE 1.

“Saving the Children - One Hat at a Time!”

Service Coordinator, Ms. Florence Wayas

In her song, Greatest Love of All, Whitney Houston sang "I believe the children are our future" and as a global community, we have a collective responsibility to take care of all children, to build a better world. Unfortunately, many newborn babies who are born into poverty, die simply because they are poor.

With this in mind, forty members of our BHA community, comprising 28 students and 12 faculty, participated in the annual Save the Children's Newborn Baby campaign to knit hats for newborns. Newborn babies born in the winter, to families experiencing economical challenges, can struggle to survive. This is especially true during the current pandemic.

The current Save the Children campaign is being promoted by their Goodwill Ambassadors "The Boyz" and shows the importance of a single, simple action to protect new life when it is in its most vulnerable condition. Everyone that takes part can be proud to know that they have positively contributed to the achievement of UN SDGs #1. No Poverty and #3-Target 2. To end all unpreventable deaths of children under 5 years old.



Save the Children®



who had taught them how to knit.

We now have students in the Junior School who are using our campaign resources to learn how to knit, while a new service CASE in the Middle/Senior school, called Knit for Kids, is working with World Vision to knit items such as hats and gloves, for children all over the world.

Learning how to use your talent and interests, or even learning a new skill as some of us have discovered, in the pursuit of helping others lies at the heart of what Service Learning is all about. Many people across the world have taken up new interests while in lockdown, such as cooking and knitting. These activities have brought families closer together and it was lovely to hear that some of our students made their hats with their grandmothers,



SPECIAL ARTICLE 2.

“ Interview with Marionette of Donation

Co-Leader of MOD, Jimin Kim



1. What does your CASE activity do?

The mission of "Marionette of Donation (MOD)" is to support adolescent parenting families (Age of 16~20 teenagers who became parents) who are mostly in a mentally, financially unstable situation. By making stuffed animals and baby toys that will be donated to nine families through Beautiful Fund (아름다운 재단), we raise awareness toward this social blind spot. Our goal is to make a total of 18 toys so we can donate two toys per family.

2. Why did you decide to do such work? What and where was your inspiration?

Last year, through visiting the Beautiful Fund headquarters, I first learned about adolescent parenting families and how they are situated in the blind spot of our Korean society. There are no specific policies to

support them and about 53% of adolescent parenting families earn only 500,000 won per month. This leaves nothing when they plan to buy supplies for the baby, making them unable to be financially stable. The miserable reality of adolescent mothers has inspired me to initiate this CASE activity; I believe that we have the responsibility to provide those moms in poverty an environment that they can raise their children without financial and mental concerns.

3. How does your CASE activity relate to either of #1. No Poverty, #4. Quality Education, or #5. Gender Equality?

As a member of our society, adolescent parenting families are the ones that we need to show support and interest. 12% of the teenagers' families said they have had problem finding housing and often have to stay at the accommodations or Korean dry sauna (찜질방). In situations where even residential spaces, which are the most essential elements of a person's life, are not properly prepared most of the families don't have proper jobs or regular income to maintain their eke out a living. Linked with "No Poverty", our society needs to devise policies to support adolescent parenting families so they can live in a safe and inclusive environment where there are no concerns about living. The living environment gives a dominant effect on the children's behavior, personality, and future development. For the children's better future and to cut off the poverty circle, it is important to protect and aid adolescent parenting families. This problem is not only linked with "No Poverty" but also "Quality education" and "Gender Equality" since the environmental factor is significant to children at a young age in developing moral and intellectual growth. To cultivate a better environment for the children, help, and care are crucial.

4. Any lasting thoughts? Thank you!

Protecting the adolescent parenting family is an important job that our society should put effort in. This might be related to anyone's future, and adolescent parenting families who are facing society are just about our age. As one of the members of our world who promotes positive change, we are looking forward to your interest and attention toward it. Thank you!

Goal #4.
Quality Education

SPECIAL ARTICLE 3.

“ Education, Why So Important?

NLCS Seojung Jeslyn Park

"Children are the world's most valuable resource and it's the best hope for the future." This is a quote by John F. Kennedy, former president of the United States. His words are the fundamental reason why education has always been a big deal in this international society. Quality Education is a part of UN SDGs, "aiming to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."



COVID-19 has shifted our lives in various ways, and the education system was no exception. Due to school closures, 90% of all students were not able to receive proper education. When remote learning started, there were at least 500 million students who were not able to reach for the sources. Most of us are able to do online learning without any problem. We have the devices that we need such as a laptop, wifi, all of the books and resources that we need. However, there are so many children who are not able to go to school nor have access to online learning. The pandemic will not end in a few days and will not finish soon as we can say, calling the need for a long term solution to go through this pandemic.

All the UN SDGs have targets and their respective stakeholders. One of the targets of #4. Quality Education is to make "equal access to affordable technical, vocational and higher education." This is important because it is directly related to children's future, and therefore, decides their entire future. Children and teenagers are the future of society, as they are the ones who will change and lead the world. Secondary education is not only about gaining knowledge but learning about skills and experiences such as communication skills, problem-solving and so much more. The target aims to broaden the access of technical and vocational education and training from the secondary level, and furthermore provide free tertiary education (post-secondary education) with international agreements. It is vital for all of the children and teenagers to get proper education to make our society better, and make our children live a better life.

Another target is "eliminating all discrimination in education". There are two branches in this target which are 'inclusion and equity' and 'gender equality'. All of the people, disregarding age, race, color, ethnicity, language or whatever makes us different, should gain the same opportunity for education. Gender equality in education is also vital for ensuring equality in education. Especially, adolescent girls, child marriage, or early pregnancy girls who are in the blind spot in society should have special attention. Not only limited to the girls, but boys who are disadvantaged, who are going to the war instead of school also need attention from the governments and should be protected.

No matter what the barriers are, such as virus, pandemic, economic difference or whatever, it is crucial for all the students to have opportunities for education. This is because education can change everything in society. It is important for us to realize that quality education should be preserved for everyone in the world, not only ourselves.

“Lack of Education

ARTICLE 3.

Seoyoung Yoon



Every child and teenager has the right to learn. However, educational opportunities are not provided to girls, children with disabilities, and children in rural areas in some parts of the world. Such a learning crisis has a serious impact on our society as a whole, as well as those with a lack of education which has become the biggest global challenge in preparing the lives and active citizenship of children and adolescents.

The major impacts experienced by those with insufficient education include the lack of voice, shortened lifespan, poverty trap, and a brake on both individual and nation's economic growth. Most uneducated people do not have the competent skill or confidence to speak for themselves and are less likely to engage in decisions that threaten their ability to build a better future for themselves and the entire community. They struggle from speaking up about their situation and finding ways to improve their lives. Such problems are linked to unemployment problems since they often can't read or write, which prevents them from receiving self-education. Self-education means becoming the only person to help yourself get knowledge or skills and acquiring those without anyone else teaching you. This is very important for success since it helps people to think big like other successful people.

Unemployment also causes the poverty trap. The poverty trap is a term used to describe a situation where individuals cannot escape from poverty due to lack of resources while such problems can be solved

by mere education. This phenomenon was proved through the 'Borgen Project', which claims that every year, 3rd and 4th grade or higher education increases women's income potential by 20%. Also the 'South African Study' and 'Brookings Institute Study' shows that wages only see meaningful growth beyond that of 11th grade or higher education and one year of education leads to a 10% increase in income.

Another serious problem is the short lifespan. According to the International Monetary Fund's Fiscal Monitor report, low-educated men live statistically 4 to 14 years less than educated men. Few job opportunities, higher crime rates, poor nutrition and food access, lack of health care and housing all add up to shorter lifespan and unhealthy lives which also means a stolen future for them. This is no longer an individual security issue, but a larger issue of development, human rights, and economic stability.

Last but not least, there are concerns that there will be a brake on the nation's economic growth. Now that we live in a globalized world, nations are competing against each other for economic dominance. The productivity of a nation is higher if a nation is more educated as poorer nations have to attract lower-paying industries since skilled workers can perform required tasks more efficiently. This means that nations with higher levels of education will achieve sustainable economic growth in the long term compared to countries with lower levels of education. Differences in education levels are a significant factor that separates developed and developing nations.

Lack of education is currently our biggest global challenge. Many children, especially in poor countries, suffer from educational inequality, which can lead to serious problems as they grow, including the lack of voices, shortened lifespan, poverty traps, and the brakes of economic growth. Therefore, it is important to address the lack of education at a global level. By doing so, we can ensure a bright future for people around the world and reach a level of global security where poverty and inequality no longer threaten the nation as a whole and limit opportunities for development and justice.

Goal #5.
Gender Equality

ARTICLE 4.

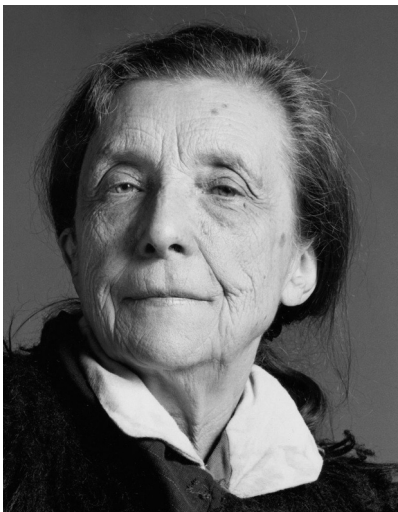
Gender Equality & Gender Identity in Art

Minjae Shin

Gender Equality to Visual Arts

Gender identity is a personal conception of oneself as male, female, or other kinds of gender. While social expectations influence a person's gender identity, gender equality aims to get rid of the social expectations among gender. Then, the following question might be: if gender equality eliminates social expectations, does gender identity still exist? The answer is yes, gender identity and gender equality can co-exist. This is because although stereotypes are obliterated, there always exist inevitable differences between genders. Gender equality does not intend to neglect all these differences, but rather try to give equal amounts of opportunities to each gender.

In fact, gender equality has been underscored as people started to retrace the history of women's inequality. Among myriad figures that have actively supported gender equality, feminist artists have expressed their thoughts in gender equality by working on diverse topics, such as celebrations of women's culture or expressing ambiguous emotions which women suffered due to the gender stereotypes that have existed. These artists portray a common message that gender equality should become a reality because it gives people the freedom to refer to themselves with any types of gender.



Who is Louise Bourgeois?

Louise Bourgeois is an American-French artist who worked from the late 1900s to early 2000s. Bourgeois went through a traumatic childhood as her mother had been ill and died at age of 22, and her father was unfaithful to his family. Therefore, many of her artworks portray the fear of being abandoned, mainly about family, sexuality, mortality, and overall emotions experienced in her life. They are usually even further than abstract, creating symbolism of unconscious emotions that cannot be expressed in words. Her artworks can be interpreted in multiple ways, often conveying that human emotions are complex and ambiguous.

“I do, I undo, I redo”

This is a main theme that many audiences find in Bourgeois' artworks. She expresses the overall emotions felt in the process of tying, failing, and redoing in her life. Her change in emotion is revealed to the audience, as she created many artworks about her father in the beginning of her career, while she mainly concentrated on her mother later on.



Spider

Bourgeois states that her famous sculpture, *Spider*, represents her mother. While spiders are physically not beautiful and scare people, they do spinning and weaving, and provide protection, which are similar to what is perceived to be done by mothers. This contrasts with the rigid stereotype of women, careful manners trying to maintain attractive beauty. Altering this social expectation gives not only women, but also men, more freedom to express themselves without limitations.



Destruction of the Father

Bourgeois' artworks are the expressions of how she feels about gender. These expressions do not exactly resemble the human body; rather, they are divided into fragments and assembled all together. For example, *Destruction of the Father*, her interesting art piece in large scale, presents a table or bed inside the womb like room. When the audience first observes this art piece, he or she can feel a cryptic, mysterious mood, as if it is the aftermath of a crime. Then, they soon notice that the bumps and round figures allude to sexuality, like breasts of females, or gametes

of each gender. As a new, imaginary, abstract object is created by assembling fragments of the human body, the audience gets an opportunity to interpret the complicated artwork in his own unique way, and create a personal opinion.

Split parts of the body can be seen as metaphors of our memory, because after a long time, people only remember parts of their experience, mostly based on emotions they felt in those past days. This partial memory can be connected to the fact that while many people argue that sexual stereotypes are a

piece of history and should be left in the past, many people nowadays, including Louise Bourgeois, still carry traumatic feelings that they have experienced in the past. Therefore, both historic and contemporary pain occurred by gender discrimination should be unveiled and solved to achieve complete gender equality.

Many people may have doubted why gender equality should be improved nowadays. Aren't we already living in a world with enough freedom? Feminist artists answer "No" to this skepticism. Gender stereotypes cause traumatic pain that cannot be dismissed, leading to lagging social development, as they disregard women's ideas. Moreover, unequal treatment and incentives to men and women give both genders stress and restriction, as society is expecting things that neglect individual strengths, restricting personal expression of gender identity. We live in a world where every individual is respected. Not only because women's human rights have been lower than men, gender equality is needed to ensure the individual freedom for both genders. Therefore, Louise Bourgeois's incredible artworks should be heavily valued, as it censures the status quo full of biased social expectations, and encourages the people to think again about the true value of gender equality.

SPECIAL ARTICLE 4.

66 Celebrating International Women's Month

Head of Boarding, Ms. Mindi Dryer

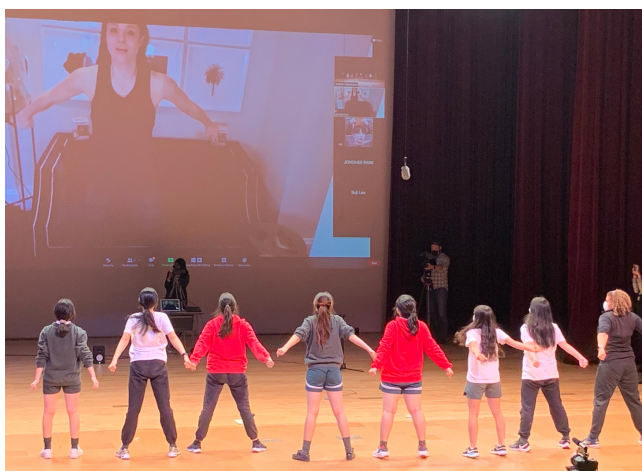
International Women's Day is celebrated each year on March 8th around the world. This year's theme was "Choose To Challenge" and could be interpreted as a global challenge, personal challenge or a chance to challenge a system for change. At Branksome Hall Asia, we also decided to celebrate International Women's Month during the entire month of March since this is such a great reason to celebrate and recognize many of the women in our lives.

The choice to celebrate women in my life is very important to me and I wanted to share this passion with others around me. I have been raised by very strong and supportive women that taught me to believe in myself and I hope that I can pass that on to other females around me. I've been lucky enough to have people take a chance on me, encourage me and give me the resources that I've needed to be successful. I want to pay that forward to others so they have the opportunities to follow their own path and be successful in their own journeys. We all have different goals in our lives and different definitions of success, but we all need support and guidance to reach our goals.



I was extremely joyful to see the students at our school take the lead in planning and implementing a variety of activities. Our kick-off activity on March 8th was a scavenger hunt that provided both fun and educational opportunities for students in Grades 6 - 12. There were physical and mental challenges and prizes too! The students introduced the activities with an entertaining skit at an assembly and organized the entire event from concept to completion.

Another great student-led event was the First Annual Health Fair. This included educational and entertaining booths where participants learned about their minds and bodies. They learned about CPR and first aid, mental health, exercise, sexual health, preventative diseases and more. Participants were even rewarded for visitings multiple booths. Our students were responsible for planning the entire event from set up, design, advertising, recruitment, tech support and more. It was really impressive to see our students put the event together.



During this month, we also provided activities that students could participate in such as movie nights to honor female leads, trivia games or creative writing contests. In classrooms, Scientists were Skyped in to provide real-life conversations with experts in the field. We even had the privilege to speak to Hollywood trainers from the movie Wonder Woman 1984.

We held two very special Zoom sessions with guest speakers in specialty fields. Our Prefects had the honor to attend a one-hour leadership training with Maxine Driscoll, an award-winning entrepreneur and author who draws on her outstanding leadership experience. She has also been invited to speak at conferences all around the world. Our G12 students were invited to speak with the Development Director of AusCam, an NGO based in Cambodia, whose mission is to create a world where all girls are protected from exploitation. Their focus is to educate females and provide them with the resources they need to be successful.

The students at Branksome Hall Asia are very fortunate to be in a supportive environment with many opportunities to thrive. I wish for all of our students to take their strengths and share it with others and to provide support to those when they need it, whether that is at school or outside of our community. I also hope that our students know there are many people around them that are willing to offer support when they need it. International Women's Month is also about learning to find a balance in your life and supporting the women around you in a positive and uplifting way.

***“Every woman’s success should be an inspiration to another.
We’re strongest when we cheer each other on.” - Serena Williams***

Readers' Submission

READERS' SUBMISSION 1.

Education: A Chain Reaction

Heesung Tae's Personal Project: "Star Seen Up Close"

Heesung Tae

Every now and then I think: aren't we so privileged? Aren't we so privileged to have something to eat, someplace to sleep, a family to be with, and a dream to think of? We say, "I'd like to be born as a CEO in my next life", but the truth is that if you are born again, you are more likely to be born in a developing country, die right after birth, or be exploited during your teenage, and worry about your daily survival throughout your whole life. And so we, going to this school, getting the education of the highest quality, and reading this article, are one of the luckiest people out of 7.9 billion people in the world.

We forget that, though. We forget our responsibilities as one of the luckiest people in the world. We see advertisements from non-governmental organizations, send them a couple thousand won, and think we have fulfilled our responsibilities. We participate in service CASEs, not really caring about what it does or whom we're giving help to, for service credits and university resumes. There are charity workers who exploit the people they should be helping, officials who embezzle our donations, celebrities who donate merely for their fame, and yet we close our eyes, just blindly mesmerized by how much we're helping the world to become a better place.



My Personal Project this year was my first step to remove that blindfold. Everyone was amazed at the fact that a 15-year-old has written a book, but what they should be paying more attention to is the book's topic: the ethical issues in the acts of service. As most books do, this one also conveys layers of topics—discrimination, environmental issues, immigration, human nature—and it is the readers' choice to pick what to focus on. Why a fictional book? Because I know. I know that pamphlets and magazines and commercials have no effect on the audience. It's the storytelling that moves people and makes them think. I could have written a book about romance, our

daily lives, and adventures—that's what teenagers should be thinking about, isn't it—but Franz Kafka once said in his letters to his friend: "If the book we're reading doesn't wake us up with a blow to the head, what are we reading it for?". Books should convey the reality: as it is.

That, too, is what I learned from this excellent education I've received. The things I've learned for the past multiple years I've spent in this school were all weaved into this book. The main character in this book has lived a life opposite from mine, but my school has trained me to explore different perspectives, think creatively and critically, research and plan before starting things. My school taught me how people behave, how communities behave, and how we *should* behave. My school gave me an opportunity to write this book. "Star Seen Up Close" is the fruit of the five years of education I was gifted from the world. Now through this book, I'd like to 'educate' *you*. Because, as reluctant as you seem to pay attention to them, we have things we must care about as privileged, young, extremely fortunate global citizens.



Writer's Note

I believe all the lessons and experiences I've gained through my Personal Project, which are now engraved in my heart, fit the Goal #4-Target 7 of UN Sustainable Development Goals; thus I wrote this. I sincerely wish that it occurs to you, too, that education for sustainable development and global citizenship is one of the urgent tasks of our generation.



READERS' SUBMISSION 2.

IB Education & UN SDGs

Haeun Kim's Personal Project: "How Are We Educated?"

Haeun Kim

What is the International Baccalaureate program?" This is the question I asked myself. In my eight years of IB learning, I have heard the word 'IB' a thousand times, yet I did not know what program it was. Ashamed of myself, I decided to study the International Baccalaureate program for my Personal Project. To further expand my study about education, the goal of my project was to: 1. study the characteristics of the IB education and Korean education, 2. compare both education, and 3. analyze to see if the IB education could be the optimal solution for Korea's education crisis.



In the process of writing my research paper, I realized the significance of education on individuals; it guides us how to think, act, talk, and write. Even more, the IB education emphasizes on not only nurturing a better learner but a better global citizen for the upcoming globalization. The following is an excerpt from my research paper: "The IB program is significant in how individuals are not limited to academic learners but nurtured to global citizens. Students learn to respect culture and language, collaborate with others, and to love learning. One unique way of teaching I love about the IB program as an IB student is how the program does not cram students with information and force them to memorize equations or datas. The IB program rather provides opportunities for students to understand and learn the concepts which leads to an equation or datas. ... There is no doubt that the increase of schools selecting the IB program is irrefutable since diverse universities recognize the significance of the IB program and accept it as a requirement for university application. The IB program may seem like a simple system, yet it is a dedicated educational system which provides special paths for every scholar."

After exploring IB education, I started to study the current situation of Korea's education; how it started to distort after Korea's economic growth. This is an excerpt: "After the development of Korea, the importance of education has started to fire up. Unfortunately, the love towards education is now uncontrollable; almost every parent, especially mothers, are dedicating significant effort, time, and money to send their child to the top three universities in Korea. Parents have started to demand for higher quality education after school—for their daughters and sons to excel in school work—which has become

proportional to the amount of wealth and power each parent has...now, high quality education is not accessible to all, but only to those with power and money. Worse, this education fever in Korea, specifically referring to those who are wealthy and rich, are now starting to go against what were the main cores of education in Korea.”

From exploring types of education and their significance, I could see why people fought for their lives to win education throughout history. Education is indeed a valuable aspect of forming an individual. There is no doubt that it is one of the UN goals, which promotes that everyone should be provided with adequate education that shapes their life.

Writer's Note

These studies I have completed are highly related to the 4th UN goal: quality education. According to the United Nations, the 4th goal ‘quality education’ works towards “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. This project has enabled me to realize the importance of education to every individual and strongly agree with the UN that every citizen should be provided with educational opportunities.

Games & Activities

Tryout this Quizlet Game!



GAMES & ACTIVITIES

WORD SEARCH

All the words appear in the articles. They are important words related to the topic.
Work together with your friends and find the words in the word bank. Have fun!

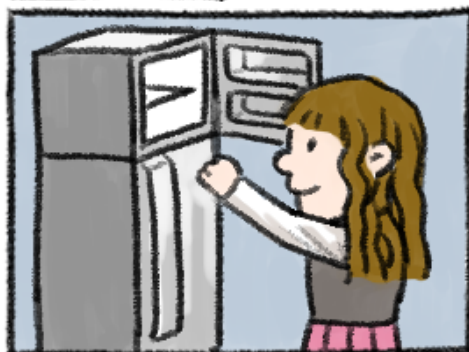
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BARRIER	EQUITY	INEQUALITY	RESOURCE
CHALLENGE	GAP	JUSTICE	RESPONSIBILITY
DEVELOPMENT	GENDER	MIGRATION	WEALTH
DISCRIMINATION	HUMAN RIGHTS	OPPORTUNITY	STABILITY
DISPARITY	IDENTITY	POVERTY	
EDUCATION	INCOME INEQUALITY	REALITY	
EQUALITY	INCLUSION	REMMITANCE	

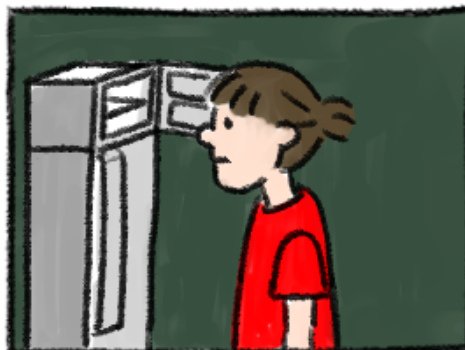
GAMES & ACTIVITIES

POVERTY IN COMICS

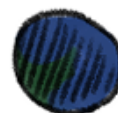
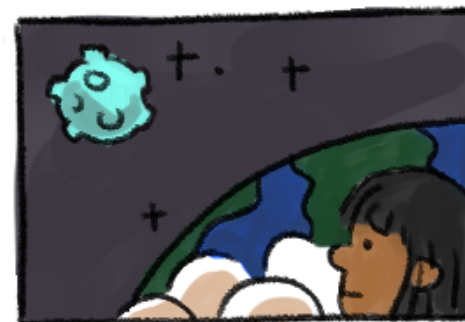
In 1970s



In 2010s



In 2050s



We all live in same Earth.
We should reduce wealth disparity.

GAMES & ACTIVITIES

TELL YOUR THOUGHTS! (I)

STEPS to PARTICIPATE

1. Carefully read the comic.
2. Discuss with your friends or parents, what the comic is about.
3. Answer the following question: "What do you think the comic is about?" and write or draw your response on the space provided below.
4. Take a picture with you holding the paper and send it to kimseoyoon03043@branksome.asia.



→ Tear here! You can also use the back.

GAMES & ACTIVITIES

GAMES & ACTIVITIES

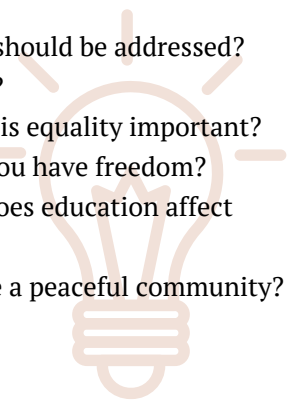
TELL YOUR THOUGHTS! (II)


STEPS to PARTICIPATE

1. Read through the articles and play games.
2. Choose any of the questions.
3. Discuss with your friends or parents about your thoughts on the question.
4. Write or draw your response on the space provided below.
5. Take a picture with you holding the paper and send it to kimseoyoon03043@branksome.asia.

QUESTIONS

- Among the UN SDGs what do you think is the most important? Why?
- How do you define sustainable development? What is sustainable?
- What are some global issues that should be addressed?
- What can you do to solve poverty?
- How do you define equality? Why is equality important?
- How do you define freedom? Do you have freedom?
- What is quality education? How does education affect individuals and the community?
- What is peace? How can you make a peaceful community?



 Tear here! You can also use the back.

GAMES & ACTIVITIES



BRANKSOME
HALL ASIA

