2017 13th citizED International Conference

Global citizenship and youth work:
educational meanings, possibilities and practices
(세계시민의식과 청소년활동: 교육적 의미, 가능성과 실천을 중심으로)

Date: 29 June (Thurs.) - 1 July 2017 (Sat.)
Venue: Korea National Sport University, Seoul, Korea

일시: 2017.06.29(목) – 07.01(토)
장소: 서울 한국체육대학교 본관 1층 합동강의실
(5호선 올림픽공원역)

주최 한국청소년정책연구원 National Youth Policy Institute 미래를 여는 청소년학회
주관 citizED 미래를 여는 청소년학회 한국청소년정책연구원 National Youth Policy Institute KYWA 한국청소년활동진흥원 Korea Youth Work Agency

Opening Remarks

Hyouk Roh
President of National Youth Policy Institute

Hello. My name is Hyouk Roh, the President of the National Youth Policy Institute.

I wanted to thank and welcome all the foreign guests who came from around the world including Korea, the presenters, debaters, and everyone else who are participating in this international conference during a season with such luscious, green trees.

The 13th citizED International Conference is jointly hosted by the National Youth Policy Institute and the Future Oriented Youth Society. I am so pleased that our institute is able to take part in an academic conference from a society with such a brilliant tradition and history in the civic education field.

This conference places its focus on "Global Citizenship and youth work: educational meanings, possibilities and practices". All of us are aware that the world is becoming more closely entwined and mutually dependent. The recent emphasis on global citizen awareness comes from the purpose of youths to embrace other cultures in this global society and advance into a leading force that creates a peaceful and righteous global community. This conference focuses on methods that can contribute to fostering global citizen awareness in youths through various youth activity means and information. These discussions are expected to expand the theoretical and practical prospect of youth activities and greatly contribute to advancing youth policies.

This conference is also expected to include presentations from over 50 participants from more than 10 different countries. 4 different keynote talks, a special session from the National Youth Policy Institute, an international symposium, workshop from the Korea Youth Work Agency, and many other sessions await you. I hope that all the participants will have a precious time of learning and experiencing through theoretical discussions related to global citizen awareness and exchanges regarding policies and cases of implementation from different countries around the world.

I want to thank the Future Oriented Youth Society, who worked hard for over 1 year for this conference, affiliates of the citizED society, and the researchers of our institution.

I hope that everyone will have an academically meaningful time during the three days of this conference, and that it will serve as a time for foreign guests to make unforgettable memories during their short visit here in Korea.

Thank you.

June 29, 2017.   Hyouk Roh, President of the National Youth Policy Institute

Welcoming Remarks

Seongryeol Ryu
President of Future Oriented Youth Society

Hello.

Our academic association, 'The Future Oriented Youth Society', has partnered with NYPI (National Youth Policy Institute) and citizED, the UK-based international research organization, to jointly hold the 13th International citizED Conference on the topics of global citizenship and youth work. Renowned scholars of citizenship education from around the world, as well as the many youth instructors who have tirelessly dedicated themselves to working with youth, have helped to make this International Conference possible. I extend my sincerest words of gratitude to all who have strived to realize the conference – it would have not been possible without their efforts. I would also like to thank the staff of KNSU (Korea National Sport University) for providing such an excellent venue for the conference.

In today's world, where everything is becoming increasingly interconnected at an unbelievable rate, the topics of global citizenship and citizenship education are becoming matters of critical importance. Global citizenship is a particularly crucial subject for the youth, who will come to play central roles in future societies. In this context, I believe that providing a forum for discussion on the relationship between global citizenship and youth work is a very significant step in preparing for the future of our youth, and expect that it will help to broaden the scope of youth activities in the future.

I am grateful to everyone who has taken the time from their busy schedules to participate in the conference, and sincerely hope that those interested in global citizenship and youth activities will find the conference helpful.

Thank you.

Sincerely,

June 29, 2017. Seongryeol Ryu, President of Future Oriented Youth Society

▌Schedule_DAY 1 29 June (Thurs.)

Time	Programme	
11:00-12:00	Registration	
12:00-13:00		
13:00-13:30	**Opening Ceremony**	**Opening remarks: Hyouk Roh** (President of National Youth Policy Institute, Korea)
		Welcoming remarks: Seongryeol Ryu (President of Future Oriented Youth Society, Korea)
		Welcoming remarks: Eunkyung Shin (President of Korea Youth Work Agency, Korea)
		Congratulatory remarks: Mingyu Han (Director of Office of Academic Affairs, Korea National Sport University, Korea)
13:30-14:00	Break	
14:00-15:00	**Keynote 1**	Emeritus Professor. Lynn Davies (University of Birmingham, UK) *How Do Young People Respond to Global Events? Fostering a Global Mission without Violence*
15:00-15:30	Break	
15:30-17:00	**Session 1** **National Youth Policy Institute Special Session** Empirical Understandings of Global Citizenship	**International Symposium**
	Chair : **Professor. Constance A. Flanagan** (University of Wisconsin-Madison, USA)	Professor. Ian Davies (University of York, UK) Professor. Fulop Marta (Eötvös Loránd University, Hungary) *Youth Activism Engagement and the Development of New Civic Learning Spaces*
	1. Seyoung Hwang (National Youth Policy Institute, Korea) *Understanding Youth Global Citizenship in the Context of Education for Sustainable Development*	
	2. Jeong Won Choi (National Youth Policy Institute, Korea) *Global Citizenship down to Earth: From a Good Citizen to a Globally Good Citizen*	
	3. Jimin Cho (Korea Institute for Curriculum & Evaluation, Korea) *The Current Status and Activities on Measurable Indicators for Global Citizenship Education in the Context of Education 2030*	
17:00-17:30	Break	
17:30-	Welcoming Reception	

▌Schedule_DAY 2   30 June (Fri.)

Time	Programme		
8:00 -9:00	Registration		
9:00 -10:30	**Keynote 2**	Professor. Ian Davies (University of York, UK) *Is There a Connection between Young People Engaging in Society and Education?*	
10:30 -11:00	Break		
11:00 -12:30	Session 2		
	Global Citizenship through Youth Work	**Global Citizenship & School**	**Citizenship and Participation**
	Chair : Emeritus Professor. Lynn Davies (University of Birmingham, UK)	**Chair : Professor. Seongryeol Ryu** (Baekseok University, Korea)	**Chair : Dr. Seyoung Hwang** (National Youth Policy Institute, Korea)
	1. Libby Tudball (University of Melbourne, Australia) *Young Peoples' Engagement in Global Citizenship and Youth Work in Australia: Case Studies of Practices Increasing Social Action Competence* 2. Hei-hang Hayes Tang (Education University, Hong Kong) *Global Citizenship, Democratic Perception and National Identification of the Hong Kong Post-90s Generation: Implications for 'Youth Work' and Education* 3. Thomas Kwan-Choi Tse (Chinese University, Hong Kong) *Global Citizenship Education and Youth Work in Hong Kong: The Contributions and Barriers of NGOs* 4. Sun Young Park (Korea National Sport University, Korea) *Provision of Global Citizenship through Youth Work*	1. Zhenzhou Zhao (Education University, Hong Kong) *Religiosity and Citizenship in China's School Curriculum* 2. Mariko Komatsu (Hiroshima University, Japan) *Citizenship in the Face of Disaster: A Case of Fukushima* 3. Andreas Brunold (University of Augsburg, Germany) *Civic Education for Sustainable Development and Global Learning in Curricula of Higher Education*	1. Yoshiharu Toda (Chiba University, Faculty of Education, Japan), Tomoko Miura (Asia University, Faculty of International Relations, Japan), Kazuhiro Shiina (Chiba University, Faculty of Education Attached Junior High School Japan) *The Teaching Citizenship by Using the Historical Subject Matters* 2. Yuta Nagumo (Waseda University, Japan) *Development of Citizenship through Child and Youth Participation in Realizing the Rights to Education in Japan* 3. Yoshio Nosaka (Kanazawa University, the Law-Related Education Committee of the Japan Federation of Bar Association, Japan), Changho Kim (The Law-Related Education Committee of the Daini-Tokyo Bar Association, Japan) *Role of the Lawyers in the Area of Citizenship Education: Focus on Activities of the Law-Related Education Committee of the Japan Federation of Bar Association*
12:30 -14:00	Luncheon		
14:00	**Keynote 3**	Professor. Constance A. Flanagan	

-15:00		(University of Wisconsin-Madison, USA) *Youth Civic Work for the Environmental Commons: Expressions of Global Citizenship*			
15:00 -15:30	Break				
15:30 -17:00	**Session 3**			**Korea Youth Work Agency Workshop**	
	Citizenship & Global Citizenship	**International Comparative Studies**	**Social Science**	**Activating youth voluntary services through comparative case-studies**	
	Chair : Professor. Ian Davies (University of York, UK)	Chair : Professor. Dae Kwon Park (Myongji University, Korea)	Chair : Dr. Jeong Won Choi (National Youth Policy Institute, Korea)	Chair : Professor. K.P. Joo (Korea National Open University, Korea)	
	1.Jung Woo Lee (Korea Institute for Curriculum and Evaluation, Korea) *The Changed Meaning of Global Citizenship Reflected in the Korean National Social Studies Curriculum: From 6th Revised Curriculum to 2015 Revised Curriculum* 2. Toshinori Kuwabara, Wakako Harada (Okayama University, Japan) *The Study of the Citizenship Education for Bringing up Students as Sovereign: Based on Practicing the Program Constructed Mainly on the Workshop by the Dialogue* 3. Taehan Kim (Korean National Open University, Korea), Dong-Jin Kim (Seoul National University, Korea) *Effects of Social Relationships in Micro Contexts on Civic Commitment and Cultural Tolerance among Korean Adolescents*	1. Frank Reichert, Lijuan Joanna Li (Education University, Hong Kong) *Good Citizenship in Non-Western Societies: A Person -Centered Analysis of Citizenship Norms and Their Correlates in Five Asian Countries* 2. Wong Koon Lin (Hong Kong) *Comparative Study among Hong Kong, Taiwan, Korea: Teacher Self–Efficacy Have Affected Student Civic Learning, Participation in School Activities, and Intention to Participation in Future* 3. Frank Reichert (Education University, Hong Kong) *Civics Teaching in Countries with Different Democratic Traditions: A Person -Centered Analysis*	1. Thavamalar Kanagaratnam (Ministry of Education, Singapore) *Values in Action (VIA): Nurturing Social Responsibility* 2. Izhar Roslan (Rahmatan Lil Alamin Foundation, Singapore) *Building Youth Leadership through Sustainable Initiatives* 3. Meery Lee (Korea National Sport University, Korea) *Relationships of Flow States in Daily Activities with Depression and Life Satisfaction among Korean Adolescents*	**15:30 - 18:30**	1. Professor. Lee Jerome (Middlesex University, UK) *Case study of the Youth voluntary services in Europe and its implications* 2. Professor. Libby Tudball (University of Melbourne, Australia) *Case study of the Youth voluntary services in Australia and its implications* 3. Mr. Sung Hun Kim (Council of Korean Local Youth Service Centers, Korea) *Current state of Youth voluntary services in Korea and strategy for sustainability*
17:00-					

▌Schedule_DAY 3 1 July (Sat.)

Time	Programme		
8:00-9:00	Registration		
9:00-10:30	**Keynote 4**	Mr. Seong Min Jeon (President of Youth Foundation in Kyounggi, Korea) ***History of Youth Work in Korea***	
10:30-11:00	Break		
11:00-12:30	**Session 4**		
	Citizenship & Social Studies Education in Korea	**Civic Learning and Social Studies**	**Democracy, Moral Education, Social Justice**
	Chair : Dr. Lee Jerome (Middlesex University, UK)	**Chair : Professor. Sun Young Park (Korea National Sport University, Korea)**	**Chair : Professor. Libby Tudball (University of Melbourne, Australia)**
	1. Eung Yeong Choi (Kunpo Elementary School, Korea) ***Review on Policies for Global Citizenship Education for Fostering Democratic Citizenship: Based on Elementary /Junior High/High School Students, Teaching Staff, Experts of Kyonggi-Do*** 2. Mi-Eun Lim (Hanyang University, Korea) ***A Case Study on Global Citizenship Education through the Creative Experience Activities in High School*** 3. Hyun Yee Jeong (Korea National University of Education, Korea) ***How Is Education for Global Citizenship Materialized among Social Studies Teachers in Korea?***	1. Lijuan Li (Centre for Governance and Citizenship, Education University, Hong Kong), Kerry J. Kennedy (Centre for Governance and Citizenship, Education University, University of Johannesburg, Hong Kong) ***Leading for Civic Learning: An Agenda for Schools*** 2. Shuyi Chua (National Institute of Education, Singapore) ***Storytelling in the Social Studies Classroom: Using Stories to Help Students Think in the Classroom*** 3. Kazi Abdur Rouf (Noble International University, USA; York University, Canada) ***Anti Colonial and Anti Oppressive Citizenship Learning and Participatory Democracy and the Grameen Bank Micro-Credit Program in Bangladesh***	1. Shangyue Lu (School of Marxism, Peking University, China) ***The Youth Moral Education Research under the Network Environment*** 2. Georg Weisseno, Barbara Landwehr (Political Science and its Didactics at Karlsruhe University of Education, the Institute of Political Science at Karlsruhe University of Education, Germany) ***Achievement Disposition, Attitudes and Motivation in Political Lessons*** 3. Amy Shumin Chen (Center for General Education, Tatung University, Taiwan) ***From Approving Principles to Taking Actions: Analysis the Influential Mechanism of Social Justice Competences*** 4. Xiaoxue Kuang (Education university, Hong Kong) ***How to Provide an Open Classroom Climate for Students?***
12:30-13:00	Closing Ceremony		
13:00-	Luncheon		

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Citizenship & Social Studies Education in Korea

Civic Learning and Social Studies

Democracy, Moral Education, Social Justice

Korea Youth Work Agency Workshop

Keynote Address ▮

Keynote 1

▶ "How do young people respond to global events? Fostering a global mission without violence"

Emeritus Professor. Lynn Davies (The University of Birmingham, UK)

Keynote 2

▶ "Is there a connection between young people engaging in society and education"

Professor. Ian Davies (The University of York, UK)

Keynote 3

▶ "Youth Civic Work for the Environmental Commons: Expressions of Global Citizenship"

Professor. Constance A. Flanagan (The University of Wisconsin-Madison, USA)

Keynote 4

▶ "History of Youth Work in Korea"

Seong Min Jeon (President of Youth Foundation in Kyounggi, Korea)

Keynote 1

How do young people respond to global events? Fostering a global mission without violence

Lynn Davies

The University of Birmingham, UK

Abstract

One of the triggers for young people to be attracted to violent extremism is the perception of injustice at the global level. Foreign policy which seems to sanction the murder of Muslims, or conversely national policies on immigration which appear to threaten local security, generate a strong duty to respond. Radicalisers will prey on the need for a sense of mission in young people, and justify the use of violence to achieve the various ends of defence, of revenge, or of the creation of a pure society.

In this presentation I look firstly at how young people can come to accept violence and at the complex routes into a violent identity. I then examine the various strategies which can be used to build resilience. These might start with basic understandings of extremism, of grooming and of how ISIS or far right movements use social media to influence and draw people in. But at the same time it is important to recognize the need in many young people to be part of social change. The usual routes of democracy, of voting every four years, are too slow. It is important to remember that violence has an immediate and visible effect, with a sense of agency; peace and love messages do not, and neither do climate change

campaigns. How can we foster a sense of being part of an exciting global mission which is not vulnerable to violence and sectarianism? I look at different types of intervention:

The formation of youth global networks for influence

Channeling energy into localized campaigns

Using mentoring to keep religious or political ideals alive while rejecting violence

Strengthening critical skills within free speech and debate

Rights-based campaigns

Building on creativity and humour to design counter-narratives

But for some kids it may be that the most one can hope for is steering clear of the use of knives or guns in their everyday social context. Here the message is not the moral one of violence being wrong, but simply, violence doesn't work. Non-violence work with the young must above all be pragmatic.

Keynote 2

Is there a connection between young people engaging in society and non-formal education?

Ian Davies

University of York, UK

Abstract

I argue that a civic learning society may be achieved in part through non-formal education. My presentation is divided into 3 sections. Firstly, I define key terms and provide some context. I refer to the meaning of activism, citizenship and non-formal education, and then describe some current challenges (nationalism, austerity, radicalization and well-being) that may be relevant to young people's involvement in society. Secondly, I discuss levels of engagement (arguing that types of participation are partly determined by the distribution of social capital); styles of engagement (emphasizing the increasing focus on personalized involvement rather than institutionalized action); and engines of engagement (exploring the key contexts and societal forces that promote engagement). Finally in the third part of the presentation, I discuss the links between non-formal education and engagement.

Keynote 3

Youth civic work for the environmental commons: Expressions of global citizenship

Connie Flanagan

University of Wisconsin-Madison, USA

Abstract
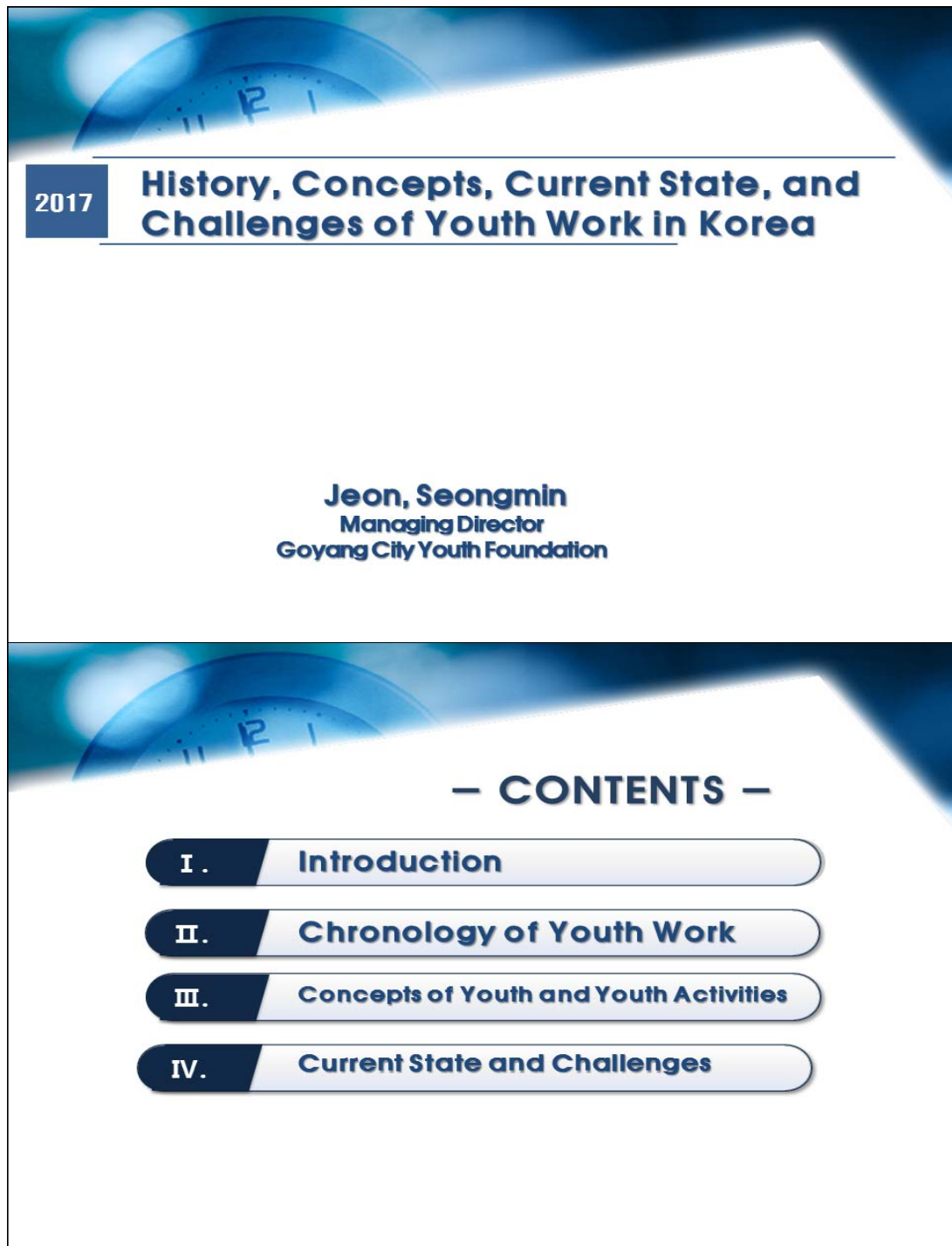
The environmental commons refers to the natural resources on which life depends and the spaces where people decide together what is in the best interests of their community.

In this presentation I argue that environmental action is civic action and present results from a collaboration between the University of Wisconsin-Madison and two Great Lakes stewardship organizations, the Southeast Michigan Stewardship Coalition (SEMIS) and the Great Lakes Stewardship Initiative (GLSI). These organizations facilitate school-community partnerships in which students identify, study, and address environmental issues in their communities. Through collective action, youth take responsibility for the environmental commons that citizens share and develop their identities as environmental stewards and agents of change.

Our team is investigating the potential of environmental stewardship for developing students' understanding of civic concepts such as the commons, interdependence of humans and other living things, social responsibility and

collective action. The focus is on urban youth in the U.S. - most from ethnic minority backgrounds ‑ who are rarely the focus of environmental education. We document how they learn about the interdependence of their urban ecology with the natural world. Results point to the relatively untapped potential of place-based environmental and sustainability education for developing the civic understanding, agency, and commitments to the commons in younger generations.

Keynote 4

Ⅰ. Introduction

Ⅰ. Introduction

○ **Youth**
   Period between the exit from dependent childhood and the entry into independent adulthood

○ **Youth Work**
   Practical behavior that supports developing the capacity of youths to function as independent and healthy adults

○ **Differentiated according to the interpretations and agreements among members of society based on new cohorts that emerge between childhood and adulthood**

Ⅰ. Introduction

○ Aspects of Differentiation
  - Demographics
     Adolescence, Youth, Emerging adulthood
  - Major Topics of Youth Work
    "Achieving developmental tasks", "supporting youth culture",
    "expanding rights"
  - Youth Work Paradigms
     Remedial Paradigm, Pro-social Paradigm, Integrative Paradigm

○ A state of disagreement about the paradigms,
  - Makes difficult to investigate the concepts regarding "Youth?",
    "youth activities", "realities of youth activists".
  - Causes identity confusion in youth activity areas.

Ⅰ. Introduction

○ Examination of the History of Youth Work in Korea

- Good method to summarize definitions of youth and youth activities,
  forms of operation and function of youth activity programs and youth
  facilities, and the role of youth activists

- Requires insight by experts on history which can identify various factors
  influencing historical events, and provide explanations regarding the
  relationship among their interactions.

- Contributes to seeking consensus about the reality and identity of
  youth work in Korea, and building a foundation for continued
  discussion and collaboration.

I. Introduction

○ **Limitations**
- **Amount of Data**

  Only major points in the historical events were summarized and organized according to the writer's subjective views, in order to facilitate discussion within the limited amount of time.

- **Terms Used**
  - **Designating the population between childhood and adulthood**

    Use terminologies, "youth" or "adolescence."
  - **Terminology Related to Youth Activities**

    "Youth Work" commonly refers to specialized youth services sector.

    "Youth Service, Activities" are terms derived to signify unit service activities.

II. Chronology of Youth Work

II. Chronology of Youth Work

To review the historical events related to youth work in modern history, the following divisions are made:

○ Japanese Colonial Period (1910-1945)

○ U.S. Military Government (1945-1948)

○ First Period of Conservative Administration (1948-1997)

  - The First Republic (1948~1960)

  - Military Regime (1961-1963)

  - Military Dictatorship (1963-1992)

  - Civilian Government (1993-1997)

○ Period of Liberal Administration (1998-2007)

○ Second Period of Conservative Administration (2008-2017)

II. Chronology of Youth Work

4. The Liberal Administration (1998~2007)

1) Government of the People (1998~2002)

1998. 2.25. Government of the People is established.

2. Juvenile Protection Committee is transferred to the Prime Minister's Office

The Ministry of Culture and Sports Office of Youth Policy is reduced to the Ministry of Culture and Tourism Department of Youth (dualization)

Downscaling youth fostering work and expanding protection work

6. 9. Youth Policy Advisory Committee is formed.

7.15. Juvenile Protection Committee Central Inspection Team is installed.

7.28. The Second Five-Year Youth Fosterage Plan (1998-2002)

Change to an innovative policy paradigm with major policy principles of increasing juveniles' rights, independence and participation,

Expanding youth policy category and function actualization

Recognizing youths as participating agents rather than targets

Independence centered on region and site, and open operation

II. Chronology of Youth Work

1999. 6.15.　The First Battle of Yeonpyeong
　　6.30.　 Sealand Youth Training Center Fire Incident
　　10.　　Youth Operation Committee installed in Seoul Jungnang and Nowon Training Center
　　10.30.　Inchen Bar Fire Incident
　　　　　12.17 The UN resolves to observe 8.12 as「International Youth Day」
2000.　　　Expansion of youth facilities
　　　　　2000(581), 2001(640), 2002(654), 2003(655), 2004(687), 2005(729)
　　2. 3.　Act on the Prevention of Juveniles from Sexual Abuse is enacted.
2001. 8. 6.　4th World Youth Forum (Dakar)
2002.　　　Juvenile Internet Victim Support Center in operation
　　5.31.　Korea-Japan World Cup
　　6.29.　The Second Battle of Yeonpyeong
　　9.29.　The 14th Asian Games in Busan

II. Chronology of Youth Work

2) Participatory Government (2003~2007)

2003.　　　The 3rd Juvenile Fosterage General Plan is implemented (2003~2007).
　　　　　Building foundations for increasing youth rights and participation
　　　　　Constructing a creative environment for youth activity in response to the five school day system
　　　　　Youth welfare support for vulnerable groups
　　　　　Protecting youth health and cleanup of harmful environments
　　　　　Reorganizing enforcement systems and expanding nationwide participation
　　12.30.　Framework Act on Juveniles is revised.
　　　　　The issue of "human rights" put on the agenda, and "human rights policy" formed. 2004.2.9. Presidential decree
　　　　　Juvenile Activity Promotion Act is enacted.
　　　　　Juvenile Welfare Support Act is enacted.
2004.　　　Department of Juvenile Human Rights Policy is installed.
　　5.31.　As the first Nation Petition of the 17th National Assembly, bill is proposed for "Lowering the youth voting age (over age 18)".
　　8.25.　Korean Statistics Information Service announces that the total birthrate in 2003 is lowest in the world (1.19)
　　　　　Pilot project for Youth Special Meeting

II. Chronology of Youth Work

2005. 1.28.   Korea Youth Work Agency is established.

     4.27.   「Juvenile Committee」is installed in the Prime Minister's Office

2005.4-2008.2   Merging youth organizations and launching a single organization dedicated to youth affairs

Has the characteristic of being an administrative organization under a representative system.

Established as Four Core Promotion Tasks the following: building a social safety net for youth in crisis, ensuring opportunities for various youth activities, increasing youth participation and human rights, 1522 Hope Project, human rights policy establishing itself as a core policy area.

2006. 3.30.   Renamed to 「National Juvenile Committee」

             Trial operation of 46 after-school academies

2006. 3.19.   Youth Training Activity Certification System in effect.

             Trial operation of CYS-Net

2011. Legal basis provided for the operation of CYS-Net (Juvenile Welfare Support Act entirely revised)

II. Chronology of Youth Work

2007. 2.28.   Revised Curriculum

           National Common Basic Curriculum (elementary school 1st grade-high school 1st grade)

           The fourth after constant revisions, expansion of elementary school English instruction

           Authorized textbook system

   10. 2.   South-North Summit

   12.18.   UN adds 5 areas to WPAY

           Globalization, ICT, HIV/AIDS, Armed conflict, Intergeneration issues

Ⅱ. Chronology of Youth Work

5. Conservative Administration (2008~2017)

1) Lee Myung-bak Administration (2008-2013)

2008. 3.   **The 4th Juvenile Policy General Plan (2008-2012) in effect**
Integrated implementation of child and juvenile policies. General, comprehensive juvenile policy implementation. Expanding the foundation for youth experience activity.
2010.11.25. revised and supplemented
Office of primary concern transferred to the Ministry of Health and Welfare
Office of Juvenile Policy
2008.3-2010.2 (2 years), government-level integration
Juvenile Protection Committee is formed.
Expansion of Dream Start as core task of the welfare sector
2006 trial operation of 20 health centers, 2007 trial work of "Hope Start"

9.11.   **Implementation of sex education and sexual violence prevention education (17 hrs), and prostitution prevention education (1 hr per year)**
Ministry of Education, Science and Technology Note 2008-148, elementary/middle school curriculum

2009. 1.23. **2009 Revised Curriculum**
Reinforcing school independent and creativity

11.10. **Battle of Daecheong**

12.   **Education Support Center for North Korean Juvenile Escapees opens.**

Ⅱ. Chronology of Youth Work

2010.   **2010-2011 International Year of Youth "Topic: Dialogue and Mutual Understanding'**

3.   Ministry of the Gender Equality and Family, Office of Juvenile Family Policy transferred to the Office of Juvenile Policy
2010.3-present

3.26. **ROKS Cheonan sinking**

8.18. **Korea Youth Activity Promotion Center is established.**
Per public institutions integration policy, Korea Youth Training Center and Korea Youth Promotion Center are united.
UN United Nations Interagency Network on Youth Development: IANYD) is formed.

2011. 1.14. **Tunisian Arab Spring Jasmine Revolution**

8. 9. **2011 Revised Curriculum**

12.   UN Secretary-General includes "working with and for women and young people" in the five core areas of the 5-Year Action Agenda

12.17. **Kim Jong-il dies.**

2012. 5.   **Central Multicultural Education Center opens.**

7.   **National Central Juvenile Foothold Center opens.**

Ⅱ. Chronology of Youth Work

2) Park Geun-hye Administration (2013-2017)

2013.   The Fifth Juvenile General Plan is implemented.
Strategic aim for linked development with family and gender policies
Expansion of target to all young people
    Implementation of anticipatory and balanced juvenile policy
1. 1.   Mandatory youth leader supplementary education
7.19.   Taean Marine Camp Incident
9.   Trial operation of "Free Semester" (42 schools)
11.   Early report system for youth training activities involving travel and lodging.
2014. 4.16. Sinking of MV Sewol
8.   National Youth Internet Dream Village opens.
10.28. Baku Statement
8 principles and actions for youth policy
based on increasing the rights of the youth, equal opportunity, active participation by the youth, gender equality, implemented inclusively across all policy areas, accurate evaluation based on evidence, sufficient youth support, increasing the responsibility of the nation and local communities

Ⅱ. Chronology of Youth Work

2015. 1.12. Juvenile Activity Safety Center is installed.
1.20.   Character Education Promotion Act is promulgated.
Definition of character education in this law: Education that aims to nurture the inner self to be upright and healthy, and to foster human nature and qualities needed to live together with others, in the community and in nature
5.29. Act on Youth Support Outside of School is enacted.
9.23. 2015 Revised Curriculum
Curriculum integrating liberal arts and natural sciences
9.25. UN Transforming our world: the 2030 Agenda for Sustainable Development is adopted.

III. Concepts of Youth and Youth Activities

III. Concepts of Youth and Youth Activities

1. Definition of "youth"
   Youth is the population group between childhood and adulthood.

○ **G. S. Hall (1904),**
   - First used the term "adolescence" academically, focusing on the cohort of "growth spurt"
   - Age range designated as 14-24

○ **K. Keniston (1971),**
   - Around 1960, focused on the cohort of "dissent"
   - First used the term "youth" academically to collectively refer to the population group in adolescence and early adulthood

○ **J. J. Arnett (2000)**
   - Focused on the population group who stay in "youth" even though they are at the adulthood age
   - Categorized this as "Emerging Adulthood"

Ⅲ. Concepts of Youth and Youth Activities

○ Based on these examples from foreign countries, how can we translate, "Adolescence", "Youth", "Emerging Adulthood" into the Korean language? Conclusion is: "Youth".

- It appears that the Korean society used the terms, "boys" and "minors", to refer to the adolescent population until the Juvenile Protection Measures Committee regulations are promulgated in 1964.
- In 1987, Article 2 (definition) of the Juvenile Fostering Act states the age range of youth as 9 to 24
- The reason being that, at age 9, independent participation in youth activities is possible, while 24 is the age group of graduate school graduation
- This age range is still used in the Framework Act on Juveniles. However, the Juvenile Protection Act designations the age range of youth as 9 to under 19.

Ⅲ. Concepts of Youth and Youth Activities

○ Ambiguous age ranges not based on cohorts reduces the quality of youth policy making, professional service, and academic research.

- Legal age range of a child is set to under 18
- Local governments' basic juvenile ordinances set the age range of youth as 18~9 to 34 years of age.
- According to this, the existence of youth, adolescence is inconsistent.
- UN also emphasizes the statistical meaning of youth, setting the age range from 15 to 24

○ In conclusion, careful consideration of "a new definition of the period between childhood and adulthood" is needed in Korea.

III. Concepts of Youth and Youth Activities

2. Youth Activities and Youth Activity Paradigm.

○ Historically, the topics of youth activity are,
- Supporting 「developmental tasks」 represented by "stress and confusion" and "delay"
- Acknowledgement and support of 「Youth culture」
- Change in role and function centered on protection and expansion of 「human rights」

○ Youth Activity Paradigm
- Remedial Paradigm
  • Position that the youth necessarily experience problems from confusion and stress following growth spurts
  • Uses punishment and correctional services as main action tools.
- Pro-social Paradigm
  • Youth development is heavily influence by environment.
  • Youth as passive recipients of service, supplied healthy environments "based on the older generation's value systems"
- Integrative Paradigm
  • Youth perform roles and functions as members of society if given appropriate environment for activity and opportunities.
  • Improving the environment and providing sufficient opportunities

III. Concepts of Youth and Youth Activities

○ Comprehensive Measures for Improving Juvenile Issues (1984) as a turning point for pro-social paradigms forming the majority
  - Influenced the enactment of Juvenile Fostering Act (1987), establishment of Korea Juvenile General Plan (1991), and enactment of Framework Act for Juveniles (1991)

○ Remedial Paradigms became serious with the Japanese military rule
  After promulgation of the Reform Ordinance (1923), "to reform 8 to 18 year-old juveniles who engage or may engage in delinquent behavior including anti-Japanese movement", reform schools are established in Youngheung, Mokpo, and Incheon
  - Seongam School established in Incheon was built on an uninhabited island, leading to the most severe violation of human rights, but was in operation until 1979 and shut down in 1982
  - Translating youth as "juvenile" in the English versions of juvenile laws, Framework Act on Juveniles, Juvenile Activity Promotion Act, and Juvenile Welfare Support Act, is based on the perspective and philosophy of the remedial paradigm.
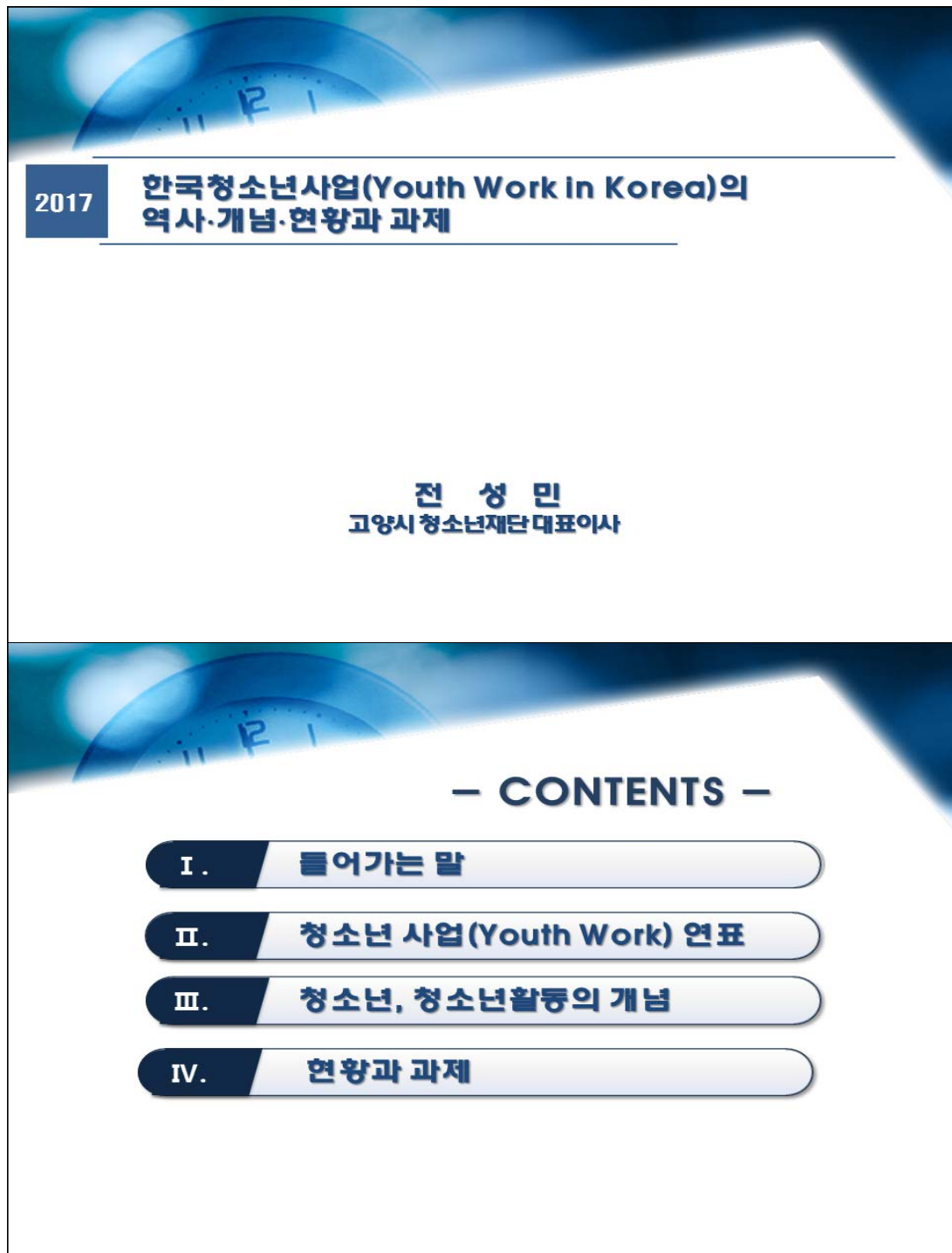
Ⅲ. Concepts of Youth and Youth Activities

○ As the Government of the People came to power (1998), groundbreaking transition to the integrative paradigm was made.
  - The 2nd Five-Year Juvenile Fosterage Plan
    · recognized youth as participating agents rather than subjects.
    · set independent and open operations centered on local and field sites as the main policy principles.
  - Revised the Youth Charter established in 1990, and installed the Youth Committee in the Ministry of Culture and Tourism

○ In the Participatory Government,
  - The 3rd Juvenile Fosterage General Plan (2003-2007) was implemented.
    · Main points were increasing rights of youths and building a foundation for participation.
  - Framework Act on Juveniles was revised for bringing human rights issues to the agenda and institutionalizing construction of human rights policies (2003)
  - Installed by department responsible for juvenile human rights policies
  - Youth Special Meeting with the President presiding was held as a trial (2004)

Ⅲ. Concepts of Youth and Youth Activities

○ After the Conservative Administration ruling in 2008,
  - The office of primary concern was transferred to the Ministry of Health and Welfare Office of Juvenile Policies, and constituted Juvenile Protection Committee, switching to the pro-social paradigm
  - During discussion for integrated implementation of child policies, under the jurisdiction of the Ministry of Health an Welfare, and youth policies, youth policy work was transferred to the Ministry of Gender Equality and Family (2010)
  - Since then, the 5th Juvenile General Plan (2013-2017) was implemented, emphasizing the strategy for linked development with family and gender policies under the jurisdiction of the Ministry of Gender Equality and Family.

Keynote 4 (Korean ver.)

Ⅰ. 들어가는 말

Ⅰ. 들어가는 말

○ 청소년기
의존적인 아동기를 벗어나서부터 독립적인 성인기로의 진입 이전까지의 시기

○ 청소년사업은
청소년들이 독립적이고 건강한 성인으로서 기능할 수 있도록 역량 강화를
지원하는 실천행동

○ 아동기와 성인기 사이에서 나타나는 새로운 코호트에 기초한 사회구성원
사이의 해석과 합의에 따라 분화

Ⅰ. 들어가는 말

○ 분화양상
 - 인구집단
   청소년기(Adolescence), 청년기(Youth), 준성인기(Emerging adulthood)
 - 청소년사업의 주요주제
   「발달과업 수행」, 「청소년문화 지원」, 「권리의 확대」
 - 청소년사업의 패러다임
   치료패러다임(Remedial Paradigm), 육성패러다임(Pro-social Paradigm),
   통합패러다임(Integrative Paradigm)

○ 패러다임에 대한 미합의 상태에서는
 - '청소년?', '청소년활동', '청소년활동가의 실재성'에 대한 개념모색의
   어려움
 - 청소년활동분야에 정체성혼란을 야기

Ⅰ. 들어가는 말

○ 한국청소년사업의 역사를 살펴보는 작업은

- 청소년, 청소년활동의 정의와, 청소년활동프로그램, 청소년시설의 운영형태와
  기능, 청소년활동가의 역할을 정리하는 좋은 방법

- 역사적 사상(事象)에 영향을 미치는 다양한 요인들을 식별하고 이들 간의 상호작용에
  대한 관계를 설명할 수 있는 역사전문가로서의 혜안이 요구

- 우리나라 청소년사업의 실재성과 정체성에 대한 합의를 모색하고, 지속적인
  논의와 협업의 기초를 마련하는데 **기여**

I. 들어가는 말

○ 한계
  - 자료의 양
    역사적 사상은 제한된 시간에서의 논의를 위해 논자의 주관에 따라 주요
    사항만 요약·정리

  - 사용된 용어
    • 아동과 성인기 사이의 인구집단에 대한 지칭
      '청소년' 또는 '청소년기'라는 용어를 사용
    • 청소년활동에 관한 용어
      'Youth Work'은 전문청소년서비스분야를 통칭하는 '청소년사업'
      'Youth Service, Activities'는 단위서비스활동을 의미하는 '청소년활동'
      이라는 용어를 차용

II. 청소년사업 연표

Ⅱ. 청소년사업연표

근현대사에 나타나는 청소년사업과 관련된 역사적 사상들을 검토하기 위하여,

○ 일제강점기(1910-1945)

○ 미군정기(1945-1948)

○ 제1차 보수정권기(1948-1997)
- 제1 공화국(1948~1960)
- 군사정권(1961-1963)
- 군부독재정권(1963-1992)
- 문민정부(1993-1997)

○ 진보정권기(1998-2007)

○ 제2차 보수정권기(2008-2017)로 구분

Ⅱ. 청소년사업연표

4. 진보정권(1998~2007)

1) 국민의 정부(1998~2002)
1998. 2.25. 국민의 정부 출범
2.   청소년보호위원회를 국무총리실로 이관
문화체육부청소년정책실은 문화관광부 청소년국으로 축소 (2원화)
청소년육성업무 축소, 보호업무 확대
6. 9.   청소년정책자문위원회 구성
7.15.   청소년보호위원회 중앙점검단 설치
7.28.   제2차청소년육성5개년계획(1998-2002)
청소년인권신장과 자율·참여를 주요정책이념으로 획기적인
정책패러다임 전환.
청소년정책범주 확대 및 기능 현실화
청소년을 대상에서 참여주체로 인정
지역, 현장 중심의 자율과 열린 운영

Ⅱ. 청소년사업연표

1999. 6.15.　제1연평해전
　　 6.30.　씨랜드청소년수련원 화재사건 발생
　　 10.　　서울 중랑·노원수련관에 청소년운영위원회 설치
　　 10.30.　인천호프집 화재사건 발생
　　 12.17 UN 8.12를 「International Youth Day」로 결의
2000.　　　청소년시설 확대.
　　　　　2000(581), 2001(640), 2002(654), 2003(655), 2004(687),
　　　　　2005(729)
　　 2. 3.　청소년성보호에 관한 법률 제정
2001. 8. 6.　4th World Youth Forum(Dakar)
2002.　　　인터넷피해청소년지원센터 운영
　　 5.31.　한·일 월드컵
　　 6.29.　제2연평해전
　　 9.29.　제14회부산아시안게임

Ⅱ. 청소년사업연표

2) 참여정부(2003~2007)

2003.　　　제3차청소년육성기본계획(2003~2007) 시행
　　　　　청소년 권리신장 및 참여기반 구축
　　　　　주5일 수업제 대비 창의적 청소년활동 여건 조성
　　　　　취약계층 청소년복지 지원
　　　　　청소년 건강보호 및 유해환경 정화
　　　　　추진체제 정비 및 범국민적 참여 확산
　　 12.30.　청소년기본법 개정
　　　　　'인권' 이슈가 의제화되고 '인권정책'이 형성. 2004.2.9. 대통령 공포
　　　　　청소년활동진흥법 제정
　　　　　청소년복지지원법 제정
2004.　　　청소년인권정책 담당부서 설치
　　 5.31.　17대 국회 국회국민청원 1호로 '청소년 선거연령 하향(만 18세 이상)
　　　　　조정'안 제출
　　 8.25.　통계청 2003년도 한국 합계출산율 세계최저(1.19명) 발표
　　　　　청소년특별회의 시범사업

Ⅱ. 청소년사업연표

2005. 1.28.	한국청소년진흥센터 설립
4.27.	국무총리실「청소년위원회」설치
2005.4-2008.2	간 청소년조직통합 및 단일청소년전담조직 출범

합의제 행정기구라는 특성.
위기청소년 사회안전망 구축, 청소년의 다양한 활동기회 보장,
청소년 참여·인권 증진, 1522 희망프로젝트 등을
4대 핵심추진과제로 설정함으로써,
인권정책이 핵심적인 정책분야로 자리 잡음.

2006. 3.30.	「국가청소년위원회」로 개칭
	방과 후 아카데미 46개소 시범운영
2006. 3.19.	청소년수련활동인증제 실시
	CYS-Net 시범운영

2011 CYS-Net운영의 법적근거 마련(청소년복지지원법 전부개정)

Ⅱ. 청소년사업연표

| 2007. 2.28. | 개정교육과정 |

국민공통기본교육과정(초등1-고등1)
수시개정 후 4번째. 초등학교 영어수업 확대.
검인정 교과서 체제

| 10. 2. | 남북정상회담 |
| 12.18. | UN WPAY에 5개 영역 추가 |

세계화, ICT, HIV/AIDS, 무장갈등, 세대 간 이슈

Ⅱ. 청소년사업연표

5. 보수정권(2008~2017)

1) 이명박 정부(2008-2013)
2008. 3.   제4차 청소년정책기본계획(2008-2012) 실시
  아동정책과 청소년정책 통합 추진. 보편적,통합적 청소년정책 추진
  청소년체험활동 기반 확충. 2010.11.25. 수정, 보완
  주무부처를 보건복지부 청소년정책실로 이관.
  2008.3-2010.2(2년), 정부차원통합
  청소년보호위원회 구성
    복지부분 핵심과제로 드림스타트 확대 실시
   2006 20개 보건소 시범사업. 2007 희망스타트 시범사업
       9.11.   성교육 및 성폭력예방교육(17시간), 성매매예방교육(년 1회 1시간) 실시
  교육과학기술부고시 제2008-148호, 초중등학교교육과정
2009. 1.23.   2009 개정교육과정
  학교자율성과 창의성 강화
      11.10.   대청해전
      12.   탈북청소년교육지원센터 개소

Ⅱ. 청소년사업연표

2010.   2010-2011 세계청소년의 해 '주제: 대화와 상호이해'
      3.   여성가족부 청소년가족정책실 청소년정책관으로 이관
  2010.3-현재
      3.26.   천안함 침몰
      8.18.   한국청소년활동진흥원 설립
  공공기관 통합정책에 따라, 한국청소년수련원과 한국청소년
  진흥센터 통합
  UN United Nations Interagency Network on Youth
  Development: IANYD) 조직
2011. 1.14.   튀니지 아랍의 봄 재스민 혁명
      8. 9.   2011 개정교육과정
      12.   UN 사무총장 5개년 실천계획의 5개 핵심영역에 '여성 및 청년과
  함께 하기' 포함
      12.17.   김정일 사망
2012. 5.   중앙다문화교육센터 개관
      7.   국립중앙청소년디딤센터 개관

Ⅱ. 청소년사업연표

2) 박근혜 정부(2013-2017)

2013.　　　　제5차청소년기본계획 시행
　　　　　　가족, 여성정책과 연계발전 전략 지향, 모든 청소년으로 대상 확대
　　　　　　선제적, 균형적 청소년정책 추진
　　1. 1.　청소년지도사 보수교육 의무화
　　7.19.　태안 해병대캠프 사고
　　9.　　자유학기제 시범시행(42개 학교)
　　11.　　이동/숙방형 청소년수련활동 사전신고제 실시
2014. 4.16.　세월호 침몰사고
　　8.　　국립청소년인터넷드림마을 개소
　　10.28.　바쿠선언
　　　　　　청소년정책의 8가지 원칙과 실천행동
　　　　　　청소년들의 권리증진에 기반, 동등한 기회, 청소년들의 적극적인 참여 바탕,
　　　　　　양성평등에 입각, 정책 전 분야에 걸쳐 포괄적으로 추진, 증거에 기반한
　　　　　　정확한 평가, 청소년들에 대한 충분한 지원, 국가 및 지역사회의 책무성 강화

Ⅱ. 청소년사업연표

2015. 1.12.　청소년활동안전센터 설치
　　1.20.　인성교육진흥법 공포
　　　　　　이 법에 명시된 인성교육의 정의: 자신의 내면을 바르고
　　　　　　건전하게 가꾸며 타인, 공동체, 자연과 더불어 사는 데 필요한
　　　　　　인간다운 성품과 역량을 기르는 것을 목적으로 하는 교육
　　5.29.　학교 밖 청소년지원에 관한 법률 시행
　　9.23.　2015 개정교육과정
　　　　　　문·이과 통합교육과정
　　9.25.　UN Transforming our world: the 2030 Agenda for
　　　　　　Sustainable Development 채택

Ⅲ. 청소년, 청소년 활동의 개념

Ⅲ. 청소년, 청소년활동의 개념

1. "청소년"의 정의
   청소년은 아동기와 성인기 사이에 있는 인구집단이다.

○ 1904년 홀(G. S. Hall),
 - '성장급등'이라는 코호트에 초점을 맞추어, "Adolescence"라는 단어를
   학문적으로 처음 사용
 - 연령범위는 14세-24세로 설정
○ 1971년 케니스턴(K. Keniston),
 - 1960년대를 전후하여 '거부(dissent)'라는 코호트에 주목,
 - 청소년기와 성인초기 사이의 인구집단을 통칭하는 학문적 용어로 "Youth"라는
   단어를 사용
○ 2000년 아네트(J. J. Arnett)
 - 성인기의 연령에 있음 에도 "Youth"에 머물고 있는 인구집단에 주목
 - "Emerging Adulthood"라고 분류

Ⅲ. 청소년, 청소년활동의 개념

○ 이러한 외국의 사례에 근거해서, "Adolescence", "Youth", "Emerging Adulthood"를 우리말로 어떻게 번역할 수 있을까?' 결론적으로 "청소년"

  - 우리사회는 1964년 청소년보호대책위원회규정을 공포하기 전까지, 청소년기 인구를 지칭하는 용어로 "소년", "미성년자"를 사용했었던 것으로 판단
  - 1987년 청소년육성법 제2조(정의)에서 청소년의 연령범주를 '9세 이상 24세 이하'로 적시
  - 이유는 자발적으로 청소년활동에 참가할 수 있는 9세부터 대학원졸업 연령층인 24세를 대상
  - 이러한 연령범주는 청소년기본법으로 현재까지 사용 단, 청소년보호법에서는 청소년의 연령범주를 '9세부터 19세 미만'으로 설정

Ⅲ. 청소년, 청소년활동의 개념

○ 코호트에 기초하지 않은 모호한 연령범주만으로는 청소년정책수립과 전문서비스 제공 그리고 학문연구의 질을 현저하게 저하

  - 법적인 아동의 연령범주는 18세 미만까지로 설정
  - 지자체의 청년기본조례들은 청년의 연령범주를 18~9세에서 34세 까지로 설정
  - 이에 따르면 청소년·청소년기의 존재가 부정
  - UN도 청소년(Youth)의 연령범주를 15세부터 24세까지로 설정하면서, 통계적 의미를 강조

○ 결과적으로 우리나라는 '아동기에서 성인기 사이를 새롭게 정의'하는 숙의과정이 요구

Ⅲ. 청소년, 청소년활동의 개념

2. 청소년활동과 청소년활동패러다임
○ 역사적으로 청소년활동의 주제는
- '스트레스와 혼란', '유예', 등으로 상징되는 「발달과업」의 지원
- 「청년문화」의 인정과 지지
- 「인권」의 보장과 확대를 중심으로 역할과 기능을 전환

○ 청소년활동패러다임은
- 교정패러다임(Remedial Paradigm)
  • 성장급등에 따른 혼란과 스트레스로 청소년들이 문제를 가지고 있을 수밖에 없다는 입장
  • 처벌과 교정서비스를 주요실천 도구로 활용
- 육성패러다임(Pro-social Paradigm)
  • 청소년들의 성장은 환경에 많은 영향
  • 청소년은 '기성세대의 가치관에 기초'한 건전한 환경을 제공받는 수동적인 서비스대상
- 통합패러다임(Integrative Paradigm)
  • 청소년에게 적절한 활동환경과 기회를 제공하면 사회구성원으로서 역할과 기능을 수행
  • 환경의 개선과 충분한 기회를 제공

Ⅲ. 청소년, 청소년활동의 개념

○ 청소년문제개선종합대책(1984)을 고비로 육성패러다임이 주류
  - 청소년육성법 제정(1987), 한국청소년기본계획 수립(1991), 청소년기본법 제정
    (1991)에 영향

○ 교정패러다임은 일제의 무단정치로 본격화
    감화령 공포(1923) 이후, '항일독립운동을 포함하여 8세부터 18세까지의
    소년으로 불량행위를 하거나 불량행위를 할 우려가 있는 자를 감화'하기
    위하여 영흥, 목포, 인천에 감화원을 설립
    - 인천에 설치된 선감학원은 무인도에 설치되어 인권침해가 가장 심했으나,
      1979년까지 운영되고 1982년 폐쇄
    - 소년법은 물론, 청소년기본법, 청소년활동진흥법, 청소년복지지원법의
      영문본 조차 청소년을 'Juvenile'로 번역한 기저에는 교정패러다임의 시각과
      철학에 근거

III. 청소년, 청소년활동의 개념

○ 국민의 정부가 집권(1998)하면서 통합패러다임으로 획기적인 전환
  - 제2차 청소년육성5개년계획은
    · 청소년을 대상에서 참여주체로 인정
    · 지역 및 현장 중심의 자율과 열린 운영을 주요정책이념으로 설정
  - 1990년 제정된 청소년헌장을 개정하고, 문화관광부에 청소년위원회 설치

○ 참여정부는
  - 제3차 청소년육성기본계획(2003-2007) 시행
    · 청소년권리신장과 참여기반 구축이 주요내용
  - 인권이슈의 의제화와 인권정책 형성의 제도화를 위한 청소년기본법이 개정(2003)
  - 청소년인권정책 담당부서가 설치
  - 대통령이 주재하는 청소년특별회의 시범사업이 개최(2004)

III. 청소년, 청소년활동의 개념

○ 2008년 보수정권의 집권 후
 - 주무부처를 보건복지부 청소년정책실로 이관하고 청소년보호위원회를
   구성하는 등 육성패러다임으로 전환
 - 보건복지부 소관인 아동정책과 청소년정책의 통합추진을 논의하던 중,
   여성가족부로 청소년정책업무가 이관(2010)
 - 이후 여성가족부 소관인 가족 및 여성정책과의 연계발전 전략을 강조한
   제5차 청소년기본계획(2013-2017) 시행

Session 1 ▮

National Youth Policy Institute Special Session
(Empirical Understandings of youth global citizenship)

▶ "Understanding Youth Global Citizenship in the Context of Education for Sustainable Development"
Seyoung Hwang (National Youth Policy Institute, Korea)

▶ "Global Citizenship down to Earth: From a Good Citizen to a Globally Good Citizen"
Jeong Won Choi (National Youth Policy Institute, Korea)

▶ "The Current Status and Activities on Measurable Indicators for Global Citizenship Education in the Context of Education 2030"
Jimin Cho (Korea Institute for Curriculum & Evaluation, Korea)

Understanding Youth Global Citizenship in the Context of Education for Sustainable Development

Seyoung Hwang

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Abstract

This paper considers ways of approaching youth global citizenship in the context of education for sustainable development. Firstly, global citizenship is viewed as a discourse which gives the youth a new position in the changing world, as promoted through the UN's new development agenda, Sustainable Development Goals (SDGs). This view enables to examine critically the discourse of education for sustainable development (ESD) in that young people can be positioned differently, such as partners or initiators, not just the target for the education. Secondly, through the qualitative case studies, the paper investigates the young people's own conceptualization of global citizenship in terms of their ways of developing a relationship between the world and themselves. The research settings include TEMM (Tripartite Environment Ministers Meeting) Youth Forum and a UNESCO School Project. The study adopts a narrative analysis of the program participants' experiences in terms of the significant life experience and highlights the perceptions of global citizenship in terms of 'becoming global citizen'. The paper concludes with discussion on how qualitative studies can contribute to understanding about youth global citizenship by complementing the more prevalent quantitative studies.

Global Citizenship down to Earth: From a Good Citizen to a Globally Good Citizen

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Abstract

Using the ISSP 2014 module on citizenship, this paper attempts to identify the common and essential features of good citizenship based on lay citizens' beliefs. A good citizen carries out multiple civic duties whose merits and functions are diverse. While some duties call for more active, participatory, and humanitarian commitments on the part of citizens, others call for more conservative, passive, and nationalistic commitments. Which of the two duties, i.e., globally oriented versus domestically oriented duties, takes precedence is up to the citizens of a sovereign state. According to my analysis, civic duties whose merits and functions are domestically oriented took precedence over those globally oriented in general. Along with this general tendency, however, it was also noted that age and education brought a meaning difference in that the younger and more educated citizens, as opposed to their older and less educated counterparts, were more likely to associate good citizenship with civic duties whose merits and functions are not so much domestically as globally oriented.

The Current Status and Activities on Measurable Indicators for Global Citizenship Education in the Context of Education 2030

Jimin Cho

Korea Institute for Curriculum & Evaluation

Abstract

With the due emphasis on the significance and the relevance of Global Citizenship Education (GCED), UNESCO has been developing a number of topics, learning objectives, outcomes, and guidelines in an effort to improve delivery of GCED. In accordance to this effort, indicators for measuring achievements in GCED also went under development. In this section, general ideas on Global Citizenship will be introduced, followed by an explanation on how it has been defined operationally and could be measured at the international and regional level.

This also will enable us to share our ideas and think about our directions for the future.

Session 2 ▮

Global Citizenship through Youth Work

▶ "Young peoples' engagement in global citizenship and youth work in Australia; case studies of practices increasing social action competence" **Libby Tudball (The University of Melbourne, Australia)**

▶ "Global Citizenship, Democratic Perception and National Identification of the Hong Kong Post-90s Generation: Implications for 'Youth Work' and Education" **Hei-hang Hayes Tang (The Education University, Hong Kong)**

▶ "Global Citizenship Education and Youth Work in Hong Kong: The Contributions and Barriers of NGOs" **Thomas Kwan-choi Tse (The Chinese University, Hong kong)**

▶ "Provision of Global Citizenship Through Youth Work" **Sun Young Park (Korea National Sport University, Korea)**

Global Citizenship & School

▶ "Religiosity and Citizenship in China's School Curriculum" **Zhenzhou Zhao (The Education University, Hong Kong)**

▶ "Citizenship in the Face of Disaster- a Case of Fukushima" **Mariko Komatsu (Hiroshima University, Japan)**

▶ "Civic Education for Sustainable Development and Global Learning in Curricula of Higher Education"
Andreas brunold (University of Augsburg, Germany)

Citizenship and Participation

▶ "The Teaching Citizenship by using the historical subject matters"
Yoshiharu Toda (Chiba University, Faculty of Education, Japan),
Tomoko Miura (Asia University, Faculty of International Relations, Japan)
Kazuhiro Shiina (Chiba University, Faculty of Education Attached Junior High School Japan)

▶ "Development of citizenship through Child and Youth Participation in Realising the Rights to Education in Japan"
Yuta Nagumo (Waseda University, Japan)

▶ "Role of the lawyers in the area of citizenship education : Focus on Activities of the Law-Related Education Committee of the Japan Federation of Bar Association"
Yoshio Nosaka (Kanazawa University, the Law-Related Education Committee of the Japan Federation of Bar Association, Japan)
Changho Kim (The Law-Related Education Committee of the Daini-Tokyo Bar Association, Japan)

Young peoples' Engagement in Global Citizenship and Youth Work in Australia; Case Studies of Practices Increasing Social Action Competence

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Abstract

In Australia, there are growing exemplars of school and community organizations becoming involved in developing learning and teaching to increase participatory global citizenship education. This paper provides a critical analysis of recent examples of young peoples' engagement in global citizenship and youth work in Australia in informal and formal education settings. It explores examples of priorities identified for citizen action, the forms this action takes and the ways that democratic participation can achieve positive outcomes. It suggests multiple ways for developing 'social action competence' (Jensen & Schnack, 2006) that provide further opportunities for authentic and engaging citizen action for youth connected to school and community based learning, in new and powerful ways. New forms of participation include student action teams, involvement with non-government organisations and peer collaboration among youth who are marshalling social media and direct action to achieve change. Each of these are discussed through analysis of case studies including school programs and other programs involving youth.

Keywords: Global citizenship, Global citizenship education, youth work, social action competence, citizen action, informal learning.

Global Citizenship, Democratic Perception and National Identification of the Hong Kong Post-90s Generation: Implications for 'Youth Work' and Education

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Abstract

This presentation reports the preliminary findings from a recent survey research which examines citizenship, democratic perception and national identification of the young people born in the 1990s' Hong Kong. Employing a 45-items survey instrument, the research explores the factors that determine Hong Kong young people's understanding about Chinese identities, global citizenship, democratic perception and political participation. This presentation examines the relationship between the demography of the Hong Kong post-90s generation (as independent variables) and the main dependent variables: (1) global citizenship, (2) democratic perception and (3) national identification.

The following hypotheses inform the research design: (a) Young people with stronger identification as global citizen agree with the universal value of democracy to a greater extent; (b) Hong Kong youths who identify themselves as 'Hongkonger' are more likely to perceive that global citizenship is more important than a Chinese identity; (c) Young people in Hong Kong who hold a relatively positive view about People's Republic of China are less likely to hold a Hong Kong identity; (d) Respondents who

perceive having received substantial civic education are more likely to participate in politics actively; and (e) The Internet plays an important role in enhancing young people's socio- political awareness.

This research employs convenient sampling for data collection. As majority of HK Post-90s generation are Internet users, web survey methodology, which does not focus on probability sampling, is adopted and referenced.

Results of this survey will inform the implementation of 'youth work' in relation to education and global citizenship by making sense of the socio-political world afresh from youth perspectives, especially amidst the intensifying societal perception of youth's discontents in China's Hong Kong.

Global Citizenship Education and Youth Work in Hong Kong: The Contributions and Barriers of NGOs

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Abstract

Growing recognition of global connectedness and interdependence has led to a higher degree of interest in advocating global citizenship and its education. With globalisation gaining more and more attention, more and more non-governmental organizations (NGOs) have been involved in instilling global citizenship and human rights to different places. This paper addresses the conference theme by showing the contributions of NGOs in promoting global citizenship with youth work through non-formal and informal education practices. Using the cases of Oxfam Hong Kong, World Vision Hong Kong, Chinese Young Men's Christian Association of Hong Kong, and the Girl Guides Association as illustrations, this paper discusses the work of these NGOs in promoting global citizenship to the youth in terms of their objectives, work focus, strategies, and activities. Then it identifies and explores some challenges and difficulties with global citizenship education (GCE), as well as the opportunities and possibilities ahead. This study searches on websites and newspaper dataset, and collects published reports and relevant documents like teaching kits, reference materials, reports on funding schemes and minutes of meetings on these four NGOs with regard to GCE. This part of documentary research will be supplemented by interviews with members and staff of these NGOs.

Provision of global citizenship through youth work

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Abstract

Global citizenship education became a crucial factor to Sustainable Development Goals or Agenda 2030. Yet the concept of global citizenship is defined in a different way in the diverse educational contexts due to the short history of the global citizenship education in the Korea. How to develop global citizenship is much more controversial than any other education subject. This study begins from the assumption that young people can develop global citizenship through participating in youth work programmes. The aims of this study are firstly to explore the concept of global citizenship both in the Korean context and in the global community. Secondly, this study aims to discover the notion of youth work including the history and actual condition in the Korean society. The third aim is to find out the methods for global citizenship through youth work programmes, non-formal education.

As a conclusion, this research suggests several points for developing global citizenship through youth work. Firstly, global citizenship should include knowledge learning as well as skills and attitude. Youth work programmes can provide young people with skills and attitudes for global citizens because of flexibility and practice learning. Secondly, in order to be an effective education for global citizenship through youth work, the

non-formal education should be recognised as importance as formal education for young people. Finally, this research suggests that education for global citizenship should be linked with Sustainable Development Goals or Agenda 2030.

Religiosity and citizenship in China's school curriculum

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Abstract

The aim of this paper is to reveal the representations of religiosity in China's school curriculum. This study will draw on a framework based on the interface of 'othering' discourse in representing China's diversity and the potential of religiosity for challenging "nation-state citizenship" (Turner, 2011, p. 233). The existing studies suggest that the diversity discourse in China's educational curriculum establishes distinct, fixed boundaries for internal ethnic groups and external national differences for the purpose of promoting the unity of the nation-state. The rise of religious forces and values may provide an alternative way to challenge the 'us' and 'them' dichotomy in China's diversity discourse. This study will adopt critical discourse analysis to examine the images of 'religious people' in the national curriculum guidelines and textbooks and the representations of religiosity that relate to ethnic and national distinctions. Six major subjects in social studies will be selected: The Chinese Language, English, Civics, History, Geography, and History and Society. We shall first select the texts and photos relevant to religiosity in the curriculum guidelines and textbooks and interpret the constructed meanings of the curriculum contents.

Citizenship in the face of Disaster- a case of Fukushima

Mariko Komatsu

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Abstract

In the aftermath of the disaster, children and youngsters of the affected society are often regarded as "hope" that will eventually take charge of reconstruction in their damaged hometowns. Such expectation for citizenship can be found in various forms around children even after the radiation disaster. This qualitative research is two-fold; firstly, through a close examination of the radiation education materials, certain features of desired "citizens" spelt by the society will be analyzed. Secondly, the children's perception for such implementation will be described based on semi-structured interviews conducted with thirty-five Japanese university students who were in their teenage years when the Fukushima Nuclear Power Plant accident occurred in 2011. Students were interviewed about their experiences in the Fukushima radiation disaster, their perception and knowledge about radiation, and their trust and attitudes toward the society. Interviews were transcribed and scrutinized in order to find factors that might have influenced their citizenship features and the kinds of civic participation in the reconstruction efforts and the society afterwards.

Civic Education for Sustainable Development and Global Learning in Curricula of Higher Education

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Abstract

Since the nineties, the principle of sustainable development has increasingly been adopted by policy makers and civil society all over the world. With the acceptance of this principle, the significance of education for sustainable development (ESD) has also been recognised. Increased awareness of the problems of environmental challenges, globalisation and poverty has meant that the concepts of environmental education, global learning, and education in development policy have been consistently oriented towards sustainability. This leads to an increased awareness that globalisation processes must be shaped in accordance with the objectives of sustainable development, both nationally and internationally. By encouraging the ideas of sustainability to take root in all areas of education systems, the UN Sustainable Development Goals (SDG) are intended to take significant steps towards greater educational sustainability.

The curricula of civic education for sustainable development and global learning are close-linked to global development and globalisation processes, both in our immediate and our extended environments, as well as in different countries of the northern and southern hemisphere.

Therefore the learning area of global development objectives is structured in an inter-disciplinary and cross-disciplinary manner. It carries the essential features of a domain: a delimited object area, a specific approach to the world, and the reference to a basic teaching concept in the educational policy traditions of one-world or development-policy education and global learning.

The Teaching Citizenship by using the historical subject matters

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Abstract

In the history lessons,the students can understand that the different memberships exist in the different age and different society,and can understand about democratic society and citizenship based on the formative process. And The students can realize their own membership and its basis,and consider the validity of their own membership,and reorganize their own membership in the changing society.

To do such history lessons, the history teacher has to note the following point.The students understand the citinzenship at that time based on the formative process, based on the alteration process ,and based on the destruction process.

On the day of the conference , we will release teaching historical materials in the junior high school history lesson . In this history lesson , the students learn the social change from the feudal society to the modern society in Japanese history, and learn the change from the membership in the feudal society to the membership in the modern society.

Development of Citizenship through Child and Youth Participation in Realising the Rights to Education in Japan.

Yuta Nagumo

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Abstract

Despite the governmental educational service in Japan which seems to be "enough" compared to other countries, there is still a room for argument about a mono-structured school education system, overemphasis of knowledge-based teaching and so on. To challenge this situation, there have been discussion and actions took by multi-stakeholders, to attempt to diversify educational types and to realise the rights to have options of education, for decades.

The purpose of this research is to clarify the aspects for fostering active citizenship through the child and youth participation for realising the rights to autonomy on education, which becomes recently enhanced in Japan. This research is based on fieldworks and discussions among children and the youth, practitioners and researchers in Japan.

This research concludes to suggest the possibilities that the participation of children and the youth in the context will influence on development of children as citizenship mainly in two aspects; the first aspect is to arouse children's interests in creating their learning experience as child-centred and

participatory learning, of having an affinity for features of citizenship education; the second is to enable children to participate in discussion to change and (re)create educational structure of their own education as members of society.

Role of the lawyers in the area of citizenship education ~Focus on Activities of the Law-Related Education Committee of the Japan Federation of Bar Association

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Abstract

Citizenship education aims to enable people to make their own decisions and to take responsibility for their own lives and communities. In order to enable people to make decisions contributing to the maintenance and growth of open and democratic societies, people should have an understanding of basic legal principles and doctrines including constitutionalism as well as argumentation skills to conduct reasonable discussion.

Thus, Curriculum Guideline of Social Studies and Civics Studies of the Junior High School issued by the Ministry of Education, Culture, Sports, Science and Technology of Japan includes "Importance of dignity of individuals and respect of human rights" and "Relationship between

freedom/liberty and responsibility/duty" in its purpose for education. Similarly, Curriculum Guideline of Civics for High Schools includes "Enhance understanding on happiness, justice and fairness" and "Enhance understanding on the protection of fundamental human rights, rule of law, relationship between rights and duties".

Lawyers have expertise about legal principles and doctrines, and argumentation skills. Against this background, the American Bar Association stressed the importance of lawyers' role in the area of education. Japan Federation of Bar Association also established Law-Related Education Committee in 2006, and conducted activities to enhance understanding of legal principles and doctrines and argumentation skills effectively.

As voting age has been lowered from 20 to 18 since 2016 in Japan, citizenship education will be mandated in Japan from 2022 in all high schools. Japan Bar Federation of Bar Association held its annual Human Rights Symposium in 2016 with a focus on the role of lawyers in the area of citizenship education, and declared that it would make all the effort to maintain open and democratic societies for the next generation.

In this paper, we will introduce the activities of Japan Federation of Bar Association and local bar associations in the area of law-related education as well as two specific lectures (one is for junior high school students to understand constitutionalism, and the other is for high school students to discuss political issues in real society) presented in the Human Rights Symposium, and make a proposal on how lawyers can contribute to the citizenship education.

Session 3 ▌

Citizenship & Global Citizenship

▶ "The Changed Meaning of Global Citizenship Reflected in the Korean National Social Studies Curriculum: from the 6Th revised curriculum to the 2015 revised curriculum"
Jung Woo Lee (Korea Institute for Curriculum and Evaluation, Korea)

▶ "The Study of the Citizenship Education for Bringing up Students as Sovereign: Based on Practicing the Program Constructed Mainly on the Workshop by the Dialogue"
Toshinori Kuwabara (Okayama University, Japan)
Wakako Harada (Okayama University, Japan)

▶ "Effects of Social Relationships in Micro Contexts on Civic Commitment and Cultural Tolerance among Korean Adolescents"
Taehan Kim (Korea National Open University, Korea)
Dong-Jin Kim (Seoul National University, Korea)

International Comparative Studies

▶ "Good Citizenship in Non-Western Societies: A Person-Centered Analysis of Citizenship Norms and Their Correlates in Five Asian Countries"
Frank Reichert (Education University, Hong Kong)
Lijuan Joanna Li (Education University, Hong Kong)

▶ "Comparative Study among Hong Kong, Taiwan, Korea: Teacher self efficacy have affected Student Civic Learning, Participation in School Activities, and Intention to Participation in Future."
Wong Koon Lin (Hong Kong)

▶ "Civics Teaching in Countries with Different Democratic Traditions: A Person-Centered Analysis"
Frank Reichert (Education University, Hong Kong)

Social Science

▶ "Values in Action (VIA): Nurturing Social Responsibility"
Thavamalar_KANAGARATMAN (Ministry of Education, Singapore)

▶ "Building Youth Leadership Through Sustainable Initiatives"
Izhar Roslan (Rahmatan Lil Alamin Foundation, Singapore)

▶ "Relationships of Flow States in Daily Activities with Depression and life satisfaction among Korean adolescents"
Lee Meery (Korea National Sport University, Korea)

The Changed Meaning of Global Citizenship reflected in the Korean National Social Studies Curriculum: from the 6Th revised curriculum to the 2015 revised curriculum

Jung Woo Lee

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Abstract

This study focused on the changed meaning of Global Citizenship which is reflected in the Korean National Social Studies Curriculum. Korean Social studies curriculum is influenced by social change. This study especially focuses on the influence of 'globalization'. There are three big wave in the globalization discourse, which influence to the national curriculum: The first one was in the early 1990s, which has influenced to the 7th revised curriculum; The second one was in the middle 2000s, which has influenced to the 2007 revised curriculum; And the third one is in the middle 2010s, which has influenced to the 2015 revised curriculum. The main research questions of this study are as follows:

1. Are there any changes in the meaning and focus on the global citizenship which have reflected in the National social studies curriculum according to the curriculum era?
2. Among cognitive, socio-emotional, behavioural domains of learning, which domain is most emphasized in the social studies curriculum? And have been there any changes in the emphasis of domain according to the curriculum era?

To solve these questions, I compared the 6th, 7th, 2007, 2009, and 2015 revised curriculum. As analyzing tools, I used a 'Global Citizenship Education: Topics and Learning Objectives', which has been published in 2015 by UNESCO and 'Heuristics of Global Citizenship Discourses' by Gaudelli. After analyzing, I discussed implications for the global citizenship education in the formal school social studies education.

The study of the citizenship education for bringing up students as sovereign: Based on practicing the program constructed mainly on the workshop by the dialogue

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Abstract

A qualified voter education called as the sovereign education came to attract more attention in a school from 2015. In 2015, the election law was revised in Japan, and Japanese young people aged 18 and 19 had voting rights. It had a huge influence on the citizenship education of Japan. The Ministry of Education requested a high school to improve the citizenship education and to enforce the qualified voter education. But, the following problems occurred in the high school. 1) Active learning such as a simulation or a roll playing came to be focused on much of more than before, but it was difficult to save the enough time for such an active lesson. 2) The opinion about the political activity by a high school student out of the school was divided into two, whether the school had to control students' political activities or not. Therefore, we made the citizenship education program as the sovereign education constructed on the workshop by the dialogue with local community people. In this program, students worked on solution of the real problem in the local community with the

local residents. In our paper, we intend to report characteristics and the effect of this program.

Effects of Social Relationships in Micro Contexts on Civic Commitment and Cultural Tolerance among Korean Adolescents

Taehan Kim

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Dong-Jin Kim

Seoul National University, Korea

Abstract

In a democracy in which diversity is respected, tolerance for cultural difference is a crucial civic quality. Even for a practical reason, citizens' cultural tolerance is important for a society to be functional and progressing as a multicultural society, in which people from different cultural backgrounds live together, has been a universal form of society around the world. In addition to cultural tolerance, democracy requires citizens' civic commitment because a sound and strong democracy is based on its members' participation and consideration for their fellow citizens. Therefore, how to develop civic commitment and cultural tolerance of the next generation is an important mission of democratic citizenship education today.

Based on this notion, this study focused on the development of civic commitment and cultural tolerance among Korean adolescents. Tapping into the ecological systems theory (Bronfenbrenner & Morris, 2006), we assumed that adolescents develop civic qualities through interactions with

others in micro contexts, which refer to immediate settings we directly face on a regular basis, such as family, school, and neighborhood. Research has shown that social relationships in family (e.g., Eisenberg & Morris, 2004), school (e.g., Da Silva, Sanson, Smart, & Toumbourou, 2004; Flanagan, Cumsille, Gill, & Gallay, 2007), and neighborhood (Leventhal & Brooks-Gunn, 2000) impact adolescents' social attitudes and behaviors. This study sought to clarify the influence of social relationships that Korean adolescents experience directly and regularly on Korean adolescents' civic commitment and cultural tolerance by considering diverse micro contexts simultaneously.

To this end, we drew on data from Korean Children and Youth Panel Survey. The sample size is 1,863 with 923 females (49.5%). Parents' emotional support, parents' rational discipline, schoolmate relationship, student-teacher relationship, and community relationship were included as focal predictors. A path analysis was performed in order to see not only direct effects of social relationship on civic commitment and cultural tolerance but also indirect effects of social relationship on cultural tolerance via civic commitment (see Figure).

We found that social relationships in family, school, and community had a positive relationship with civic commitment. Moreover, civic commitment functions as a mediating variable through which social relationships in micro contexts had indirect positive effects on cultural tolerance. However, regarding direct effects on cultural tolerance, only school-peer and community relationship were significant. In particular, community relationship showed a negative relationship. A possible explanation is that the stronger solidarity with my groups adolescents have, the more exclusive of other groups they are.

Good Citizenship in Non-Western Societies: A Person-Centered Analysis of Citizenship Norms and Their Correlates in Five Asian Countries

Frank Reichert

Education University of Hong Kong, Hong Kong

Lijuan Joanna Li

Education University of Hong Kong, Hong Kong

Abstract

The significance of the study of 'good citizenship' and the underlying citizenship norms derives from the fact that norms guide citizens' behaviors aimed at influencing their communities and state affairs. Particularly important is the study of the norms held by young people, as they will become the future generations that will decide upon the matters of a society. Hooghe et al. (2016) have understood that as well as the strength of person-centered research. However, their cross-national analysis relied heavily on a Western understanding of what it means to be a 'good citizen', and the figures presented by them cast some doubt about the general appropriateness of their analysis in an Asian context where norms of morality and authority are more prevalent. The present analysis goes beyond prior research and employs latent class analysis on moral and political norms of citizenship among Asian secondary students. The distinct latent classes are then examined with respect to school level correlates, their correlations with students' perceived classroom climate in school, and civic education outcomes. The results of this study are

discussed in relation to their relevance for intercultural research in general, and their implications for civics education in Asian societies in particular.

Comparative Study among Hong Kong, Taiwan, Korea: Teacher self ⁻efficacy have affected Student Civic Learning, Participation in School Activities, and Intention to Participation in Future.

Wong Koon Lin

HongKong

Abstract

Research suggests that teachers' self-efficacy improves student learning and academic achievement (Caprara, Barnabelli, Steca, & Malone, 2006; Woolfolk, Hoy, & Davis, 2006) by enhancing students' sense of efficacy (Lin, Gorrell, & Taylor, 2002) and strengthening their motivation to learn (Midgley, Feldlaufer, & Eccles, 1989). Within the context of citizenship education (CE), teachers' self-efficacy generates many benefits, which take on different meanings. Recently, many youth in Hong Kong, Taiwan, Korea have been become radically active citizens. The question remains as to what roles schools and teachers play in students' political socialization. Combining ICCS 2009 teacher and student data, this study is to examine on teacher self ⁻efficacy have affected student civic learning, participation in school activities and intention to participation in future among these countries. According to the primarily findings, in Hong Kong, teachers' participation in school governance has affected students' civic knowledge; gender has affected students' civic participation in the wider community and students' expected adult participation in political activities, and teachers' perceptions of social problems at school have affected on

students' expected adult electoral participation. In Taiwan, teacher self – efficacy has not affected student civic learning, participation in school activities and intention to participation in future. In Korea, teachers' perceptions of students' activities in the community have affected on students' civic knowledge. Teachers' perceptions of social problems at school have affected students' participation in school activities.

Key words: Teacher self-efficacy, student civic learning, participation in school activities and intention to participation in future

Civics Teaching in Countries with Different Democratic Traditions: A Person-Centered Analysis

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Abstract

It is undisputed that civics education is required to cultivate citizens who are capable of promoting and sustaining democracy. Furthermore, what civics teachers know and believe concerning their subject matter and how they teach in their classrooms matter significantly to the quality of students' learning. Therefore, studying teachers' beliefs and their teaching strategies is essential, because this affects the cultivation of democrats and the anchoring of democracy. This paper examines the approaches of civics teachers in cross-cultural analyses across regions that reflect different cultural and democratic traditions (Asia, Eastern Europe, Western Europe, and Scandinavia). It utilizes large-scale data and employs a teacher-centered statistical approach (latent class analysis) that accounts for the different regions and their political cultures. The distinct 'teacher profiles' that result from this approach are examined in multilevel analyses to understand the correlates of teachers' teaching styles and to provide suggestions for teacher training and classroom organization. The results of this study are discussed in relation to civics education for democracies, with an account of the different democratic traditions of the countries in this study and in relation to student learning outcomes (i.e. civics-related knowledge and

democratic as well as protest forms of civic participation).

Key words: civic education; citizenship; democracy; democratic culture; person-centered analysis; secondary school; teacher practices

Values in Action (VIA): Nurturing Social Responsibility

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Abstract

Character and Citizenship Education (CCE) in Singapore aims to develop individuals who are morally upright and have a healthy sense of social and emotional well-being. CCE also aims to nurture citizens who are responsible to self, family and community, who understand their roles in shaping the future of our nation. VIA, an integral part of CCE, provides an authentic platform for students to demonstrate values through community involvement and volunteerism. It aims to support the development of students as socially responsible citizens, who feel a sense of belonging to Singapore and contribute meaningfully to the building of stronger communities.

This presentation describes VIA in Singapore, and how VIA learning experiences are conceived and implemented. It also discusses some of the challenges in implementation and evaluation of its impact on student learning.

Building Youth Leadership through Sustainable Initiatives

Izhar Roslan

Rahmatan Lil Alamin Foundation, Singapore

Abstract

Building capacities of people and sustaining initiatives are two important investments that every organisation must commit to. Young leaders need to be empowered by leadership roles and opportunities. It is a challenge for urban countries such as Singapore to sustain the commitment of young leaders (at the age of 17-21) as volunteers in organisations mainly due to commitment such as the compulsory National Service, marriage, transition to work life and the proliferating number of movements-for-change that they can choose to be part of. The Rahmatan Lil Alamin Foundation (RLAF) realizes that development of our young volunteer leaders is time-sensitive. We "speed-up" their leadership learning curve by assigning them to sustainable local and overseas humanitarian projects. Every project advocates a particular cause such as environmentalism, youth-at-risk empowerment, refugee work and humanitarian relief. The projects generally last 3 months and include compulsory training such as needs assessment, project and budget planning and building team dynamics. Post-programme survey indicates that the leaders appreciate being "thrown into" unfamiliar territories and they perceive that they came out of challenging situations as better leaders. We select a number of them to mentor subsequent projects.

Additionally, it is also important that the young leaders to have a global leadership view and recognise that service does not recognize boundaries, and The Nepal quake and the tsunamis that hit Phillippines in recent times are disasters that do not only affect one country, but the whole world felt the pinch. They need to realise serving communities beyond Singapore is a responsibility.

Relationships of Flow States in Daily Activities with depression and life satisfaction among Korean adolescents

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Abstract

This study investigated relationships of flow states across daily activities with depression and life satisfaction among Korean adolescents. Daily activities include schoolwork, sports, active leisure, computer, conversation, passive leisure, watching T.V., and maintenance activities. Using Experience Sampling Method (ESM), a sample of 104 students (39 boys and 65 girls) reported their daily flow states across daily activities six times a day for 4 days, totaling 24 times. Findings are as follows: first, flow states in schoolwork were the lowest among those states across the eight daily activities. Flow states in computer game or active leisure activities were higher than those states in conversation, maintenance activities, or schoolwork. Second, higher flow states in schoolwork and passive leisure activities were significantly correlated with higher life satisfaction. Higher flow states in schoolwork, computer, and passive leisure activities were significantly correlated with lower depression. The findings suggest that schoolwork and passive leisure activities are important and sensitive contexts which explain Korean adolescents' adjustment. Increasing flow experiences in these activities may contribute to Korean adolescents' mental well-being.

Key words: adolescent, flow, daily activities, depression, life satisfaction, Experience Sampling Method(ESM)

Session 4 ▌

Citizenship & Social Studies Education in Korea

▶ "Review on Policies for Global Citizenship Education for Fostering Democratic Citizenship Education for Fostering Democratic Citizenship: Based on Elementary/Junior High/High School Students, Teaching Staff, Experts of Kyonggi-Do"
Eung yeong Choi (Kunpo Elementary School, Korea)

▶ "A Case Study on Global Citizenship Education through the Creative Experience Activities in High School"
Mi-Eun Lim (Hanyang University, Korea)

▶ "How is Education for Global Citizenship Materialized among Social Studies Teachers in Korea?"
Hyun Yee Jeong (Korea National University of Education, Korea)

Civic Learning and Social Studies

▶ "Leading for Civic Learning: An Agenda for Schools"
Li Lijuan (Centre for Governance and Citizenship The Education University, Hong Kong)
Kerry J Kennedy (Centre for Governance and Citizenship, The Education University, University of Johannesburg, Hong Kong)

▶ "Storytelling in the Social Studies Classroom: Using Stories to Help Students Think in the Classroom"
Shuyi Chua (National Institute of Education, Singapore)

▶ "Anti Colonial and Anti Oppressive Citizenship Learning and Participatory Democracy and the Grameen Bank Micro-Credit Program in Bangladesh"
Kazi Abdur Rouf (Noble International University, York University York University, Canada)

Democracy, Moral Education, Social Justice

▶ "The Youth Moral Education Research under the Network Environment"
Shangyue Lu (School of Marxism, Peking University, China)

▶ "Achievement Disposition, Attitudes and Motivation in Political Lessons"
Georg Weisseno, Barbara Landwehr (Political Science and its Didactics at Karlsruhe University of Education, the Institute of Political Science at Karlsruhe University of Education, Germany)

▶ "From Approving Principles to Taking Actions: Analysis the Influential Mechanism of Social Justice Competences"
Amy Shumin Chen (Center for General Education, Tatung University, Taiwan)

▶ "How to Provide an Open Classroom Climate for Students?"
Kuang Xiaoxue (Education University, Hong Kong)

Review on Policies for Global Citizenship Education for Fostering Democratic Citizenship
－Based on Elementary/Junior High/High School Students, Teaching Staff , Experts of Kyonggi-do－

Choi Eungyeong

Kunpo Elementary School, Korea

Abstract

Though Gyonggi-do Education Office has offered activation policies for global citizenship education and reasons why we have to practice those policies without demur, It needs to be clear how the policies are being realized in the positions of students' lives.

In this study, therefore, the present situation of education will be determined and the possibility of connecting the policies with school curriculum which matches the vision of Gyeonggi-do Education Office will be reviewed first.

Then the outcomes and drawbacks of the global citizenship education policies made from the Gyonggi-do Education Office will also be examined based on the various researches and investigations.

Finally, alternative policies for global citizenship education will be discussed. The policy proposals were made by carrying out surveys and interviews towards the teachers, experts, and students, who were experiencing such education in the front lines.

A Case Study on Global Citizenship Education through the Creative Experience Activities in High School

Mi-Eun Lim

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Abstract

This study investigated a case where Global Citizenship Education Programs were run as a part of the Creative Experience Activities for 450 10th and 11th grade students in a high school in Gyeonggi province in the year of 2016. This school picked five topics for Global Citizenship Education based on theoretical researches. Then, it associated the topics with cause education, each of which took 2-3 months of the Creative Experience Activities. The five topics were Global Identity, Global Human Rights, Global Environment and ESD, Multicultural and Anti-bias Education and Uniification of Korean Peninsula and World Peace. All teachers and students autonomously designed curricular and extra curricular activities with the given topic and actively participated in them. The findings show that the program was effective to both teachers and students. First, Global Citizenship Education through the Creative Experience Activities encouraged students' reflective behavior and active participation. Second, by associating Global Citizenship Education with Education utilizing Theme Days, it became easier to connect the Creative Experience Activities with normal subjects curricula. Third, this study shows that the year-long Global Citizenship Education Program fostered students' Global Citizenship as well as teachers' change of attitude and awareness towards Global Citizenship Education. This case is meaningful in that it can

be a model to many schools that know the need for world citizenship education but feel difficult designing specific contents and curriculum.

[Keyword] Global Citizenship Education, Creative Experience Activities, Yungbokhap Education, Education utilizing Theme Days

How is Education for Global Citizenship Materialized among Social Studies Teachers in Korea?

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Abstract

Korea has revised its official curriculums ten times since the amending of the primary curriculum to the new 2015 curriculum at present.

And for education of Social Studies especially, (global) citizenship education, due to the globalization and transition into information society, has been emphasized since the 5th curriculum was set.

This is concerned with the increasing of immigrants with different nationalities and cultures, for their maladjustment inn Korean society uprose as a social issue also.

Global citizenship has grown up to a major part in Social Studies. This can be proved by seeing studies on education for international understanding and global citizenship appear in various academies from the 1980s, and also through the fact that there are researches coming out lately which select their main issues in such subjects' trends.

This study will examine how the education for global citizenship has been understood in Korean curriculum, from the 5th Curriculum to the present.

It is also meant to look closely to how the teachers' activities for global citizenship are organized and structured in terms of education policy.

Leading for Civic Learning: An Agenda for Schools

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Kerry J Kennedy

Centre for Governance and Citizenship, The Education University, University of Johannesburg, Hong Kong

Abstract

To understand the widespread protest mobilization of Hong Kong youth form a historical perspective, this study takes a retrospective look to examine how Hong Kong young adolescents' civic beliefs and aspirations for civic engagement changed over the ten years from 1999 to 2009. The sampled students were in Form Two aged around 14 when the surveys were conducted by the International Association for the Evaluation of Educational Achievement (IEA) in 1999 and 2009.

Findings suggest that students' aspirations for civic participation appeared to increase over the ten years. In 1999, students' intention to participate in elections was moderately related to their level of confidence in civic participation in school that also influenced their potential to join legal protests. Yet the 2009 cohort were confident in civic participation at school but were more interested in democratic values, trusted civic institutions less, and were less likely to favour the nation and less likely to join legal protests.

Based on these results, it would seem appropriate for school leaders to start by building students' confidence in joining civic activities at school. Yet some thought also needs to be given as to how trust can be developed in civic institutions while also building democratic values.

Storytelling in the Social Studies Classroom: Using Stories to Help Students Think in the Classroom

Shuyi Chua and Jasmine B.-Y. Sim,
National Institute of Education, Singapore

Abstract

Storytelling is not typically a pedagogy one thinks of for teaching Secondary Social Studies. Storytelling brings up images of elementary school children, moral education lessons, and for some indoctrinatory practices. This article argues that storytelling happens naturally and incidentally in the social studies classroom and for various purposes, other than moralizing, to sometimes a powerful effect, as observed in students' responses and reactions after a story is told. Using the concept of pedagogical content knowledge and case examples of different stories from classroom observations in social studies classes, this article illustrates how teachers have used stories as a powerful representation to promote student thinking in the classroom. For example, stories have been observed to be used to stimulate questions, raise issues, provoke thinking, develop empathy, and to enable the teacher to make his or her point without marshaling the mental resistance that a more direct telling would encourage. Hence, we argue that stories, used effectively, can achieved multiple purposes, many of which are aligned with the kinds of thinking skills we want to see in youths of democratic countries. We recommend that more studies be conducted to explore how stories can be used as an innovative pedagogical tool that transforms teacher knowing into student learning.

Anti colonial and anti oppressive Citizenship learning and participatory democracy and the Grameen Bank micro-credit program in Bangladesh

Dr. Kazi Abdur Rouf

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Abstract

The Grameen Bank's group formation system helps women to work collectively with their neighborhoods and to interact freely amongst each other. Here, the GB is bringing women borrowers together on a weekly basis not only to pay their loans, but also to share experiences, support one another's businesses, to keep their families healthy, to mitigate neighborhoods conflicts by themselves and encourage borrowers to engage in different community activities like involvement in school committees, pavement committees, village development meetings, irrigation committees, and village development committees etc. Although the GB does not have a citizenship learning program and a civic action program for borrowers Citizenship education and community development goes hand in hand. Hence, political mobilization activities need to work closely with the existing MFIs and the country's emerging NGOs in order to push forward to develop new relationships, connections between civil society (NGOs) and marginalized people in Bangladesh. It is urgent to make healthy communities, to develop human capacities and meet the poor's deep need to connect MFIs borrowers with others; to express their values is the

essence of living a good life. Otherwise marginalized people shall face serious challenges in citizenship and democratic participation, resource mobilization and policy formulation for the working poor.

Moreover the civic education can be incorporated into Grameen Bnk and other MFIs/NGO programs supported by government. The popular education and adult civic education can run parallel to awakening people to become subjects of their own development and empowering them. Inclusion of citizenship learning with MFIs participatory development approach can empower people to become active citizens and actively participate in civic activities and political debate/discourse in the society. Bangladesh can learn from PRIA Education India and Panchayet India (Ghatak and Ghatak 2002), who provide deliberative democracy and participatory democratic knowledge to people through its 'citizenship learning' trainers training program and revitalizing local councils, democratic dividend to public strengthen democracy from bellow- for community common wellbeing.

The Youth Moral Education Research under the Network Environment

Lu Shangyue

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Abstract

The Internet changed people's traditional way of life greatly and enrich people's spiritual world gradually as a combination of real life and virtual life. Youth are influenced by the internet as an important participating group, whose moral development is improved under the positive effects of the network environment, but inevitably limited by the negative factors of the network, therefore, the youth moral education is increasingly important under the network environment. It is not only relates to the healthy personalities and the future development of the youth closely, but also plays an important role in purifying the internet public opinion environment. To strengthen the youth moral education under the network environment is a contemporary issues, which is close to the times, close to the practice and conforming to the direction of cultivating the youth. To achieve that goal, the youth should improve their moral cognition and moral practice by themselves firstly, except that also need the support and complement of the external environment and related system. Only in this way, subjective and objective factors are jointed, the youth moral level can promote, and the network environment can be purified gradually.

Achievement Disposition, Attitudes and Motivation in Political Lessons

Georg Weisseno,

Political Science and its Didactics at Karlsruhe University of Education, Germany

Barbara Landwehr

the Institute of Political Science at Karlsruhe University of Education, Germany

Abstract

Very little research has been conducted on the contribution of political education to learning progress in Germany. Hence there is a need for intervention studies measuring performance against the theoretical background of the political competence model (Detjen et al., 2012). This model comprises political interest, the political self-concept, trust in the political system as well as virtues for good citizens. According to this model, politics lessons should not only convey knowledge, but also arouse other skills.

The study investigates how knowledge acquisition is influenced by intervention using theory-oriented teaching materials on the European Union, intervention using conventional textbooks on the European Union and politics lessons without any reference to the European Union. It further asks how the performance-related self-concept and subject interest in political issues impact on political knowledge and whether civic virtue

and trust in the system are related to it.

The sample comprises 1,071 pupils. Theory-oriented politics classes lead to greater growth of pupils' knowledge than in the control groups. The study proves that a positive subject-specific self-concept impacts on knowledge. The examination of political attitudes reveals a positive correlation between civic virtue and knowledge. There is no connection between trust in the political system and knowledge.

From Approving Principles to Taking Actions:
Analysis the Influential Mechanism of Social Justice Competences

Amy Shumin Chen

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Abstract

This article explores the college students' competencies and influences on social justice that lead their participations and actions in facing the social movements and developments. The methodology was adopted the conceptions of John Rawls' justice theory and multiculturalism scholars' perspectives as well as Amartya Sen's statement that emphasizes to provide the opportunities and freedom for individuals to attain their best achievements as a core conception of justice.

The researcher conducted an empirical approach to investigate undergraduates' competencies on social justice and designed a survey instrument to measure the undergraduates' cognitions, values and actions on the social justice. In this survey, analyzed sample size of 1356, the data was analyzed by statistics strategy of means, correlation analysis and structural equation model to explore college students' achievements and performances on social justice competencies.

The research finding are: 1) colleges students' competences on social justice can be analyzed by various dimensions and variables; 2) each dimension and variable shows stronger or less opinions; 3) the attainments

of college students' competencies on social justice exists the influential paths and effects. The researcher provides suggestions for increasing college students' competences on social justice and proposes issues on future research implements.

Key words: social justice, college student, competence, action

How to Provide an Open Classroom Climate for Students?

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Abstract

Building on previous research on open classroom climate and civic development among youth, by multilevel analyses of 38 participant countries or societies of 2009 ICCS, a major study of civic and citizenship education, the current study found that an open classroom climate not only has a positive impact on adolescents' civic knowledge and civic participation at school and community, but also positively related to their future adult electoral and political participation for the three societies by considering student's gender and social economical background. To provide an open classroom climate environment for students, the study also explored factors related to students' perception of open classroom climate. At student level, the good teacher-student relationship is important. At school level, teachers' use of assessment was negatively related to open classroom climate while teachers' perception of student participation in class activities was positive predictor for open classroom climate. There were no direct effect between principals' factor and open classroom climate while principals' perceptions of school autonomy had an indirect impact on open classroom climate through teachers' perception of student participation in class activities. These findings warrant further empirical examination of the school to foster an open classroom climate for youth civic development; and implications for future research and educational practice are discussed.

Korea Youth Work Agency Workshop ▮

Korea Youth Work Agency Workshop

▶ "Is volunteering enough? Thinking about context, role and purpose"
Lee Jerome (Middlesex University, UK)

▶ "Developing purposeful, effective and engaging youth work for local and global citizenship learning"
Libby Tudball (Monash University, Australia)

▶ "Current state of Youth voluntary services in Korea and strategy for sustainability" (English/Korean ver.)
Sung Hun Kim (Council of Korean Local Youth Service Centers, Korea)

Is volunteering enough? Thinking about context, role and purpose.

Lee Jerome

Middlesex University, UK

Abstract

Citizenship educators in England have been sceptical about the role of volunteering, and have generally argued that political action is more important. Volunteering can be dismissed as un-informed or de-politicised, with young people either just doing what they are asked, or pursuing narrow self-interest (by filling their CVs with eye-catching good deeds). In this presentation I will explore a continuum of forms of active citizenship and re-consider the arguments in favour of volunteering within a broader project of citizenship education. In practical terms I will draw on examples of service learning, community organising and more traditional forms of volunteering to explore how the nature of the voluntary experience can have a significant impact on learning. Whilst citizenship education must always address the relationship between the individual and the state, I will argue that many models of citizenship also present an agenda which is much broader and invite us to think about the diverse ways in which citizens relate to one another, including through community structures, civil society organisations and informal interest groups. In these contexts, volunteering may well have a more significant political role to play than some commentators have been willing to acknowledge.

Developing purposeful, effective and engaging youth work for local and global citizenship learning

Libby Tudball

Monash University, Australia

Abstract

In this workshop, participants explore three models of youth work that can lead to the achievement of Westheimer and Kahne's (2004) notion of personally responsible and participatory citizenship through democratic practice and active citizenship, as well as the skills of social action competence (Jensen & Schnack, 2006).

The first model discussed is the Australian Sustainable Schools Initiative (AUSSI), which engages young people in whole school approaches and real-life learning experiences to improve schools' management of resources and facilities including energy, waste, water, biodiversity, landscape design, products and materials. It also addresses associated social and financial issues. The second model focuses on student engagement across the school years and in higher education through social media and community based campaigns developed by the Australian Youth Climate Coalition AYCC). The third model explores youth involvement in Student Action Teams (Australian Youth Research Centre, 2003); an approach which provides active and student centered approaches to community action and problem solving.

Note: workshop participants should bring a device for connection to program websites

Current state of Youth voluntary services in Korea and strategy for sustainability

Sung Hun Kim[1)]

President of Council of Korean Local Youth Service Centers, Korea

Intro

Youth volunteer work carries an extremely important definition from the perspective that it provides an opportunity for youths to achieve social participation as well as social responsibility while promoting personal satisfaction and competence in regional community.

So far, despite lots of efforts to achieve the objective of youth volunteer works, various types of problems still exists.

From the initial implementation of institutionalizing youth volunteer work, poor support system and the lack of awareness in main agents with regards to volunteer work have been raised.

Once volunteer work became mandatory, along with positive applications, cases that operated differently from the original, initial purpose started to surface. Issues such as false confirmation letter and unlawful issuance and parents participating in volunteer works instead of youths occurred and with all the students participating in volunteer activities, there weren't enough volunteer work programs and as a countermeasure, negative cases in which hours more than the actual participation time being issued demonstrates the dark side of volunteer work.

Therefore, the 2015 Volunteering Korea set forth the theme of the 8th National Volunteering Contest as 'Get back to the basic' and attempted to establish a new understanding and philosophy with regards to volunteering.

Large proportion of many youth volunteering programs provided until the present were focused on simple effort volunteering such as lending cleaning public

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1) Head of Gwangju Metropolitan City's Youth Service Center

institutes and welfare facilities as well as lending a helping hand. Schools and operating institutes are negligent on preliminary training or evaluation on volunteer activities so there is definitely a limit in increasing the positive effects of youth volunteering activities.

As we enter the new knowledge and information era in the 21st Century, our society requires skill and wisdom to adapt effectively to the future era and to respond effectively amidst the rapidly changing environment. Following such, it can be implied that the volunteering experience during the adolescence, capable of complementing the knowledge-centric education, is being emphasized more than the past.

1. Current status of youth volunteer work in Korea

1) Relevant system in Korea

Youth volunteer work used to be comprised of youth groups and religious groups such as YMCA, Heung Sa Dahn and YWCA but it started to become institutionalized in the 1990s.

With the emphasis placed on the importance of youth volunteer work in the 「Youth General Plan」, there was a proposal for reflecting volunteer work in the academic report but it couldn't be implemented.

On May 31st 1995, with the announcement of 'Education reformation measures for establishing new education system' by the Education Committee under Kim Young Sam's civilian government, it stipulated details for introducing volunteer work in the curriculum under the 9 types of new education policies. Moreover, in 1996, the Ministry of Education issued 'Operation guideline for student's volunteer work' to the city and provincial education offices.

At the time, the education reform proposal included youth volunteer work in the special activity course as part of the curriculum and indicated the details and time of volunteer work in the student's transcript in order to encourage the volunteering activities of youth. Furthermore, in accordance with the scholarship material which states that volunteering activities must be reflected when advancing to an advanced school, it started to affect the entrance to high school and university and 40 hours of volunteering activities per year was recommended.

From this time, it can be said that a lot of youths started to participate in volunteering activities.

When the education policy changed in 2005, volunteering activities of youths were converted from recommendation into obligation and scoring system was applied. Despite the fact that the special activities reflected in the school records were categorized into autonomy, adaptation, development and events besides volunteering, volunteering was the only activity that was set with 20 hours.

The youth volunteer work was faced with a new circumstance with the 2009 Revised Curriculum. As the interest in fostering creative talents increased worldwide and as the awareness on the importance of extra-curricular activities was acknowledged, creative experience activity was introduced in the 2009 Revised Curriculum which is an integration of creative discretion activity and special activities in the 7th Curriculum and the 2007 Revised Curriculum. Creative experience activity is comprised of 4 types of areas, autonomous activities, club activities, volunteering activities and career activities and has an overall objective and sub objective per area.

Volunteering activities appear in the creative experience activities under the revised curriculum without fail. However, it has changed from obligatory to liberal participation and the recommended hours of volunteer work under the creative experience activities differ per region at the discretion of the regional education office.

Table 1) Change in acknowledged hours of volunteer work and area of activity following the change of curriculum

Item	Acknowledged hours of volunteer work	Area of volunteer work
7th Curriculum	40 hours in a year recommended	·Lending a helping hand activity ·Consolatory visit
2005	20 hours in a year obligatory	·Guidance activity ·Campaign activity ·Charity relief activity ·Environmental facility preservation activity ·Regional community development activity ·Other activities

2009 Revised Curriculum	5~20 hours in a year recommended and obligatory * Differs per 17 cities and provinces	·In-school volunteer activity ·Regional community volunteer activity ·Regional environment protection activity ·Campaign activity

2) Implementation system

The institutionalization of youth volunteer work was led by the Ministry of Education but the establishment of the implementation system was supervised by the Ministry of Culture and Sports. Pursuant to the Ministry of Education's 5.31 Education Reform Measures, a clause related to 「Installation and operation of Youth Volunteer Center」 was newly established in the Framework Act on Juveniles.

In other words, the measures for reinforcing the implementation of youth volunteer work under the Ministry of Education's Education Reform Measures stipulated that a cooperative system between schools, welfare facilities and youth groups would be constituted in order to increase the programs and opportunities for youth volunteer activities and to maintain a record of volunteer work and the Ministry of Culture and Sport at the time legally specified that 「Youth volunteer center」 would be installed per region in order to activate youth volunteer work. Pursuant to it, from 1996, the Ministry of Culture and Sport completed the installation of Korea Youth Volunteer Center and youth volunteer centers financed by the Youth Fostering Fund in 5 metropolitan cities as well as 16 cities and provinces nationwide in 1997, providing the opportunity for youths to participate in volunteer work through preliminary education related to volunteer work, allocation of activity, providing information and others.

In July 2006, the act was revised to provide overall support to the activities of youth volunteer center including youth volunteer works and with the expansion and re-organization, the names were changed to Korea Youth Activity Promotion Center Youth with the expansion and re-organization of the Korea Youth Work Agency in the central and Youth Service Center in the cities and provinces.

If the delivery of volunteering activity per ministry as well as the management and operation system following the establishment and implementation of the

National General Plan for the promotion of national volunteer work are examined, it is as below.

Youth volunteer center was established by the Ministry of Culture and Sport in 1996 but in February 1998, it was absorbed into the Ministry of Culture and Tourism, Youth Committee under the Prime Minister's Office in April 2005 and the Ministry of Health, Welfare and Family on February 29th 2008 in accordance with the amendment of National Government Organization Act and on March 19th 2010, the present Ministry of Gender Equality and Family has become the competent minister. There are 17 youth volunteer center (present Youth Service Center) are being operated (17 metropolitan cities and provinces).

The Ministry of Government Administration and Home Affairs was the competent minister for the volunteer center and from 1996, the cities, provinces as well as the local government of cities, districts and boroughs were recommended to install an overall volunteer center. With the local governments nationwide installing and operating volunteer centers, the youth volunteering activities were supported indirectly. There are 246 (1 central, 17 metropolitan cities and provinces, 228 regional centers) volunteer centers in operation nationwide. (2015 current status of volunteer centers, Ministry of Government Administration and Home Affairs, 2015)

The Ministry of Health and Welfare, along with Korea Social Welfare Council as well as the Social Welfare Information Center operated by the Social Welfare Councils in the cities and provinces and even social welfare centers conduct preliminary education on volunteering activities and provide an opportunity for youths to participate in volunteering activities in the field of social welfare. 10,724 places out of companies that foster and manage volunteers, groups, facilities as well as health and medical companies nationwide have been designated as social welfare volunteer management center under the implementation of project for fostering and supporting volunteering activities in social welfare, executing the certification and management work pursuant to Social Welfare Volunteering Certification and Management Regulation Article 6 (2013 Social Welfare Volunteering Statistics Yearbook. Korea Social Welfare Council,2014).
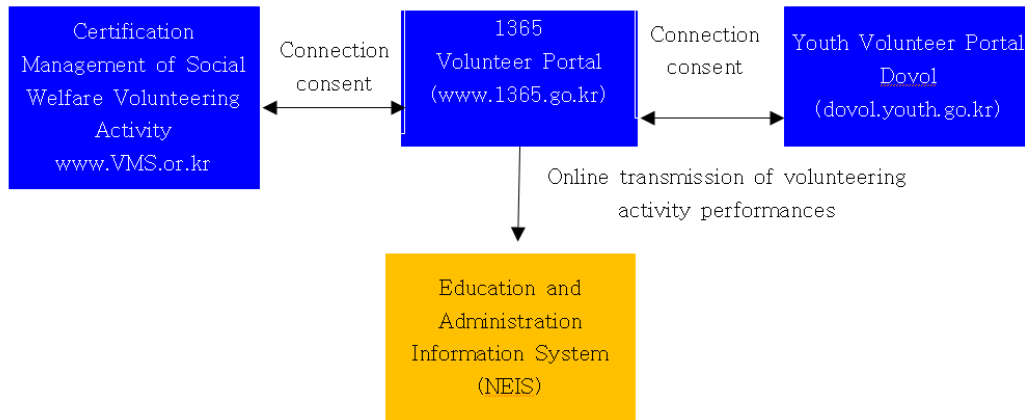
then, from 2001, the Ministry of Education & Human Resources Development also installed information centers for student volunteering activities in the Education Office in cities, provinces and regional areas in order to activate the student's volunteering activities.

As for the volunteering activities, plans are being established and operated in order to set up an operation system per ministry and to reinforce the support with regards to support organization (center).

Each support organization has secured the infrastructure for supporting volunteering and systematically operates discovery and management of volunteers, promotion of volunteering, management of system and others.

With regards to the establishment of infrastructure for volunteering, computer management system for volunteering has been established per department such as the Ministry of Government Administration and Home Affairs's 1365 Volunteer System, Nanum Portal (www.1365.go.kr), the Ministry of Health and Welfare's Social Welfare Volunteer Certification Management DB System, VMS (www.vms.or.kr), the Ministry of Gender Equality and Family's Youth Volunteer Portal Site, Dovol(dovol.youth.go.kr), National Library of Korea's Volunteer Computer System (LVSM) depending on the subject and field where the demand and supply of volunteering are interlinked and operated.

This system provides services such as viewing available volunteering work per region and per field, achievements of volunteering work and integrated management of records, issuance and management of performance confirmation letter, window for exchanging information on volunteering and others.

Table2) National certification system for integrated management of youth volunteer work

| Certification Management of Social Welfare Volunteering Activity www.VMS.or.kr | ←Connection consent→ | 1365 Volunteer Portal (www.1365.go.kr) | ←Connection consent→ | Youth Volunteer Portal Dovol (dovol.youth.go.kr) |

Online transmission of volunteering activity performances

Education and Administration Information System (NEIS)

※ NIES performance transmission can only be done at 1365 and as for VMS and DOVOL, connection consent with 1365 is required.

3) Actual condition of youth volunteering

According to the statistics of the Ministry of Public Administration and Safety's volunteer portal (http://www.1365.go.kr), 3,235,443 teens registered out of the total volunteering population in 2016, recording a registration rate of 59% and with 1,889,580 active people, the activity rate was 58%.

The number of volunteering activities through Youth Volunteer Portal Site (Dovol) operated by the Korea Youth Work Agency and the Regional Youth Service Center was approximately 1,000 and the number of volunteering programs was 281,000 a year with annual volunteers of over 2,900,000 people. (Ministry of Gender Equality and Family, www.mogef.go.kr, 2015).

Upon summarizing various materials, the population of youth volunteering takes up almost half of the volunteering population in South Korea and since the institutionalization, it increases consistently and has dropped during the recent 2~3 years.

According to the materials surveyed when the youth volunteering activity used to be active, the total number of participations in volunteering in a year by elementary, middle and high school students were 4.59 times on average and the average participation time was 16.3 hours. This is extremely short when compared

to the participation time of youths in other countries and looking at the results of comparison survey with international volunteering activity time between the age of 15~24, the volunteering activity time of South Korea is the shortest out of the comparison countries. (Kim Ki Heon, An Seon Young, 2009)

According to the 2014 Survey on Actual Condition of Youth Activity and Demand Survey, 33.4% youths participated in lending a helping hand activity and 20.2% participated in campaign activity but as for consolatory activity, guidance activity and charity relief, only 6.9%, 5.9% and 7.1% of youths participated respectively. The activities that the youths wished to participation in indicated different results and campaign activity had the highest with 30% of the entire youths and as for consolatory activity, guidance activity and charity relief activity that demonstrated relatively low participation experience, desire for participation showed to be twice as much. In particular, lending a helping land activity demonstrated approximately 8.3% difference and the number of youths participating was lower than the number of youths who had experience. (Ministry of Gender Equality and Family, Korea Youth Work Agency. 2014).

For the youths, the biggest source of information for volunteer work was 'school', followed by 'Youth volunteer portal site (www.dovol.youth.go.kr)', 'Volunteer work institute' in order (excluding others) and out of the youths who have participated in the volunteer work, 30.8% received preliminary education. (Ministry of Gender Equality & Family, 2011).

As for the youth's 'definition of volunteer work', majority of them considered it as 'helping others' (63.4%) followed by 'sincerely helping others' (17.5%), 'work without seeking for pay' (13.9%), 'work that helps one's growth' in order. In addition, as a result of surveying the youths on the compensation or reason for participating in volunteer work, the records were in the order of 'Volunteering activity score' (40.5%) and 'monetary compensation' (35.9%) recorded the highest (Ministry of Gender Equality & Family, 2011), 'Reflection on record' (30.28%), 'Helping neighbor, regional community and nation' (22.42%), 'new learning experience' (21.78%).(Lim Hee Jin, Kim Hyeon Shin, 2012)

Even in the survey on the level of satisfaction and desire for participating in youth volunteer work conducted by Youth Policy Analysis and Evaluation

Center(2011) <Actual condition and improvement direction of youth volunteering activities>, the youths responded with 'lack of time', 'lack of awareness', 'lack of program' as reasons for why youth volunteering work wasn't being conducted well and answered that 'desire of youth is not reflected' was the biggest problem and responded that 'various activity spaces' was most necessary.

Examining the result of 2013 social survey, the ratio of students who had experienced donation (30%) and the ratio of students who had participated in groups (35%) took up about 1/3 of the total. This, too, has lower activity participation rate as age increases. Jang Geun Young (2012) pointed out that unlike the international tendencies, "the tendency of activity participation rate dropping as the age increases is one of the biggest problem in the actual condition of youth activity in South Korea and as a cause, suggested the absence of programs that elder youths could participate in as well as time restriction due to the preparation for university entrance examination".

According to the 2012 Survey on the actual condition of youth and children human rights, 13.8% of elementary students had experienced volunteering activities, 48.6% of middle school students and out of high school students, 51.4% of general high school and 37.4% of specialized high school took part.

According to the National Youth Policy Institute's <Research survey on the actual status of youth volunteering activity participation>, the Ministry of Education, the Ministry of Culture and Tourism and other relevant ministries as well as the private sector have acknowledged the importance of youth volunteering activities and have attempted to improve and activate the participation conditions of volunteering activities so far. As a result, the participation level which was about 13% prior to the implementation increased to more than 87% currently. As such, the participation standard of youth volunteering activity has shown astonishing performances. However, from the perspective of achieving the original policy objective, it is not so. The dominating evaluation on to what extent the citizen awareness and community spirit have been fostered through youths participating in volunteering activities is that there weren't much growth from the qualitative perspective.

In the reality where paradigm with regards to volunteer work is changing

following the evolving environment, the youth volunteering activity in Korea could be judged to have made rapid growth in terms of quantitative over the past 20 over years since 1995. However, with regards to the definition of volunteer work and the reason for participation under the quantitative growth, the negative thoughts prioritizing the volunteering activity score, reflection on record, monetary compensation and others cannot be ignored.

Youth volunteering activities reflecting the desires of youths, encouraging and motivating the voluntary participation, reinforcing competence in participants and fostering personality, enhancing citizen spirit and instilling other positive aspects of volunteering activities still remain as a task.

2. Concept of youth volunteer work and new demands of the era

1) Concept and characteristics of youth volunteer work

The principal of youth volunteer work is youths and it is differentiated from adult volunteering activities in that it is included in the 'course of learning'. In other words, if general adult volunteer work involves individuals or groups contributing to the neighbor or the regional community without pay based on their voluntary intention and choice, youth volunteer work is a series of curriculum that involves experiencing volunteers under the intended plan of teachers or leaders. The fact that the result of activities undergo a course of evaluation and that the details of activities are recorded in the transcript also makes it partially different from pure volunteer work. To summarize the characteristics of youth volunteer work, it is as below.

First, youth volunteer work is an activity that is informed, adjusted and guided with educational purposes rather than a completely voluntary volunteering activity.

Second, volunteer work of youths have to take place according to the school plan and the individual plan for the volunteer work that youths wish to do in the regional community in the field and subject that youths themselves desire.

Third, in case of schools as well as centers that operate youth volunteer work, adequate activities have to be conducted by considering the development stage or education standard of youths.

In particular, if it is considered to be a course where elementary and middle school students experience volunteering, in case of high school students, volunteering based on individual, voluntary plan by respecting the liberal decision making process should be recommended and expanding the activity area into various sectors in the regional community should be encouraged so that by fulfilling volunteering work related to the career or job that one wishes to gradually select in the future, emphasis is placed on the need for guidance to ensure that volunteering would assist one's choice of career.

2) Rise on the need for change in youth volunteer work

For the qualitative conversion and development of youth volunteer work, new perspectives of volunteer work are required.

First, it is because youth volunteer work has to go back to the basic principle.

Unlike adult volunteer work, youth volunteer work was conducted as a volunteer learning which is part of a learning process but it cannot be denied that it was utilized as work experience or specification for advancing into advanced school. Unlike the proportion of volunteering activities where more than 94% of middle and high school students participate, the participation rate of university students are below 30%.

Since the institutionalization, youth volunteer work is increasing quantitatively but volunteering activity which is an area of important activities in connection with the definition of sharing and citizenship spirit is being evaluated to be retreating in qualitative terms.

Youths have to cope the duties that they are faced with in various environments, undergo diverse trial and error and through such processes, youths establish the role and identity as a sound member of the society. (Lee Hye Young, 1997) However, education for volunteering activities within school is hardly taking place and the procedure of volunteer learning is not being conducted. it has to ensure that through volunteer work, community spirit is created and learnt amidst the living environment as people are not born naturally with it.

Second, the importance of 'regional volunteer work' that understands the changes in social environment and helps experience practical and significant sensation is

being raised.

Park Sun Young (2015) states that the various social changes such as advancement into the aging society, change of employment structure, advent of multi-cultural society, change of family structure and others contribute to the reason in which volunteer work from the traditional perspective does not suit the youths of today.

Hong Won Pyo (2013) emphasizes that when searching for measures to reinforce the educational definition of volunteer work in school, it is important for students to feel the sense of achievement and value of volunteer work by providing practical and significant activities and in particular, in case of operations that directly lead to the current issues of the regional society and to those in need, the educational effect of youth volunteer activities may grow.

Third, volunteering activity is an important element of citizenship training as participation of youth is required to foster citizenship spirit.

In the International Citizen Education Study conducted in 2009, the score of citizen participation was the lowest out of the 38 countries. When the result of the International Citizen Education study and the youth statistics were examined, while the South Korean youths possessed high citizen knowledge and citizen awareness (awareness on gender quality and awareness on human rights), the standard of citizen participation activities were still insufficient.

The key point is that an approach from a different level is required so that youths would empathize with the importance of voluntary participation of volunteer work so that the competence as a global citizen would continuously be exhibited.

Looking at it from the perspective that youth volunteer work is being conducted as part of the community education initiative fostering democratic citizens, it implies that the direction of youth volunteer work in South Korea has to move forward with the expansion of active citizen participation beyond just a simple experience activity.

Besides enabling the youths to equip themselves with lifetime core competence during the adolescence through volunteering activities beyond simply a social volunteer, the change should be oriented towards volunteer work as a citizenship

education and using volunteer work as a tool for social integration (Park Sun Young, 2015).

Therefore, education specialists emphasize that it is important to educate the true concept of community service which returns the benefits students have received from schools or households to the society.

3. Measures for securing willingness and continuity of youth volunteer work

The need for change into youth-centric and youth-led form of volunteering activity is increasing in order to secure willingness and continuity of youth volunteer work.

Change in willingness and continuity can only be achieved when the self-centered inner motivation and altruistic external factor interact in an individual.

The main research results through survey and analysis from a ecosystem perspective following the continuing factor of this youth volunteer work (Yoon Ki Jong, Choi Seung Hee) are as below.

① Out of personal factors (religion, result, morality, participation motion of volunteering activity, awareness on volunteering activity), the higher the morality and the more the participation motivation was altruistic, the higher the continuous participation.

① Out of family factors (whether parents had participated and experienced volunteering activity, the education standard of parents, standard of family life), if the parents had participated and experienced volunteering activity, if there was interest and support of parents and the higher the standard of family life, the higher the continuity was.

③ Out of the school factors (level of preliminary education on volunteering activity in school, provision of information and recommendation by school and teacher, existence of department system that supervises volunteering activities within school and the level of assistance), if there was preliminary education on volunteering activity in school, the more information and recommendation provided by school and teacher, if there is a department system supervising volunteering activity within school and if assistance can be

received, the higher the continuous participation.

④ Out of the institute factors (existence of education by institute and effectiveness of education, allocation method of volunteering activity duty and satisfaction level of work details, satisfaction level of relationship with the person in charge of volunteer work), if the education by institute is received and the effect of education is experienced, if one is satisfied with the work details of volunteer work and if one is satisfaction with the relationship with the person in charge of volunteer work, the higher the continuous participation.

Opportunities to experience various roles and productive trial and error in circumstances through participation activities with a positive mind on regional volunteer work where one can change and growth in family-school-community have to be provided for youths rather than volunteer work conducted arbitrarily in schools.

The methods suggested to reinforce the direction, willingness and continuity of youth volunteer work that the new era is demanding are as below.

First, the effectiveness of youth volunteering activity has to be spread to reinforce the inner participation motivation.

Rather than focusing on individuals only or approaching by separating the social environment, materials that suggest the effectiveness on which positive changes exist from the egoistic-altruistic perspective in an individual and society with interaction between both parties hardly exist.

For instance, if youths sincerely volunteer for the community, the benefits are long lasting regardless of university entrance. Those who have volunteered for the regional community would know but the satisfaction and pride acquired from helping others last a lifetime.

This is the reason why the more positive experiences in volunteering during adolescence, the higher the participation rate in volunteering in adulthood.

In addition, from the national level, public promotion to improve the nationwide awareness has to be followed by utilizing it as basic materials for volunteering activity policy.

Second, a new change suitable to the new paradigm of youth volunteer work is required.

Youths tended to show passive attitude towards volunteer education but recently, youth-led form of volunteer work has been noticed. When youth volunteering activity is carried out by the youths themselves without being centered on teachers or leaders, the more satisfaction is felt. This is because in the satisfaction level on volunteering activity, qualitative perspective such as the satisfaction level of volunteer work is a more important experience than quantitative perspective such as the level of volunteering activity or the existence of activity experience.

Participation activity shapes the qualities as a democratic citizen by enabling people to learn about the community awareness through interaction with various groups based on democratic procedure.

The volunteering activity in South Korean schools are one-time event or filling up time in effort volunteer form regardless of the student's interest so the fact was that the details of volunteering activities were merely simple activities such as cleaning and cleaning up the environment.

In order to improve such problems, youths have started to participate directly in the main issues of the region centered on the regional society, leading to a form where various opportunities for growth could be experienced.

With the 5 working days in a week and the increase of interest on the quality of life, talent contributing activities and volunteer work in family unit are seemingly to expand.

Moreover, as youths are in the stage of preparing for the future, there is high interest in activities related to career so they tend to prefer projects with connection between volunteer and career.

Even if the inner motivation of youths on volunteer is strong, if the means and methods to manifest the external factors to be equipped with pride cannot be found, the motivation will subside and even if the activities have started, the activities would not be continued.

Only when the youth volunteering activities is connected with the activities that meed the demands of the era based on the momentum of youth-led participation,

change in individual competence and social change can be achieved and it would act as a factor for continuity.

Third, there is a need to increase the efficiency of youth volunteer system and for a support system centered on demand.

The demands of not only youths but also the youth leaders and institutes are changing diversely so there is a need to accept their opinions and to make improvements in a direction for more convenient and easier use. In particular, the national certification information system of volunteer is separated into 3 ministries and 3 systems, making it a national waste and causing a lot of inconveniences to the youths and leaders. The effort to integrated it from supplier-centric to demand-centric is urgent.

Furthermore, the 3 national certification system for volunteer are all provided centered on the supplier's program. There is a need to develop a self-initiated system that can be made by the user for participating in volunteering activities which was once operated as a test by the Korea Youth Work Agency but suspended.

Besides, there is a need to develop and distribute customized service for the mobile generation.

Forth, there is a need to foster workforce and a need for support to reinforce youth-centered activities.

Youth volunteering activities can be determined by the coordinator who can connect youths to the regional sites. Coordinators are based on knowledge and activity experience on youth and volunteering activities such as teachers, person in charge of volunteer sites and adult volunteers.

Coordinators have to play the role of a catalyst in the process of guiding youths so that the youths themselves could analyze and search for the cause of the public problems in the regional society and they are also the supporters until youths are equipped with competence to experience and overcome failure sufficiently. For this, discovering and fostering many coordinators so that youths would be able to participate in social activities as volunteer learning process is

an important aspect for reinforcing the willingness and continuity of youths.

Also, for this, there is a need to develop and provide an education manual on self-initiated volunteering activities to guide and educate them to education and develop a model for self-initiated youth volunteer.

Fifth, the function of research and survey has to be expanded.

Moreover, close analysis and review on the awareness and attitude of youths on volunteering activity, participation motivation and participation method, participation process and others are necessary above all for the development and qualitative conversion of youth volunteering activities. Through such analysis, the youth volunteering activities that were criticized or those that didn't surface can be analyzed systematically and this would be able to assist the understanding and analysis of the actual condition of volunteering activities in South Korea students as well as help the establishment of volunteer plan and guidance activity on site.

한국의 청소년자원봉사 현황 및 지속성 확보방안

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들어가며

청소년자원봉사활동은 지역사회에서 청소년이 체험학습을 통하여 사회참여의 기회와 사회적 책임을 실천할 기회와 더불어 개인적 만족감과 역량을 증진시킬 수 있다는 면에서 매우 중요한 의미를 지닌다.

그동안 청소년자원봉사활동의 목적을 실현하고자 하는 많은 노력에도 불구하고 아직도 여러 가지 문제점들을 안고 있다.

청소년자원봉사 제도화 시행초기 부터 입시위주의 과열된 교육환경에서 자원봉사활동에 대한 지원체계 미흡과 주체들의 인식 부족이 제기되었다.

자원봉사활동이 의무화되면서 긍정적인 작용과 함께 반대로 본래 도입 취지와는 다르게 운영되는 사례들이 등장하기 시작했다. 확인서의 허위 및 부정 발급, 청소년이 아닌 부모가 대신 자원봉사활동에 참여하는 등의 문제들이 발생하였고, 학생 전원이 자원봉사활동에 참여하게 되면서 자원봉사활동 프로그램의 부족현상이 일어났고, 이에 대한 대안으로 대단위 자원봉사활동이 시행되면서 참여한 시간보다 많은 시간의 발급하는 등 부정적 사례들이 자원봉사활동의 이면을 보여주고 있었다.

그래서 2015년도 한국자원봉사협의회는 제 8회 전국자원봉사대회의 행사 주제를 '자원봉사 기본으로 돌아가자(Get back to the basic)'로 정하고 새로운 자원봉사에 대한 이해와 철학을 정립하려는 시도를 보이기도 했다.

현재까지 제공되는 많은 청소년자원봉사 프로그램은 공공기관 및 복지시설에서 청소를 비롯한 일손 돕기 등 단순한 노력봉사에 비중이 높다. 학교 및 운영기관에서는 봉사활동에 대한 사전교육이나 평가를 소홀히 하고 있어 청소년 봉사활동의 긍정적인 효과를 높이는데 한계를 분명히 드러내고 있다.

21세기 새로운 지식정보화 시대에 들어서면서 우리 사회는 급변하는 환경 속에서 미래세대에게 효과적으로 적응하고 대처해나갈 수 있도록 능력과 지혜를 요구하게 된다.

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2) 광주광역시청소년활동진흥센터장

이에 따라 지식위주의 교육을 보완할 수 있는 청소년기의 봉사활동 경험은 과거 어느 때보다 강조된다 할 수 있다.

1. 한국 청소년자원봉사 현황

1) 국내 관련 제도
청소년자원봉사활동은 YMCA, 흥사단, YWCA와 같은 청소년단체와 종교단체들에 의해 이루어지고 있었지만 제도화되기 시작된 것은 1990년대에 들어서다.

「청소년기본계획」에 청소년자원봉사의 중요성을 강조하면서 봉사활동을 내신 성적에 반영하는 제안을 담았지만 실행되지 못했다.

1995년 5월 31일 김영삼 문민정부의 교육위원회가 '신교육체제 수립을 위한 교육개혁방안'을 발표하면서 아홉 가지 새로운 교육 정책 가운데 봉사활동을 교육과정에 도입한다는 내용이 있었다. 그리고 1996년에는 교육부가 '학생 봉사활동 운영지침'을 시·도 교육청에 하달했다.

당시 교육개혁안에는 청소년의 자원봉사 활동을 장려하기 위한 방안으로 청소년봉사활동이 교육과정의 일환으로 특별활동과정에 포함되고 학생종합생활기록부에 봉사활동의 내용과 시간을 기재하였다. 또한 상급학교 진학 시 봉사활동을 반영하라는 장학자료에 따라 고등학교 진학과 대학입시에 영향을 주기 시작했고, 연40시간의 자원봉사활동이 권장되었다.

이때부터 많은 청소년들이 자원봉사활동에 참여하게 되었다고 볼 수 있다.
2005년 교육정책이 바뀌면서 청소년들의 자원봉사활동이 권장사항에서 의무사항으로 변화되었으며 점수화되었다. 내신에 반영되는 특별활동은 봉사 외에도 자치, 적응, 계발, 행사 분야가 나뉘어 있었음에도 불구하고 유일하게 20시간으로 정해놓은 활동은 봉사 뿐 이었다.

청소년자원봉사활동은 2009 개정 교육과정으로 또 다른 상황을 맞이하게 된다. 전세계적으로 창의적 인재 양성에 대한 관심이 증대되고, 교과 외 활동의 중요성을 인식하면서 제7차교육과정과 2007 개정 교육과정의 재량활동 중 창의적 재량활동과 특별활동을 통합한 2009 개정 교육과정인 창의적 체험활동이 등장하였다. 창의적 체험활동은 자율활동, 동아리활동, 봉사활동, 진로활동 4가지 영역으로 총괄목표 및 영역별 하위 목표를 두었다.

개정된 교육과정인 창의적 체험활동에도 봉사활동은 빠지지 않고 등장한다. 그러나 전면 의무가 아닌 자율적인 참여로 바뀌게 되었고, 이는 지역 교육청의 재량으로 창의적 체험활동 속 봉사활동의 권장시간도 지역 마다 다르게 나타나고 있다.

표1) 교육과정 변화에 따른 봉사활동 인정시간 및 활동영역 변화

구분	봉사활동 인정 시간	봉사활동 영역
제7차 교육과정	연간 40시간 권장사항	·일손돕기 활동 ·위문활동 ·지도활동 ·캠페인활동 ·자선구호활동 ·환경시설보전활동 ·지역사회개발활동 ·기타활동
2005년	연간 20시간 의무사항	
2009년 개정 교육과정	연간 5~20시간 권장 및 의무사항 * 17개 시·도 마다 차이가 있음	·교내 봉사활동 ·지역사회 봉사활동 ·지역환경 보호활동 ·캠페인활동

2) 추진체계

청소년 봉사활동 제도화의 기제는 교육부가 주도하였지만 추진체계 구축은 문화체육부가 관장했다. 교육부의 5.31교육개혁방안 조치를 근거로 하여 청소년기본법에「청소년자원봉사센터 설치·운영」관련 조항을 신설하였다.

즉, 교육부의 교육개혁방안 청소년봉사활동 추진 강화방안에서 청소년의 자원봉사활동 참여 프로그램 및 기회를 확대하고 자원봉사활동의 기록유지를 위해 학교, 복지시설, 청소년단체간 협조체제를 구성하도록 하고, 청소년자원봉사 활성화를 위해 당시 문화체육부에서 지역별「청소년자원봉사센터」를 설치하도록 법률로 명시하였다. 이를 근거로 문화체육부에서는 96년도부터 중앙의 한국청소년자원봉사센터와 5대 광역시를 비롯하여 97년도 광역도 단위까지 전국의 16개 시.도 단위에 1개소씩 청소년육성기금을 재원으로 청소년자원봉사센터를 설치완료하고 청소년들에게 봉사활동 관련 사전 교육 및 활동배치, 정보를 제공 등 봉사활동 참여기회를 제공하였다.

2006년 7월에 청소년자원봉사센터는 청소년봉사활동을 포함하여 활동을 종합적으로 지원하도록 법률을 개정하고 중앙에 한국청소년활동진흥원과 시·도에 청소년활동진흥센터로 확대·개편하여 명칭을 변경하였다.

국가의 자원봉사 진흥을 위한 국가기본계획 수립추진에 따른 각 부처별 자원봉사활동 전달 및 관리운영체계를 살펴보면 다음과 같다.

청소년자원봉사센터는 1996년 문화체육부에서 설치되었으나 1998년 2월 문화관광부, 2005년 4월 국무총리실 산하 청소년위원회, 2008년 2월 29일 정부조직법 개정에 따라 보건복지가족부로 흡수되었다가 2010년 3월 19에 현재의 여성가족부로 주무부처가 바뀌었다. 청소년자원봉사센터(현재 청소년활동진흥센터)는 17개(광역시도 17개소)가 운영되고 있다.

　자원봉사센터는 주무부처가 행정자치부이고, 1996년도부터 시.도 및 시.군.구 자치단체에 종합자원봉사센터를 설치토록 권장하여 전국 자치단체가 자원봉사센터를 설치.운영함으로써 청소년자원봉사활동을 간접적으로 지원하고 있다. 자원봉사센터는 전국에 246개(중앙 1개소, 광역시도 17개소, 지역센터 228개소)가 운영된다(2015년 자원봉사센터 현황,행정자치부,2015)

　보건복지부 역시 산하의 한국사회복지협의회를 비롯하여 시.도 사회복지협의회에서 운영하는 사회복지정보안내센터나 일선 사회복지관에서도 청소년들에게 봉사활동 사전교육 실시 및 사회복지 분야 봉사활동 참여기회를 제공하고 있다. 사회복지자원봉사 인증관리규정 제6조에 의거한 사회복지 자원봉사활동 육성 지원사업의 추진으로 자원봉사자를 양성 관리하는 법인 단체, 시설, 보건의료 기업 등 전국 10,724개소를 인증관리업무를 수행하는 사회복지자원봉사관리센터로 지정하였다.(2013 사회복지 자원봉사 통계연보,한국사회복지협의회,2014).

　그리고 2001년도부터는 교육인적자원부에서도 학생봉사활동 활성화를 위해 시.도 및 지역 교육청에 학생봉사활동정보안내센터를 설치하였다.
자원봉사활동은 각 부처별 운영체계를 구축하고 지원조직(센터)에 대한 지원을 강화하는 계획을 수립·운영하고 있다.

　각 지원조직들은 자원봉사 지원 인프라를 확보하였고, 자원봉사자 발굴·관리, 자원봉사 홍보, 시스템 관리 등을 체계적으로 운영 하고 있다.

　자원봉사 인프라 구축에 있어서 부처별 자원봉사 전산관리시스템 구축은 행정자치부 1365 자원봉사시스템인 나눔포털(www.1365.go.kr)과 보건복지부의 사회복지자원봉사 인증관리 DB시스템 VMS(www.vms.or.kr), 여성가족부의 청소년자원봉사 포털사이트 두볼 Dovol(dovol.youth.go.kr), 국립중앙도서관 자원봉사 전산시스템 (LVSM) 등이 대상별 분야별로 운영되어 자원봉사 수요와 공급이 연계·운영된다.

　이 시스템은 지역별 분야별 일감조회, 자원봉사 실적 및 이력 통합관리, 실적확인서 발급관리, 자원봉사 정보교류 창구 등이 구축되어 서비스를 제공한다.

표2) 통합된 청소년자원봉사관리를 위한 국가인증시스템
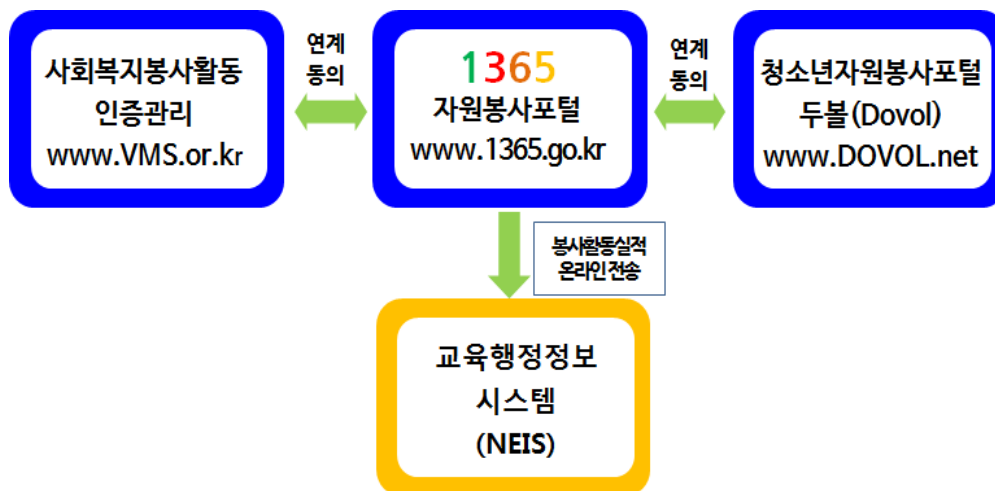
※ 나이스로 실적 전송은 1365에서만 가능하므로 VMS, DOVOL은 1365와 연계동의를 해야함

3) 청소년 자원봉사 실태

행정자치부 자원봉사포털(http://www.1365.go.kr)의 통계에 따르면, 2016년 전체 자원봉사활동 인구 중 10대 청소년인구는 5,481,038명 중 등록인원 3,235,443명 으로 등록율 59%이고, 활동인원 1,889,580명으로 활동율 58%로 나타났다.

한국청소년활동진흥원과 지방청소년활동진흥센터에서 운영하는 청소년자원봉사 포털 사이트(Dovol, 두볼)를 통해 봉사활동 기관수는 약 1,000개소, 봉사활동 프로그램 수는 연간 281,000건, 연간 봉사자는 2,900,000여명에 이르고 있다. (여성가족부 www.mogef.go.kr, 2015).

여러 가지 자료를 종합해 보면, 청소년들의 자원봉사활동 인구는 우리나라 자원봉사활동 인구에서 절반 가까이를 차지하고 있고, 제도화 이후 꾸준히 증가를 보이다가 최근 2~3년 동안 감소 추세로 반전하고 있다.

청소년자원봉사활동이 활발하던 시기에 조사한 자료에 의하면, 초.중.고등학생의 1년간 자원봉사의 총 참여횟수는 평균 4.59회, 평균 참여시간은 16.3시간이며, 이는 다른 국가 청소년의 참여시간에 비해 매우 짧은 편으로 15~24세의 자원봉사활동시간 국제비교 조사결과를 보면, 한국의 자원봉사활동 시간이 비교대상국가 중 가장 짧다.(김기헌, 안선영, 2009)

2014 청소년활동 실태 및 요구조사에 의하면 일손돕기 활동은 전체 청소년 중

33.4%, 캠페인활동 20.2% 참여했으나, 위문활동이나 지도활동, 자선구호활동은 각각 6.9%, 5.9%, 7.1%의 청소년들만이 참여한 것으로 나타났다. 청소년들이 참여 희망하는 활동은 다른 결과를 보였는데, 캠페인 활동은 하고 싶은 청소년이 전체 청소년의 30%로서 가장 많았고, 비교적 적은 참여경험을 보였던 위문활동, 지도활동, 자선구호활동은 약 2배정도 많은 참여희망을 보였다. 특히 일손돕기 활동은 약 8.3%의 차이를 보이며 희망하는 청소년의 수가 참여를 경험한 청소년의 수보다 적었다. (여성가족부, 한국청소년활동진흥원. 2014).

청소년은 자원봉사활동 정보처는 '학교'가 가장 많고, '청소년자원봉사 포털사이트 (www.dovol.youth.go.kr)', '자원봉사기관'순(기타 제외)으로 나타나고 있으며, 자원봉사에 참여한 청소년 중 사전교육은 30.8%로 응답했다.(여성가족부, 2011).

청소년들이 생각하는 '자원봉사 의미'는 '남을 돕는 일'(63.4%) 이라고 가장 많이 생각하고, 다음으로 '마음속에서 우러나와서 하는 일(17.5%), '보수를 바라지 않는 일 (13.9%), '자신의 성장에 도움이 되는 일' 순으로 나타났다. 또한 청소년들의 자원봉사에 대한 보상이나 참여이유에 대한 조사결과로는 '자원봉사활동점수'(40.5%), '금전적 보상'(35.9%)가 가장 높게 나타났고(여성가족부,2011), '성적반영'(30.28%), '이웃, 지역사회, 국가에 도움'(22.42%), '새로운 학습경험'(21.78%)순으로 나타났다.(임희진, 김현신, 2012)

청소년정책분석평가센터(2011) <청소년자원봉사활동 실태 및 개선방향>의 청소년자원봉사 참여만족도와 욕구에 대한 조사에서도 청소년들이 생각하는 청소년자원봉사활동이 잘 이루어지지 않은 이유로 '시간부족', '인식부족', '프로그램 부족'이라 답했고, 가장 큰 문제로는 '청소년의 욕구 미반영'이라고 응답했고, '다양한 활동 공간'이 가장 필요하다고 답했다.

2013년도 사회조사 결과를 보면, 기부를 해 본 경험이 있는 학생의 비율(30%)과 단체에 참여한 학생의 비율(35%)은 전체의 1/3 정도이다. 이 또한 연령이 증가할수록 활동 참여율은 낮아진다. 장근영(2012)은 국제 경향과 다르게 "청소년들의 연령이 증가할수록 활동 참가율이 낮아지는 경향이 우리나라 청소년활동 실태에서 가장 큰 문제 중의 하나로 지적되었으며 그 원인으로 고 연령 청소년들이 참여할만한 프로그램의 부재와 입시준비로 인한 시간적인 제약 등을 제시한 바 있다".

2012년 청소년 아동.청소년인권실태조사에 따르면 자원봉사활동의 경험이 있는 초등학생의 경험정도는 13.8%, 중학생 48.6%, 고등학생 중 일반계고 51.4%, 전문계고 37.4% 정도이다.

청소년정책연구원 <청소년 봉사활동 참여실태 조사 연구>에 따르면 그동안 교육부 , 문화관광부 등 청소년 봉사활동 관련 부처는 물론 민간 부문에서도 청소년들의 봉사활동 중요성을 인식하고 나름대로 봉사활동 참여 여건을 개선, 활성화시키기 위해 노력해

왔다. 그 결과 시행 이전의 13% 정도의 참여수준에서 이제는 87% 이상의 참여수준을 보이고 있다. 이렇듯 청소년들의 봉사활동 참여수준은 양적으로 볼 때 놀라운 성과를 보였다고 할 수 있다. 하지만, 본래의 정책목표 달성 측면에서는 그렇지 못하다. 청소년들이 봉사활동 참여를 통하여 어느 정도 시민의식과 공동체 정신이 함양되었는지 등에 대한 질적 측면의 성장은 별로 이루어지지 못하다는 평가가 지배적이다.

변화하는 환경에 따라 자원봉사에 대한 패러다임이 변화하고 있는 현실에 한국의 청소년자원봉사활동은 1995년 이후 20여년동안 양적으로 비약적 성장을 이루었다고 할 수 있다. 하지만, 양적인 성장 하에 자원봉사에 대한 의미와 참여에 대한 이유에 있어서 자원봉사 점수, 성적반영, 금전적 보상 등을 우선 생각하는 부정적인 부분도 간과할 수 없는 실정이다.

청소년자원봉사활동이 청소년의 욕구를 반영하여 자발적으로 참여하는 동기를 부여하고, 참여자에게 역량강화와 시민성 향상 등의 긍정적인 면을 느낄 수 있게 하는데 여전히 그 과제가 남아있다.

2. 청소년자원봉사의 개념과 새로운 시대적 요구

1) 청소년자원봉사 개념과 특징

청소년자원봉사는 그 주체가 청소년이며 '학습의 과정'이 포함된다는 점에서 성인들의 자원봉사 활동과 구별된다. 즉 일반 성인봉사활동이 자신들의 자발적인 의지와 선택에 의해 개인이나 단체가 무보수로 이웃이나 지역사회에 기여하는 모든 활동을 의미한다면 청소년자원봉사는 교사나 지도자의 의도적 계획 하에 봉사를 체험하는 활동으로서 일련의 교육과정이다. 활동 결과 역시 평가라는 과정을 거치게 되고 활동 내용이 학교생활기록부에 기록된다는 점에서 순수 자원봉사와는 부분적으로 다른 개념이라고 할 수 있다. 청소년자원봉사의 특징을 정리하면 다음과 같다.

첫째, 청소년 봉사활동은 완전히 자발적인 봉사활동이라기보다는 교육적 목적을 가지고 안내.조정.지도되는 활동이다.

둘째, 청소년들의 봉사활동은 학교 계획과 청소년 자신이 원하는 분야와 대상을 위해 봉사활동을 지역사회에서 하고자 하는 개인 계획에 따라 이루어져야 한다.

셋째, 학교를 비롯하여 청소년 봉사활동을 운영하는 센터 등의 경우, 청소년의 발달단계나 교육수준 등을 감안하여 적절한 활동이 이루어지도록 해야 한다.

특히 초·중학생이 봉사를 체험하는 과정이라고 한다면, 고등학생의 경우는 자율적 의사결정 과정을 최대한 존중하여 개인의 자발적 계획에 의한 봉사활동을 권장하고, 지역사회의 다양한 부문으로 활동영역을 확대시키도록 유도하여 자신이 장차 선택하려는 진로나 직업과 관련하여 봉사활동을 실천하도록 함으로써 자신의 진로선택에도 도움이 될

수 있도록 지도하는 것이 필요하다고 강조한다.

2) 청소년자원봉사 변화의 필요성 대두

청소년 자원봉사 활동의 질적 전환과 발전을 위해서는 새로운 관점의 자원봉사가 요구되고 있다.

첫째, 청소년자원봉사가 기본 원칙으로 돌아가야 한다는 요구 때문이다.

청소년자원봉사가 성인자원봉사와 달리 배움의 과정인 봉사학습으로 실시되었지만 상급학교로의 진학을 위한 경력이나 스펙으로 활용되어 온 것은 부인할 수 없다. 중·고생의 94% 이상이 참여하는 자원봉사활동 비율과 다르게 대학생의 참여율은 30% 미만이다. 제도화 이래 청소년자원봉사가 양적으로는 증가하고 있지만 나눔의 의미나 시민성과 연관되어 중요한 활동의 영역인 봉사활동이 사실상 질적으로는 퇴보하고 있다고 평가한다. 청소년은 다양한 환경 속에서 자신이 처한 과업을 감당하며 여러 가지 시행착오를 겪고, 그 과정을 통해 건강한 사회 구성원으로서 역할과 정체성을 확립해 간다.(이혜영, 1997) 하지만 학교 내에서 자원봉사활동을 위한 교육은 거의 이루어지지 않고 있으며, 자원봉사활동 이후 평가도 거의 이루어지지 않고 있어 봉사학습의 절차가 진행되지 못한다. 자원봉사를 통한 공동체의식은 타고나는 것이 아니라 생활환경 속에서 형성되고 학습될 수 있도록 해야 한다.

둘째로, 사회환경 변화를 이해하고 실질적이고 유의미한 체감을 할 수 있는 '지역 자원봉사'의 중요성이 대두되고 있다.

박선영(2015)은 전통적 관점의 자원봉사가 오늘날의 청소년에게 다소 어울리지 않는 것처럼 보이는 이유를 고령화 사회로의 진입, 고용구조의 변화, 다문화사회의 도래, 가족구조의 변화 등 다양한 사회의 변화에 기인한다고 하였다. 홍원표(2013)는 학교 봉사활동의 교육적 의미를 강화하기 위한 방안 탐색에서 청소년자원봉사 활동은 실질적이고 유의미한 활동을 제공함으로써 학생들로 하여금 봉사활동의 보람과 가치를 체감하도록 하는 것이 중요하며, 특히 지역 사회의 현안이나 도움이 필요한 사람들과 직접 이어지도록 운영 할 경우 청소년봉사활동의 교육적 효과는 커질 수 있음을 강조하고 있다.

셋째로, 시민성 함양을 위한 청소년의 참여의 필요성으로서 자원봉사활동은 시민교육의 주요 요소이다.

2009년도에 시행한 국제시민교육연구(ICCS)에서 시민 참여 활동 점수는 38개국 중 최하위권에 머물렀다. 국제시민교육연구 결과 및 청소년 통계를 살펴보니, 우리나라 청소년은 높은 시민지식과 시민의식(양성 평등 의식 및 인권 의식) 수준을 소유한 반면 시민 활동 참여 수준(단체참여, 기부, 자발적인 자원봉사활동 등)은 아직 미흡한 것으로 나타났다.

청소년이 자발적인 봉사 활동 참여의 중요성을 공감하여 성인이 되어서도 세계시민으로서의 역량을 지속적으로 발휘할 수 있는 다른 차원의 접근이 필요한 대목이다.

청소년자원봉사가 민주시민을 양성하는 공동체 교육의 일환으로 실시되고 있다는 점에서 볼 때, 미래의 우리나라 청소년자원봉사 방향이 단순한 체험 활동 수준을 넘어 보다 적극적 참여 수준의 시민 참여 활동 증대로 나아가야 한다는 시사점을 준다.

단순한 사회봉사를 넘어 자원봉사활동을 통해 청소년기의 생애 핵심역량을 갖출 수 있을 뿐만 아니라 시민교육으로써의 자원봉사와, 사회통합의 도구로서의 자원봉사로 변화를 지향하고 있는 것이다(박선영, 2015).

따라서 교육전문가들은 학교나 가정에서 학생들에게 본인들이 받은 혜택을 사회에 돌려주는 커뮤니티 서비스의 진정한 개념을 교육시키는 것이 중요하다고 강조한다.

3. 청소년자원봉사 자발성과 지속성 확보 방안

위의 언급내용을 종합하자면, 한국에서 청소년 자원봉사활동은 자원봉사 4대 원칙 자발성, 무보수성, 공익성, 지속성 중 무보수성과 공익성에 비해 자발성과 지속성이 약하다고 평가할 수 있다. 그 원인으로는 청소년 자원봉사가 입시의 부속물로 전락하여 봉사시간 확보에 관심을 갖게 되었고, 자원봉사 가치와 목표 대한 내적동기는 강화시키지 못한 결과로 볼 수 있다. 결국, 청소년자원봉사활동은 자원봉사를 배우는 과정으로의 '학습성'과 학교에서 배움을 학교 밖에서 경험하는 '지역성'의 교육적 성격을 달성하지 못하고 있는 점을 해결해야 만 본래의 취지에 접근할 수 있다.

청소년자원봉사활동의 원칙과 본래 취지에 접근할 수 있는 해결 방법은 다양할 수 있다. 하지만, 자발성과 지속성 확보하고, 학습성과 지역성을 기반으로 하는 청소년자원봉사 활동이 되기 위해서는 청소년에게 시민성을 키우는 청소년 사회참여활동을 강조하고, 청소년 중심·주도 형태의 자원봉사활동으로 변화의 필요성이 높아지고 있다.

새로운 시대가 요구하는 청소년자원봉사활동의 방향과 자발성 및 지속성을 강화하기 위해 제시하는 해결방안은 다음과 같다.

첫째, 청소년 자원봉사 활동의 효과성을 전파하여 내적 참여동기를 강화시켜 주어야 한다.

자발성과 지속성은 개인에게 이기적 내적동기와 이타적 외적요인이 상호작용을 해야만 변화가 가능하다.

생태체계관점에서 본 청소년자원봉사활동 지속요인(윤기종, 최승희)에 따라 조사와 분석한 연구결과는 다음과 같다.

① 개인요인(종교, 성적, 도덕성, 자원봉사활동의 참여 동기, 자원봉사활동에 대한 인식) 중에서는 도덕성이 높을수록, 참여 동기가 이타적일수록 지속적인 참여가 높은 것

으로 나타났다.

② 가정요인(부모의 자원봉사활동 참여 및 경험 유무, 부모의 관심과 지지 정도, 부모의 교육 수준 정도, 가정생활 수준) 중에서는 부모의 자원봉사활동 참여 및 경험이 있을수록, 부모의 관심과 지지를 받을수록, 가정생활 수준이 높을수록 지속성이 높은 것으로 나타났다.

③ 학교요인(학교에서 자원봉사활동에 대한 사전교육 정도, 학교와 담임교사의 정보제공과 권장 정도, 학교 내 자원봉사활동을 관장하는 부서체계 유무와 도움 정도) 중에서는 학교에서 자원봉사활동에 대한 사전 교육을 받을수록, 학교와 담임교사의 정보 제공과 권장이 많을수록, 학교 내 자원봉사활동을 관장하는 부서 체계가 있고 도움을 받을수록 지속적인 참여가 높은 것으로 나타났다.

④ 기관요인(기관에서의 교육 유무와 교육의 효과성, 자원봉사활동 직무 배치 방식과 업무 내용의 만족 정도, 자원봉사활동 담당 관리자와 관계의 만족 정도) 중에서는 기관에서의 교육을 받고 교육의 효과를 경험할수록, 자원봉사활동 업무내용에 만족할수록, 자원봉사활동 담당 관리자와의 관계에서 만족 할수록 지속적인 참여가 높은 것으로 나타났다.

청소년들은 가정-학교-지역 안에서 스스로 자신이 변화하고 성장한다. 청소년이 자원봉사 참여에 내적 동기를 강화되어야만 자발성과 지속성을 높일 수 있다. 가정-학교-지역사회에서 청소년에 대한 자원봉사 학습과 평가과정을 충실히 하는 노력으로부터 근본적 해결은 시작될 수 있다. 청소년 시기 자원봉사에 긍정적 경험을 할수록 성인기에 자원봉사 참여율이 높은 것은 그 이유라 할 수 있다.

그리고 국가차원에서 봉사 활동 정책의 기초자료로 활용하여 자원봉사 참여에 대한 대국민 인식개선을 위한 공익적 홍보가 뒤따라야 한다.

둘째, 청소년자원봉사는 지역성을 기반으로 하는 민주시민활동으로 패러다임을 변화해야 한다.

우리나라의 학교 봉사활동은 학생들의 관심과 무관하게 일회적인 행사 또는 노력봉사 형태의 시간 채우기 형태로 되어있어 봉사활동의 내용 역시 대청소나 환경정리처럼 단순한 활동에 그치는 경우가 많은 것 또한 현실이었다.

이러한 문제를 개선하기 위하여 지역사회를 중심으로 청소년들이 지역이 주요 현안에 직접 참여하면서 다양한 성장의 기회를 경험하는 형태로 변화되고 있다. 자원봉사 활동에 대한 만족도는 자원봉사 활동 정도나 활동 경험 유무와 같은 양적인 측면보다 자원봉사 활동 만족도와 같은 질적인 측면이 더 중요하다.

예를 들어, 청소년들이 커뮤니티를 위해서 진정으로 봉사한다면 대학입시를 떠나서 그 혜택은 오래 간다. 지역사회 봉사활동을 해본 사람들은 알겠지만 남을 도와주는 데서 얻는 만족감과 자부심은 평생을 가게 마련이다.

참여활동은 민주적 절차에 따른 다양한 집단과의 상호작용을 통해 공동체의식을 배우게 함으로서 민주시민으로서의 자질을 형성한다.

주5일 시대의 도래와 삶의 질에 대한 관심이 높아지면서 재능기부활동과 가족단위의 봉사활동이 확대되는 모습을 보이고 있다.

또한, 청소년은 미래를 준비하는 시기로 진로와 관련된 활동에 관심이 높으므로 봉사와 진로가 연계한 프로젝트를 선호하고 있다.

자원봉사에 대한 청소년의 내적동기가 강하다 하더라도 자부심을 갖기 위한 외적 요인이 발현할 수 있는 수단과 방법을 찾지 못하면 그 동기는 수그러들고 활동을 시작했다 하더라도 지속될 수 없다.

청소년자원봉사활동은 청소년의 주도적 참여를 모멘텀으로 시대적 요구에 부응하는 활동과 연계하여야 개인역량과 사회적 변화가 올 수 있고, 지속하는 요인으로 작용될 수 있다.

셋째, 청소년자원봉사 시스템 효율성 증대하고 수요자 중심의 지원체계가 필요하다. 청소년 뿐만 아니라 청소년지도자와 기관의 요구가 다양하게 변화되고 있으므로 이들의 의견을 받아들여 보다 편리하고 사용하기 쉬운 방향으로 개선될 필요가 있을 것이다. 특히나 자원봉사 국가인증정보 시스템이 3개 부처와 3개의 시스템으로 분리되어 사용되고 있는 것은 국가적 낭비이자 청소년과 지도자에게도 많은 불편을 주고 있다. 공급자 중심에서 수요자 중심으로 통합하는 노력이 시급하다.

또한, 3개의 자원봉사 국가인증 시스템은 모두 공급처의 프로그램 중심으로 제공되고 있다. 한국청소년활동진흥원에서 시범적으로 운영하다가 중단했던 수요자가 스스로 만들어 봉사활동에 참여하는 자기주도형 시스템을 발전시킬 필요가 있다.

뿐만 아니라 모바일 세대를 위한 맞춤형 서비스의 개발과 보급이 필요하다.

넷째, 청소년 중심의 활동을 강화하도록 지지하는 인력양성과 지원이 필요하다.

청소년 자원봉사 활동은 지역 현장과 연계해 줄 수 있는 코디네이터에 의해 좌우된다고 할 수 있다. 코디네이터는 교사, 봉사터전의 담당자, 성인자원봉사자 등 청소년과 자원봉사 활동에 대한 지식과 활동 경험이 바탕이 된다.

청소년이 스스로 공공의 지역사회 문제에 대해 원인을 분석하고 탐색하여 문제를 해결할 수 있도록 청소년을 지도해 가는 과정에서 촉진자 역할을 하여야 하고, 청소년이 실패를 충분히 경험하고 극복해 갈 수 있는 역량이 형성될 때까지 지지자이기도 하다. 이를 위해 청소년이 봉사학습 과정으로 사회참여 활동을 할 수 있는 많은 코디네이터를 발굴·양성하는 것은 청소년의 자발성과 지속성을 강화하는 중요한 한 측면임이 분명하다.

또한, 이를 위해 자기주도적 청소년 자원봉사 모델 개발과 교육을 위해 이를 지도하고 교육할 수 있는 자기주도형 자원봉사활동 교육 매뉴얼을 개발하여 제공할 필요가 있다.

다섯째, 연구조사 기능이 확대되어야 한다.

　　개인에게만 초점을 두거나 혹은 사회 환경을 분리해서 접근하기보다 양자 간의 상호 작용으로 개인과 사회에 이기적-이타적 측면에서 어떤 긍정적으로 변화가 있는 지에 대해 효과성을 제시하는 자료는 거의 존재하지 않는다.

　　청소년 자원봉사 활동의 질적 전환과 발전을 위해서는 청소년들의 봉사 활동에 대한 인식과 태도 , 참여동기와 참여방법 및 참여 과정 등에 대한 면밀한 분석과 검토가 무엇보다 필요하다. 이러한 분석을 통하여 그동안 지적되어 오거나 나타나지 않은 청소년 자원봉사 활동에 대해 체계적으로 분석하고, 우리나라 학생 자원봉사 활동 실태를 체계적으로 이해하고 파악하며, 봉사활동 일선 현장의 봉사활동 계획수립과 지도활동에 도움을 줄 수 있다.

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