

# DEVELOPMENT OF A COMMUNITY-BASED OPERATIONAL MODEL FOR CREATIVE HANDS-ON ACTIVITIES OF YOUTH II

**Hyun-cheol Kim** (Research Fellow, National Youth Policy Institute)

**Yeo-jeong Hwang** (Associate Research Fellow, National Youth Policy Institute)



# Development of a Community-based Operational Model for Creative Hands-on Activities of Youth II

Hyun-cheol Kim (Research Fellow, National Youth Policy Institute)

Yeo-jeong Hwang (Associate Research Fellow, National Youth Policy Institute)

© 2013 The National Youth Policy Institute  
All rights reserved.

No part of this publication may be reproduced, in any form or by any means,  
without permission in writing from the publisher.

For information on NYPI or to request copies of this document, contact Dr. Sang Y. Bai  
National Youth Policy Institute  
Mailing address: 114 Taebong-ro, Seocho-Gu, Seoul 137-715, Republic of Korea  
Telephone: 82-2-2188-8837  
Fax: 02-2-2188-8869  
Email: drbai@nypi.re.kr

Visit NYPI's website at [www.nypi.re.kr](http://www.nypi.re.kr)

2013 Top Research Paper - 2

인 쇄 2013년 10월 5일  
발 행 2012년 10월 5일  
발행처 한국청소년정책연구원  
서울특별시 서초구 태봉로 114  
발행인 이 재 연  
등 록 1993. 10. 23 제 21-500호  
인쇄처 (주) 계 문 사 02) 725-5216

사전 승인없이 보고서 내용의 무단전재 · 복제를 금함.

# Contents

<b>1. Introduction</b>	<b>3</b>
<b>2. Methodology</b>	<b>5</b>
1) Operation and assessment of the pilot project	5
2) Survey	7
<b>3. The actual status of the operation of creative hands-on activities and networks with local communities and the effects of the hands-on activities</b>	<b>8</b>
1) Overview of surveys	8
2) The actual status of the operation of creative hands-on activities and networks with local communities	9
3) Effects of creative hands-on activities	12
<b>4. Results of case studies</b>	<b>13</b>
1) Evaluation of the operation of the pilot project	13
2) Cases of the operation of community-based creative hands-on activities	15
<b>5. Community-based operational models for creative hands-on activities</b>	<b>24</b>
1) Model ①: School-directed adult-led model	27
2) Model ②: School-directed youth-led model	27
3) Model ③: Local community-directed adult-led model	28
4) Model ③: Local community-directed youth-led model	29

6. Methods to vitalize creative hands-on activities through local community networking .....	31
References .....	33

# List of Figures

【Figure 2-1】 The long-term development model for community-based operation of youth's creative hands-on activities .....	5
【Figure 2-2】 The first year pilot project model for community-based creative hands-on activities .....	6
【Figure 2-3】 The second year pilot project model for community-based creative hands-on activities .....	7
【Figure 5-1】 Community-based operational models for creative hands-on activities by the level of networking with the local community .....	25
【Figure 5-2】 Community-based operational models for creative hands-on activities by the level of youth participation .....	25
【Figure 5-3】 The matrix of youth hands-on activities' local community operation .....	26
【Figure 5-4】 The long-term development model of community-based hands-on activities of youth .....	30







# **Development of a Community-based Operational Model for Creative Hands-on Activities of Youth II**



# Development of a Community-based Operational Model for Creative Hands-on Activities of Youth II

## 1. Introduction

Following the curriculum amendment in 2009, special activities and discretionary creative activities, which were mere formality in practice, were integrated as the “creative hands-on activities.” Accordingly, elementary and middle schools have to arrange these activities for more than three hours a week, high schools for more than four hours. Students’ activities are reported to and managed through portfolios on the Edupot platform, and such data are available to admission officers in universities for their college admission deliberations. As it is unavoidable to take advantage of local communities’ resources to conduct a wide variety of activities, the Ministry of Education, Science and Technology has developed the Creative Resources Map (CRM) that is embedded in Crezon. The ministry also puts forth efforts to establish local communities’ resources through the “Educational Talent Donation Campaign.” However, donating talents and providing the CRM does not necessarily mean that schools readily use these resources. For this reason, the ministry has established and is running the Creative Hands-on Activity Support Center.

However, the creative hands-on activities still remain a mere formality in many schools. Many teachers find their work burden increased due to the creative hands-on activities. While such activities require more facilities, human resources and budgets, in reality there have hardly been changes made, so teachers’ workloads have significantly increased. What successful cases, where schools take good advantage of educational talent donations and collaboration with local communities, suggest is that additional efforts are needed to establish networks with local communities’ resources, which means an increase in

the workload of the teachers.

Against this backdrop, the authors have conducted a two-year study in 2011 and 2012 that aimed to develop a community-based operational model for creative hands-on activities for youth, where external experts and professional organizations play the role as a coordinator. In the first year, 2011, the National Youth Policy Institute (NYPI) joined hands with the Ministry of Family and Gender Equality and the Korea Youth Work Agency and conducted two pilot projects in Seoul and Suwon, where youth organizations (youth centers, youth training centers and youth culture centers), which are considered to have the best expertise in the operation of hands-on activities for youth, play the coordinator role. In these projects, a coordinator supported creative hands-on activities in school. In 2012, the pilot project has been further expanded, where 44 coordinators and 100 schools are involved, under the title of the “Pilot Project on a Community-based Operational Model for Creative Hands-on Activities of Youth.”

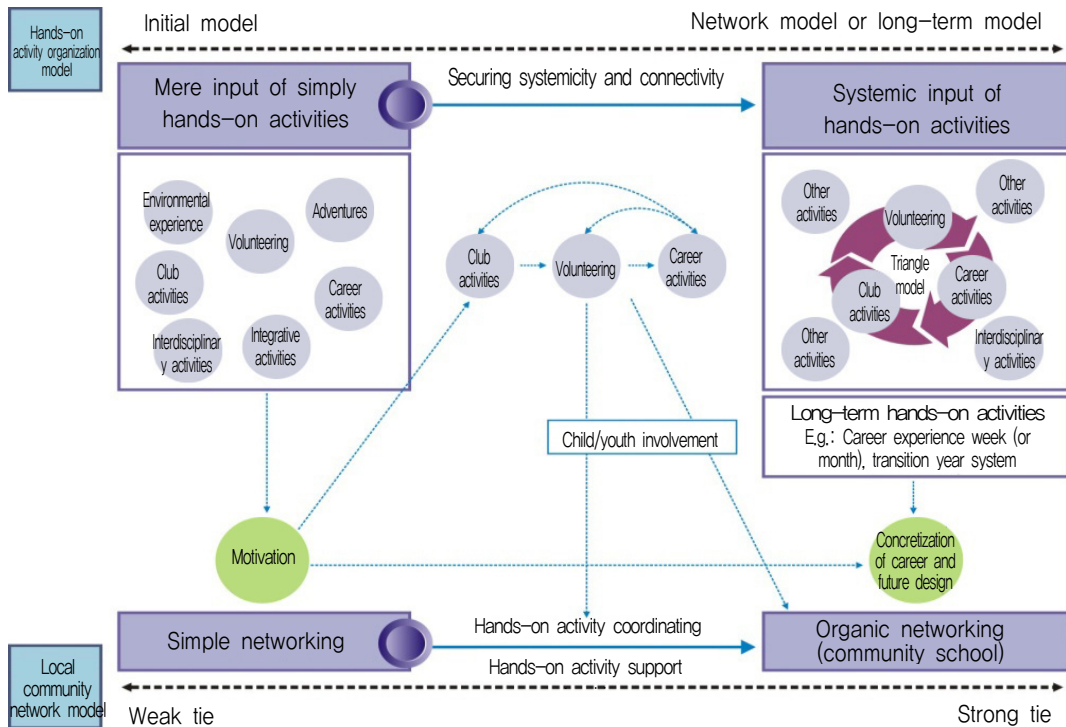
The 2011 study presented a long-term operational model on a hypothetical level regarding how networks with local communities should change in the long run in order to vitalize and promote youth’s hands-on activities, on the assumption that establishing robust networks with local communities requires a long time and with the expectation that local communities, after all, would turn into a kind of community schools.

Ultimately, the model this study pursues is one that will vitalize youth’s creative hands-on activities through local community networks, rather than simply increasing such activities. Despite the slow pace of change, the pilot projects have revealed possibilities of change. In this study, the authors: investigated the actual status of creative hands-on activities in elementary, middle and high schools nationwide to identify current problems of these activities; developed an improved model for networking with local communities through case studies of schools that have been successful in the operation of creative hands-on activities and of regions that have offered youth a range of hands-on activities through networks with local communities; and suggested policy alternatives to improve the viability of the developed model.

## 2. Methodology

### 1) Operation and assessment of the pilot project

This study has developed a community-based operational model for creative hands-on activities of youth and conducted and assessed a pilot project to demonstrate the validity of the model. Figure 2-1 shows the long-term development model.



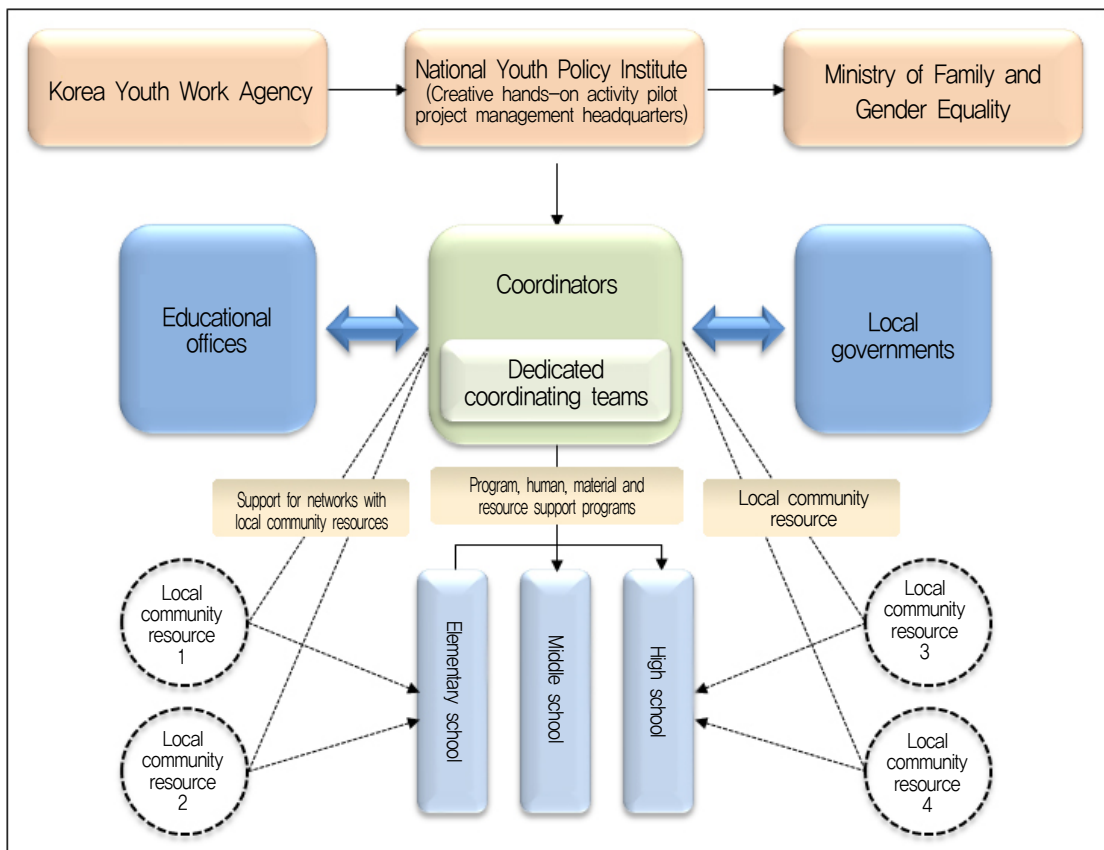
\* Source: Lee Gi-bong, Kim Hyeon-cheol, Yun Hye-soon, Song Min-gyeong (2011), p.22.

【Figure 2-1】 The long-term development model for community-based operation of youth's creative hands-on activities

In the long-term development model, the weak tie between school and local community evolves into a strong, organic tie: this means youth's activities change from simple

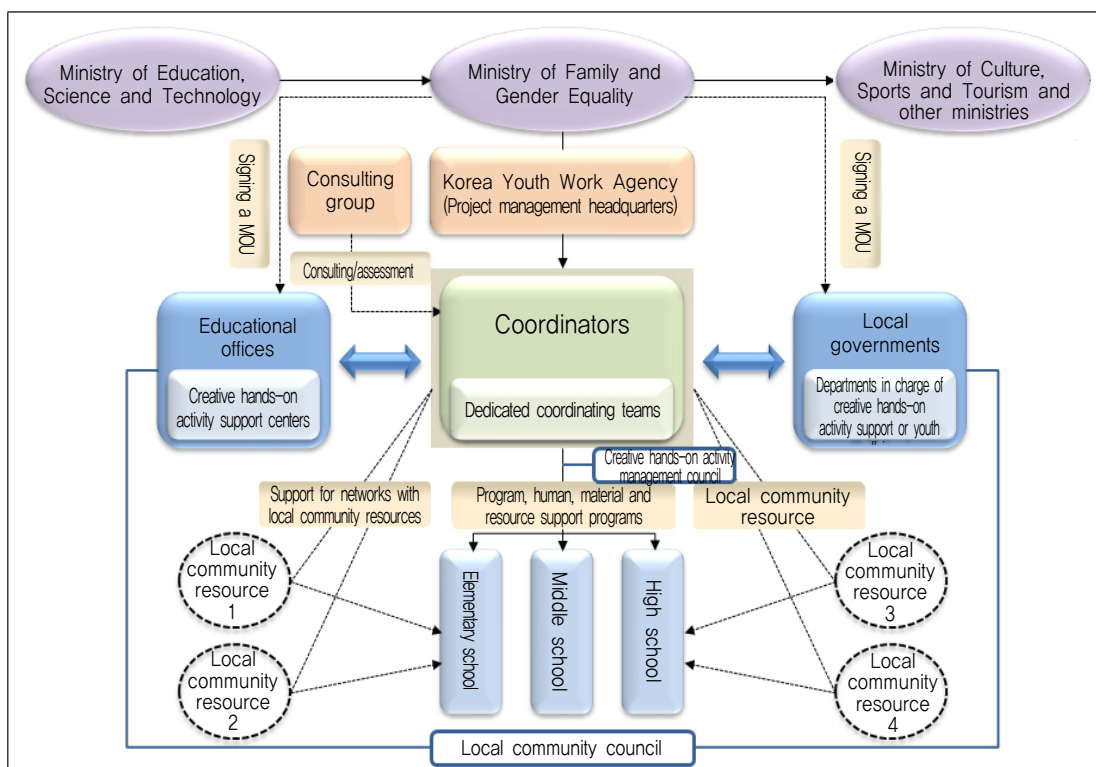
hands-on activities to systemic, interconnected activities (e.g., the triangle model of club-volunteering-career activities) that are self-directed by youth. For these changes, the roles of coordinators as local community networkers are necessary.

The first year model adopted in the community-based creative hands-on activity pilot project is the initial model shown in Figure 2-1 and specifically represented in Figure 2-2. In this model, coordinators (youth organization) offered pilot project schools creative hands-on activity programs and resources from local governments, educational offices and public and private sectors were connected to the operation of creative hands-on activities conducted in the schools.



【Figure 2-2】 The first year pilot project model for community-based creative hands-on activities

Figure 2-3 shows the pilot project model in the second year (2012). Differences from the first year model include the organization of a consulting group which consists of central and local members (professionals in the Korea Youth Work Agency) and enhanced network with local communities such as local governments and educational offices, the creative hands-on activity management council and the local community council.



【Figure 2-3】 The second year pilot project model for community-based creative hands-on activities

## 2) Survey

The NYPI conducted, authorized by the Ministry of Family and Gender Equality, a survey of organizations involved in the 2012 Pilot Project on a Community-based Operational Model for Creative Hands-on Activities of Youth (44 coordinators and 100

schools). In coordinator organizations, personnel in charge of the pilot project management were interviewed, and in schools teachers in charge of creative hands-on activities were interviewed. The questionnaire included questions about the organizations' and schools' opinions of the pilot project and their thoughts about changes, prospects and challenges.

In addition, a survey of elementary, middle and high school students (grades 4 to 6 in elementary school and grades 1 to 3 in middle and high school) was conducted to understand their thoughts and attitudes to the hands-on activities. In schools where the student survey was conducted, teachers in charge of creative hands-on activities were interviewed to understand the actual status of the operation of creative hands-on activities in their schools and the level of networking with local communities.

### **3. The actual status of the operation of creative hands-on activities and networks with local communities and the effects of the hands-on activities**

#### **1) Overview of surveys**

To have multi-angled views on the operation of creative hands-on activities and networks with local communities, this study conducted two surveys. Firstly, it executed a nationwide survey of elementary, middle and high school students and teachers on the actual status of the hands-on activities and such activities' effects. Secondly, with a purpose to identify the potential, accomplishments and limitations of the model where creative hands-on activities are connected to local communities, another survey was conducted in organizations involved in the Pilot Project on a Community-based Operational Model for Creative Hands-on Activities of Youth managed by the Ministry of Family and Gender Equality.



## **2) The actual status of the operation of creative hands-on activities and networks with local communities**

### **(1) Results of the nationwide survey**

Key findings of the nationwide survey are as follows:

Firstly, it is necessary to establish networks with local community resources to ensure that creative hands-on activities become substantial and vitalized. Hence the questionnaire included questions about whether schools are assisted by external human resources (or organizations) in connecting their creative hands-on activities to local community resources. Of the respondents, 41.8% answered that they are assisted (Yes: 35.2% + Strongly yes: 6.6%), which was more than those not assisted by external human resources (Not at all: 9.3% + No: 26.2%). But given that only less than a majority of the respondents gave positive answers, it is thought that networks with local community resources aimed to vitalize creative hands-on activities have not been very active so far.

Secondly, with which organizations the schools have networks and cooperative relationships for the operation of creative hands-on activities were asked. The result presented that a majority of the schools had networks with educational offices (52.4%). Educational offices are an educational administrative organization that necessarily interacts with schools in any way. Therefore, the network between the schools and the educational offices can hardly be considered as a local community resource that they have independently identified to operate their creative hands-on activity programs. Given this point, the schools have the most number of networks with counseling centers (45.2%) and youth centers in their living areas (40.3%), followed by libraries (38.5%) and volunteering centers (37.1%).

As for how many local community resources individual schools have among 25 examples given in the questionnaire, the average number of local community resources each school had was 6.98. While specialized high schools had the most number of external resources (9.56), other schools had similar numbers (6.88 in elementary schools, 6.77 in middle schools and 6.57 in general high schools).

Teachers were asked about whether they find it necessary to have coordinating organizations or human resources that are in charge of networking with local communities in order to vitalize creative hands-on activities, and an absolute majority gave positive answers: 34.6% answered “very necessary” and 51.9% “necessary”, which means that 86.5% of the respondents agreed to the necessity. The lower the school levels, the bigger the necessity for coordinators: this implies that schools where relatively more creative hands-on activities are conducted find it more necessary to have a coordinator.

Teachers in elementary, middle and high schools that are in charge of creative hands-on activities were asked about what they think are the most needed elements to ensure that creative hands-on activities are successfully established in school environments. The most number (29.2%) of the respondents chose “Good programs”, followed by “Reduced workload” (24.8%) and “Local community resource coordinators or coordinating organizations” (22.1%). Others included “Rational (efficient) school management” (16.1%) and “Budget for operation” (7.7%).

## (2) Results of the survey of organizations involved in the pilot project conducted by the Ministry of Family and Gender Equality

### ① Status of operations in schools involved in the pilot project

In the following paragraphs are the results of the survey of school officials that participated in the 2012 Pilot Project on a Community-based Operational Model for Creative Hands-on Activities of Youth conducted by the Ministry of Family and Gender Equality. These results have significance in that they are based on answers from working-level staffs that have experience in operating creative hands-on activities through the foundation of networks with local communities.

The personnel were asked the same question on the necessity of coordinators, as were the school teachers. And it is shown that teachers in schools involved in the pilot project more clearly recognized the necessity for coordinators. Among teachers in the schools involved in the pilot projects who were the respondents of the

survey, 61.0% answered that coordinators or coordinating organizations are “Urgently needed” and 32.9% “Needed”, which means 93.9% found having coordinators necessary.

As shown earlier, an absolute majority of respondents in general schools agreed to the idea. However, while 34.6% of the general school respondents answered “Urgently needed” and 51.9% “Needed”, 61.0% and 32.9% of the pilot project school respondents answered “Urgently needed” and “Needed”, respectively, showing much stronger responses to the question. This implies that those who actually have experience in operating the project better understand the necessity for coordinators or coordinating organizations.

To the question about what roles schools should have in networking with local communities, the pilot project school respondents answered that they expect schools to serve as a sidekick, rather than actively taking the initiative. Among the respondents, 40.2% said “Other organizations and resources should take the initiative while schools simply participating” and 36.6% answered “Schools should participate at the same level with other organizations and resources”. Only 23.2% answered “Schools should take the initiative in networking”.

To the question about which elements are most urgently needed to successfully operate creative hands-on activities, the most frequent answer was, the same as the results in the general school teachers’ survey, “Good programs” (34.1%), followed by “Local community resource coordinators or coordinating organizations” (28.0%) and “Operating budget” (19.5%).

Such a result is contrary to the result of the general school teachers’ survey, in which the second most frequent answer was “Reduced workload”. This demonstrates that the essential element to substantialize and vitalize creative hands-on activities is, of course, good programs and that those who have experience with actual projects better understand the necessity for coordinators.

## ② Status of the operation of the pilot project

In organizations involved in the pilot project, the status of the operation of the pilot

project was investigated by asking them about pressure for coordinating tasks and the level of support for youth-led programs among creative hands-on activities. To the question that of whether working-level staffs find coordinating to local communities more difficult than other tasks, 63.8% agreed (Yes: 44.4% + Strongly yes: 19.4%) and 16.2% did not (No: 13.5% + Not at all: 2.7%). This result implies that the working-level staffs feel heavy pressure for coordinating to local communities.

To the question about whether pilot programs are being operated in a manner where that youth can play a leading role, 29.7% gave positive answers (Yes: 24.3% + Strongly yes: 5.4%) and 40.5% negative (No: 32.4% + Not at all: 8.1%), which means that there are relatively smaller cases where youths are allowed to play a leading role in programs. This suggests that when youth organizations that are in charge of coordinating provide or support hands-on activity-related programs they have not paid much attention to youth-directed programs.

### **3) Effects of creative hands-on activities**

To understand the effects of creative hands-on activities, this study has analyzed the influence of positive efforts that students obtain through creative hands-on activities on their self-esteem, immersion and amotivation. To more specifically demonstrate the effects, a range of control variables were used and a multi-level model analysis was conducted. Figure 3-1 shows the summary of the results.

The analysis shows that positive experience that students obtain through creative hands-on activities improve their self-esteem and immersion and lower the level of amotivation, thereby having positive influence on the development of youth. In particular, the effects of the hands-on activities remained significant after controlling the students' personal characteristics and backgrounds. Therefore it is thought that such activities positively influence the improvement of self-esteem and immersion of elementary, middle and high school students. And it is also demonstrated that these activities lower the level of amotivation in elementary and high school students. These results show that

if substantially managed, quality hands-on activities in practice help students' accomplishment in the affective area.

## **4. Results of case studies**

### **1) Evaluation of the operation of the pilot project**

#### **A. Outcomes of the pilot project**

While two coordinating organizations and six schools in two regions participated in the 2011 pilot project, the 2012 pilot project has improved in both size and quality, having 44 coordinating organizations and 100 schools in 16 cities and provinces nationwide. The outcomes of the project can be summarized as follows:

- ① Schools' recognition of youth organizations has significantly changed.
- ② Cases where schools are pursuing changes have been identified.
- ③ The position of youth organization in local communities have been elevated.
- ④ The project has served as an opportunity to develop quality programs.
- ⑤ The roles of youth organizations are changing from a program provider to a local community networker.
- ⑥ The capabilities of local community coordinators and coordinating organizations have been strengthened.
- ⑦ The use of youth organizations by youths has increased.
- ⑧ Local communities have been vitalized by establishing local community networks.
- ⑨ The functionality of the delivery system of youth activity policies has been enhanced.

#### **B. Problems identified during the project**

While the project has produced the abovementioned precious outcomes, there still remain many problems to solve. These include short-term problems and ones that need

to be solved in the long run. The problems can be summarized as follows:

- ① Progressive changes into coordinating organizations are still insufficient.
- ② The project has mainly focused on dispatching instructors to schools so that it has not induced genuine changes in school.
- ③ The orientation of the project has focused on supporting schools, rather than establishing local community networks.
- ④ Coordinators have had overwhelming workload.
- ⑤ There are insufficient programs to strengthen the capabilities of the coordinators.
- ⑥ The project has been dependent on budgets allocated to the project and has failed to find a stable source of funding.

#### C. Overall evaluation of the pilot project

Despite many challenges remaining, we have witnessed changes that have not been seen. The objectives of this project were to find concrete cases of obvious changes in the short term and to identify the possibilities of implementing the long-term development model. Overall, there still remain many challenges, but the project has succeeded in making those involved feel the necessity for changes and demonstrating potential. It is expected that organizations involved in the 2012 project will remain involved in the 2013 project and that they will produce many more valuable practices based on experiences they have obtained so far. At least, most coordinating organizations have succeeded in being trusted by schools, and they have become more familiar with how to network with schools.

What will really matter is shifting the focus of the project from school supporting to networking. With the school support method, the number of schools that can be networked is limited, and schools cannot foster their own capabilities. The capabilities of coordinating organizations, though gradual, are thought to be improved. It is also a notable accomplishment of this project that youth work promotion centers in the 16 cities and provinces have had opportunities to serve as a delivery system.

In sum, the orientations youth organizations should pursue are found through the

pilot project. As stronger emphasis is laid on career experience activities than ever and the free semester system is about to be introduced, it is likely that the implementation of the transition year system or the career experience week, which are part of long-term goals of the pilot project, will be brought forward, which means that the presence of coordinators that coordinate local community resources is more important and the pilot project has more significance.

## **2) Cases of the operation of community-based creative hands-on activities**

### **(1) School-directed model (principal leadership model) cases**

The most important factor found in successful cases in schools is the role of the principal. As he/she holds general authority over the school, it is virtually impossible to promote any activities without the principal's will and philosophy. After all, the principal's philosophy and leadership are the keys to most of the successful cases. In a school, many things are fully dependent on the school principal's leadership. Most successful cases have followed this "principal leadership model", which is a school-directed model in which the school plays the central role.

There could be a few cases where the leadership of the principal did not play an important role, but in school environments, there are many things made possible by the principal's leadership. One of the matters in the school-directed model, especially in public schools, is that everything can be changed by the turnover of the principal. For this reason, many people have a skeptical view on the sustainability of school cases. The most important in school environments is the principal's roles. However, the authors have identified a few prerequisites of sustainability through case studies, which include the following:

- ① Passionate teachers
- ② Creative organizations
- ③ Effective and rational management of creative hands-on activities
- ④ Effect factors of the hands-on activities

⑤ Network factors of local communities

⑥ Budget

Elements that are important for vitalizing creative hands-on activities include, in addition to the principal's leadership, passionate teachers that will serve as a coordinator, the establishment of a creative organizational culture, effective and rational methodologies to operate creative hands-on activities and the use of local community resources and budgets. What matters is whether creative hands-on activities can be promoted in a sustainable manner even in the event of the change of the principal, as the principal's leadership is the most important determinant. A few cases in Korea and Japan show a possibility of the sustainability of the principal leadership model. The source of such a possibility is the effects of hands-on activities. Cases of schools where hands-on activities are vitalized show that vitalizing hands-on activities has positive influence on the development of students' personalities and sociality and on their learning. In addition, it has positive effects on the teachers' working attitude. And it is demonstrated that sustainability can be improved if parents have a positive view on and expectations for hands-on activities.

Even if the principal's leadership and all other prerequisites are met, teachers' efforts for networking with local community resources are necessary to vitalize hands-on activities. But they have limitations in serving as a dedicated coordinator, as they are experts in their teaching subjects. In Japan, local community coordination fosterage projects have been promoted in order to vitalize youth's hands-on activities: in this case, a teacher or an NPO center in the area plays the coordinator role. If a teacher takes the coordinator role, the role is considerably limited.

## (2) Youth organization-directed school support-focused local community network model cases

The principal leadership model is a school-directed model. There may be some differences in the levels of networking with local community resources, but most schools follow



the school-directed model. The 2011 and 2012 pilot projects have been conducted on the hypothesis that the local community network model is more effective than the school-directed model. In other words, it is more appropriate that local community organizations (in the pilot projects, youth organizations) play the coordinator role instead of teachers. There are some school cases where various local community resources are used, but they are more like a local community resource use model rather than being a local community network model. Many organizations involved in the pilot projects have followed the local community resource use model but what they have actually pursued is the local community network model. The case of Gesen Numa City in Japan, where the hands-on activities of youth are vitalized through both horizontal and vertical networks in the local community, is one that is closer to the local community network model. But in the beginning Gesen Numa followed a school-directed local community resource use model and gradually evolved into a local community network model case.

In the local community network model, as shown in the pilot projects, there are coordinating organizations that identify local community resources outside of the school and network with them. This model can only be found in the pilot projects. In other words, the Ministry of Family and Gender Equality's Pilot Project on a Community-based Operational Model for Creative Hands-on Activities of Youth has pursued this model. What is important in this model is that coordinating organizations should establish their identity as a coordinator. They should rebuild their vision and change their goals. In other words, they should change themselves from an organization-directed program provider to a local community networker or coordinator to vitalize youth's hands-on activities in the local community. A few organizations involved in the pilot project have put forth efforts for this change.

The 2011 pilot project, which was jointly promoted by the NYPI and the Ministry of Family and Gender Equality, followed the school support-oriented network model, where youth organizations became coordinating organizations that supported creative hands-on activities in schools by establishing local community networks. The school support-oriented network model is a temporary model that is designed to establish a close relation with schools. And the school support-oriented network model can be divided

into the youth organization resource-oriented support model and the local community network resource-used support model. In both sub-models, coordinators are stationed in youth organizations outside of schools.

Firstly, in the youth organization resource-oriented support model, schools are given support mainly from resources that youth organizations have. Even if they use local community resources, it is nothing but merely using facilities, equipment and instructors. Many organizations involved in the pilot project have managed their projects following the early stage youth organization resource-oriented support model. In this model, schools only have passive responses. Schools involved in the pilot project mostly responded in a passive manner, which resulted in an increase in the workload of coordinating organizations.

Secondly, in the local community network resource-used support model, local community networks are established to the maximum possible extent so that schools can take advantage of more local community resources. Some of the organizations involved in the pilot project are in the transition stage to the local community network resource-used support model. As youth organizations give schools support by establishing local community networks, at least fundamental changes in youth organizations are guaranteed, and schools are likely to go through changes. In this model, schools can be provided with more variety of hands-on activity programs. But, this model too has limitations in fostering the independent capabilities of the schools.

Whichever models are taken, the workload of coordinators in youth organizations should increase. Such a problem is partly attributable to that youth organizations find local community networking to be a subsidiary business. Organizing a dedicated team would reduce their heavy workload, but most organizations do not have sufficient human resources to have a separate team. For this reason, it is advisable that local community networking should be incorporated into an organization's vision and be handled in the overall organizational level.

### (3) Cases of the youth organization-school mutual cooperative network model

The most important relationship in establishing a local community network is one

between youth organizations and schools. Youth organizations have found it difficult to network with schools, but such a problem has been, to some extent, resolved through the pilot project. The schools' tendency to rely on coordinating organizations was found to be a sticking point. The youth organization-directed school support-oriented model, where youth organizations give support and schools merely receive it, has limitations in inducing changes in schools and is not positive to youth organizations. The relationship that the pilot project has ultimately pursued is a mutually cooperative relationship, which through both coordinating organizations and schools can grow and develop. Signing a memorandum of understanding between a youth organization and a school is just the beginning of the relationship. The mutually cooperative relationship between the two is established while they are mutually discussing annual plans of the school and promoting surveys about what students need. What matters is that the coordinating organization and the school do everything mutually, rather than the coordinator unilaterally identifying local community resources for the school. Matters found to be necessary for mutual cooperation include that the youth organization appoints the school's principal or teacher as a steering committee member or an advisor to the organization and that the youth organization's head or coordinator attends the school's official meetings, for example a school steering committee meeting. What is most important is that coordinators and teachers organize a group to continuously study and discuss program development and mutual cooperation projects. This youth organization-teacher study group serves as a motivating power to strengthen the capabilities of both the organization and the school. Cases in the pilot project have shown that study groups are a good way to enhance the capabilities of coordinators and that quality programs can be developed when teachers take part in the development process. There has been reported a case where an interdisciplinary program has been developed through such a study group.

It seems that a mutually cooperative relationship between youth leaders and teachers improves possibilities for a more wide variety of networks in the local community. Networks with official and unofficial teachers' associations, beyond the boundaries of study groups connected with teachers in individual schools, have been identified as a very important

factor for the qualitative development of local community networks. Youth leader can provide teachers with their experience in various hands-on activities, and teachers give youth leaders opportunities, based on expertise in academic subjects, to strengthen their capabilities.

Though not very comprehensive, youth organizations have identified possibilities for cooperation with teachers through cooperation between the creative hands-on activity support centers and the coordinating organizations. It is also demonstrated that the expertise of youth organization is to the expertise of schools or teachers.

#### (4) Cases of the local community network model

The pilot project began with the expectation that the bilateral network between youth organizations and schools is expanded into a holistic network that covers the entire local community, where local communities are organically interconnected. This kind of model is called the local community network model. What is important in the local community model is not a simple network organization like a local community council. Such organizations are nothing but a pathway to the local community network.

While during the pilot projects involved organizations' efforts to establish local community councils mostly remained in initial stages, they had a consensus on the necessity for local community network projects. There have been visible outcomes, and, though unusual, few regions already established a strong local community network. In some cases a local community network has been established through the pilot project, in others the structure of the pilot project has been incorporated into the existing local community network. One of the benefits of this is that once established and used the scope and strength of the network becomes increasingly wider and stronger. It has been shown that youth organizations that have managed the pilot project mainly focusing on local community networks have provided schools with more variety of support.

One of the important roles of the coordinator is to establish a local community network, but at some point, such a network grows so big that a single organization's coordinator is no longer capable of solely managing it. There could be many coordinators with different

expertise in the same local community, and whether they are called coordinators or not, coordinators can vary and should vary. Therefore, youth organizations should network with various coordinators. It is also important to continuously foster human resources to serve as coordinators. Japan has promoted coordinator fosterage projects to vitalize youth's hands-on activities. The objective of such projects is to improve the educational power of locals through networking. As mentioned earlier, there are two types of coordinators: teachers as coordinators and coordinators stationed in the local community's NPOs. There are limitations in teachers, which are experts in their own academic subjects, taking the coordinator role, but after all someone in the school has to take the role. It is out of the question that a local community expert or career counselor takes the role. And it is necessary that teachers in charge of school classes and subjects partly play the coordinator role. Therefore, it is important to develop the capabilities of coordinating teachers. It is advisable that coordinators in youth organizations manage study groups with teachers to take this coordinating role and supervise them. Coordinators in youth organizations taking the whole responsibilities, which has been the way followed by most of organizations involved in the pilot project, is not appropriate for creating a mutually cooperative model or developing a local community network model. Therefore, coordinators in youth organizations need to foster and organize various coordinator groups and have expertise to supervise them, rather than simply serving as an organizational coordinator. It is needed to recruit voluntary coordinators with various vocational backgrounds, in addition to coordinating teachers, and develop their capabilities so that they can serve as coordinators in youth organizations, schools or local communities. If coordinators in youth organizations can play the supervising role, their scope of activities and influence will be increased, thereby enabling them to provide more universal services. This possibility, though not significant, has been observed in few cases. It is only possible if youth organizations make progressive changes that they will play more important roles in their local communities as local community networkers. Best practices of coordinators as supervisors and voluntary supervisors can be found in the case of Joetsu City, Japan.

In Joetsu, each school has up to ten voluntary coordinators. This allows coordinating organizations to serve as supervisors to voluntary coordinators in the schools so that they can provide services to more schools. The NPO groups offer training programs for the voluntary coordinators in the schools and play the supervisor's role. In that way, voluntary human resources can be fostered and managed and more and more local community resources can be networked, thereby realizing the community school model that the pilot project seeks for in the long run.

#### (5) Cases of the youth-participatory local community network model

Although the ultimately sought-after model is the local community network model, the most effective model would be one where youths can take part in. The authors call it the youth-participatory local community network model. Although not many, a few cases have been identified during the case studies. Important cases have been found from youth organizations and few rare cases from schools.

The youth-participatory local community network model has two benefits.

Firstly, it has strong educational effects on youths. In general, it is advisable to manage this model as club activities. It may be promoted in the class or school level, but it is more appropriate that participatory activities are based on groups organized by interests and voluntary intentions, rather than on randomly assigned classes or schools. Such activities are typical triangle model activities. In many cases these activities naturally lead to volunteering or career activities. Voluntary, self-directed activities give sustainable motivation and increase the possibilities of immersion experience.

Secondly, as teachers or leaders serve as an assistant rather than directly providing programs to youths, this model ensures that the workload of teachers or leaders can be reduced. Not only important is the reduced burden itself, but also it allows youths to more independently direct their activities.

A good example can be found in "The Change Started" which is a social involvement campaign managed by the Gongreung Youth Cultural Center directed to youths. In The Change Started, youths are encouraged to find problems and issues in their community

and solve them by themselves. It is not a simple volunteering program but consists of activities to allow youths to find problems, develop action plans and implement them by themselves. They find problems in their communities, develop action plans carry them into action, and give presentations to the public. There are follow-up activities, too. Ten youth groups participated in this program in 2011, including: youths that painted on abandoned underpass walls in Gongreungdong; middle school freshmen that investigated their friends' computer game addiction and called for solutions; youths that removed doodles in kids' playgrounds and made clear environments for children; youths that planned, organized and held a cultural event in their community; youths that invited other youths in multi-cultural families to an outreach to the community's cultural heritages, cultural events and English book reading; and children and youths that participated in the management of community libraries as youth librarians.

Not only youths that participated in this campaign were greatly satisfied, the local community also significantly changed. The M&V is a voluntary club of students that aims to teach elementary school kids what they have learned about science in Hanseong Science High School, thereby making them feel more familiar with the subject. Elementary school students that attended the M&V's science experiment classes have been highly satisfied with them, which has been demonstrated by the fact that the number of applicants greatly increased this year, as did the number of the classes. A student, who investigated bicycle issues in the Gongreungdong Area in 2011 and suggested alternatives, said: "in the beginning, I was reluctant to take part in it as I thought young kids like me could do nothing for the community. But I found it enjoyable to take everything in my community earnestly, find problems and make changes." Another girl, who led the street painting project with 100 residents in Gongreungdong, said: "this activity helped me further grow up. Preparing for the project, I could learn how to present my ideas while discussing with others and understand what others may think, thereby making a better result." The paintings on the street of Gongreungdong have become a famous attraction of the area.

In 2010, youths in Jeollabukdo Province organized a project called "youth participation through establishing the Jeonbuk youth hope agenda", where they suggested what they

wanted and hoped for candidates of the province's educational superintendent. After organizing the representative group of Jeonbuk youths, an alliance of 31 youth-related organizations in the province was established to organize the Jeonbuk alliance meeting and develop agenda to be presented to the candidates. And a series of youth representative groups, such as the youth participation committee, the youth special meeting, the YMCA, the training facility management committee, local children's center groups and the high school students' league, were organized. Once developed, the agenda were discussed among these representatives, afterwards presented to the candidates. A manifesto campaign was also held. Furthermore, they have held special gatherings to check the progress of the agenda and what the candidates promised after the superintendent election.

These programs have one thing in common: they are all participatory programs, and they show possibilities that those youths can take the initiative in all these hands-on activities. They also show that the local community should change for youths, and youths themselves can change the local community through their hands-on activities.

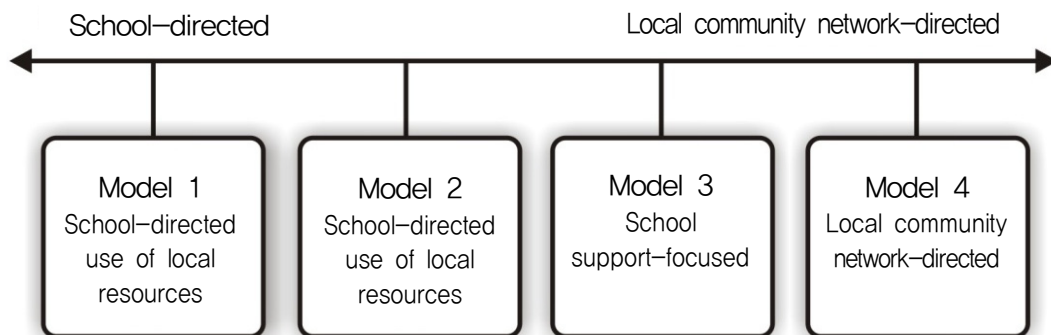
## **5. Community-based operational models for creative hands-on activities**

Given the overall results of the studies, models for youths' hands-on activities using local community resources can be classified by the following two standards.

Firstly, they can be divided by whether the operation of hands-on activities is school-directed or local community organization-directed. With this standard, Model 1 makes the minimum use of local community resources and focuses on the human resources, facilities and programs within schools. Model 2 makes the maximum use of local community resources but human resources within schools take the coordinating role. In Model 3, local community organizations take the coordinator role but they mainly provide schools with external resources. Lastly, in Model 4 a multiple number of local community organizations and schools establish mutually cooperative relationships to

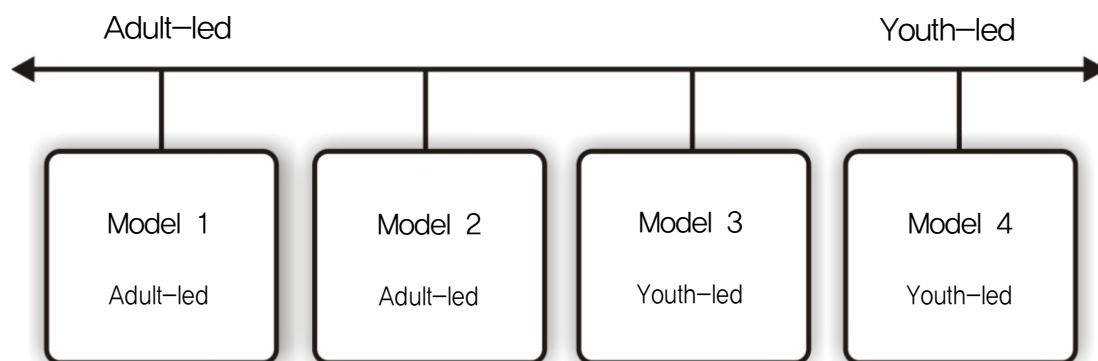


manage hands-on activities of youth. Figure 5-1 gives a schematization of these models.



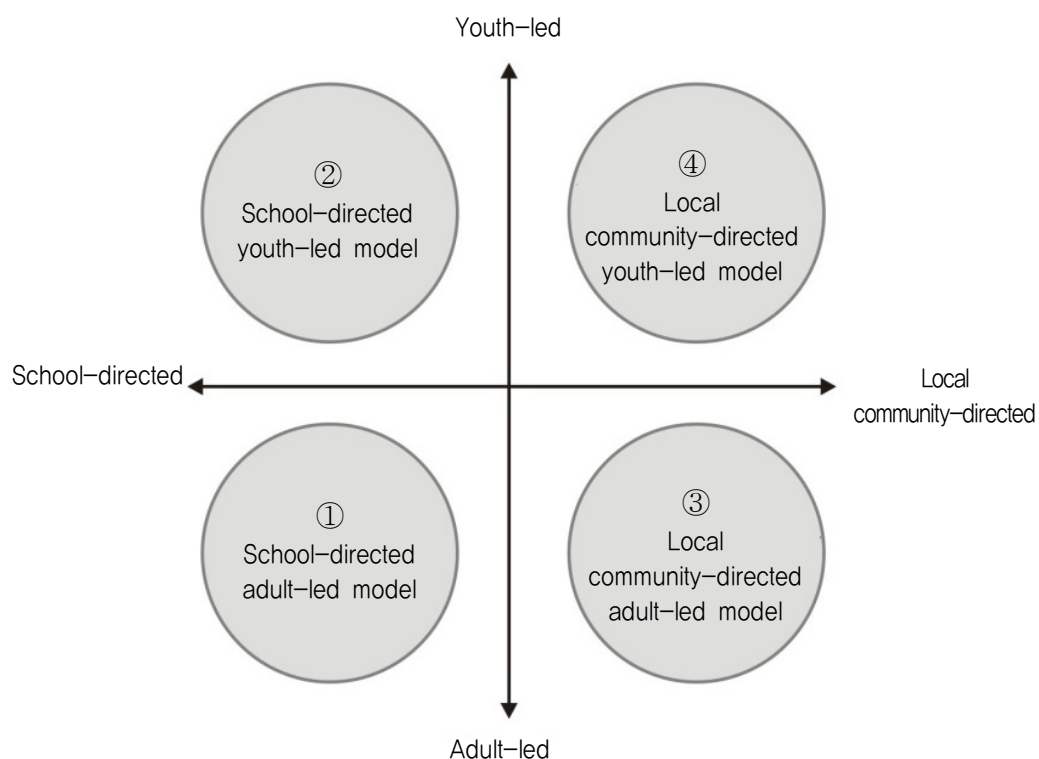
【Figure 5-1】 Community-based operational models for creative hands-on activities by the level of networking with the local community

The second standard is the level of youth participation. It is a simplified version of Delgado and Staples' spectrum of youths' local community participation (Delgado & Staples, 2008, p.69). Models 1 and 2 are adult-led hands-on activities. Model 1 is more adult-led than Model 2. Models 3 and 4 are youth-led hands-on activities. Model 4 is more youth-led than Model 3, as shown in Figure 5-2.



【Figure 5-2】 Community-based operational models for creative hands-on activities by the level of youth participation

From the combination of Figure 5-1 and Figure 5-2, which are derived from the theoretical backgrounds, the results of the surveys and the domestic and international case studies, a total of 16 models are developed. But such a fragmentation results in vagueness in differences between models, which may affect the models' cogency. Therefore, the authors simplified variables in the spectrum, taking the level of local community networking as an axis and the level of youth's initiative as the other axis, and developed four models from the following  $2 \times 2$  matrix. Figure 5-3 shows the models, and each model's strong and weak points are detailed below.



【Figure 5-3】 The matrix of youth hands-on activities' local community operation

### **1) Model ①: School-directed adult-led model**

In this model, local community resources are used and schools and teachers take the lead in networking and managing the resources. This is the most frequently used model in schools, and in many cases the level of local community resources used is low, as activities are led by schools. To make better use of local community resources using this model, it is necessary to have teachers that take coordinating roles within the school.

As Model 1 mainly uses resources within schools, teachers' workload is relatively lower, but when they intend to use more local community resources, coordinating teachers are necessary. It is also necessary to form a consensus among teachers. Otherwise increased burden may result in conflicts.

There may be various hands-on activities without the active use of local community resources and support from the local community, as long as schools have quality programs. As teachers lead activities, however, in any way it is very likely that teachers' workload is increased. The more adult-led, the less effective the programs will be. This model cannot be successful unless all the elements such as the principal's leadership and teachers' passion are fully harmonized.

Therefore, in the long run, this model should be transformed into a youth-led model. Adult-led programs would be better in terms of the degree of completion, but the completion of programs is dependent on humane factors, for example teachers and instructors. Also, the more demands students make, the more burden teachers will have.

### **2) Model ②: School-directed youth-led model**

In Model 2, schools lead networking with and use of local community resources but youths, instead of teachers, play the leading role. The obvious benefit is strong motivation for hands-on activities, as activities are youth-led. But the youth-led management of programs would be difficult in large school environments. Of course it is not impossible.

Youth's strong initiative is likely to result in strong demands for local community

resources. Even though demands for local community resources increase, teachers' workload can be reduced if the management is taken by youths. Even if led by schools, networking with local communities will increase as youth's participation level elevates. Therefore, the key to Model 2 is how teachers improve youth's initiative. However, even if youths take the initiative, necessity for having coordinators to network with local community resources increases as hand-on activities are vitalized. If there is no coordinator in the local community, it is unavoidable for teachers to take the role.

### **3) Model ③: Local community-directed adult-led model**

In this model, local community organizations take the role of connecting local community resources to schools. It was the initial model of the pilot projects, but not desirable. As adults lead the management of programs, youths participate in the programs in a passive manner. The effects of the programs would be elevated if the quality is good, but these effects would not be as good as that of youth-led programs. A bucketful of programs would not be good if the level of youth's participation is low. Rather, such programs may lose the effectiveness.

In addition, in this model the workload of personnel in youth organizations and they may feel exhausted. Although teachers will have less workload, this model cannot be sustainable. Schools are likely to be passive, and programs are likely to be suspended when the pilot project comes to an end or there are no longer available funds to sustain the programs. It is not likely that schools would pursue changes in this way. Even in local community-led models, mutual cooperation with schools should be maintained. Models that are not capable of making schools change and merely asking local community organizations to provide support to schools cannot be successful unless there is continuous provision of funds.

The choice is twofold: the mode of the project should be changed to a local community network type, rather than school-led one, and the initiative of youths should be elevated. If local community organizations are capable of making attempts for these changes,

schools should be encouraged to make the same changes through consulting and other available methods.

#### **4) Model ③: Local community-directed youth-led model**

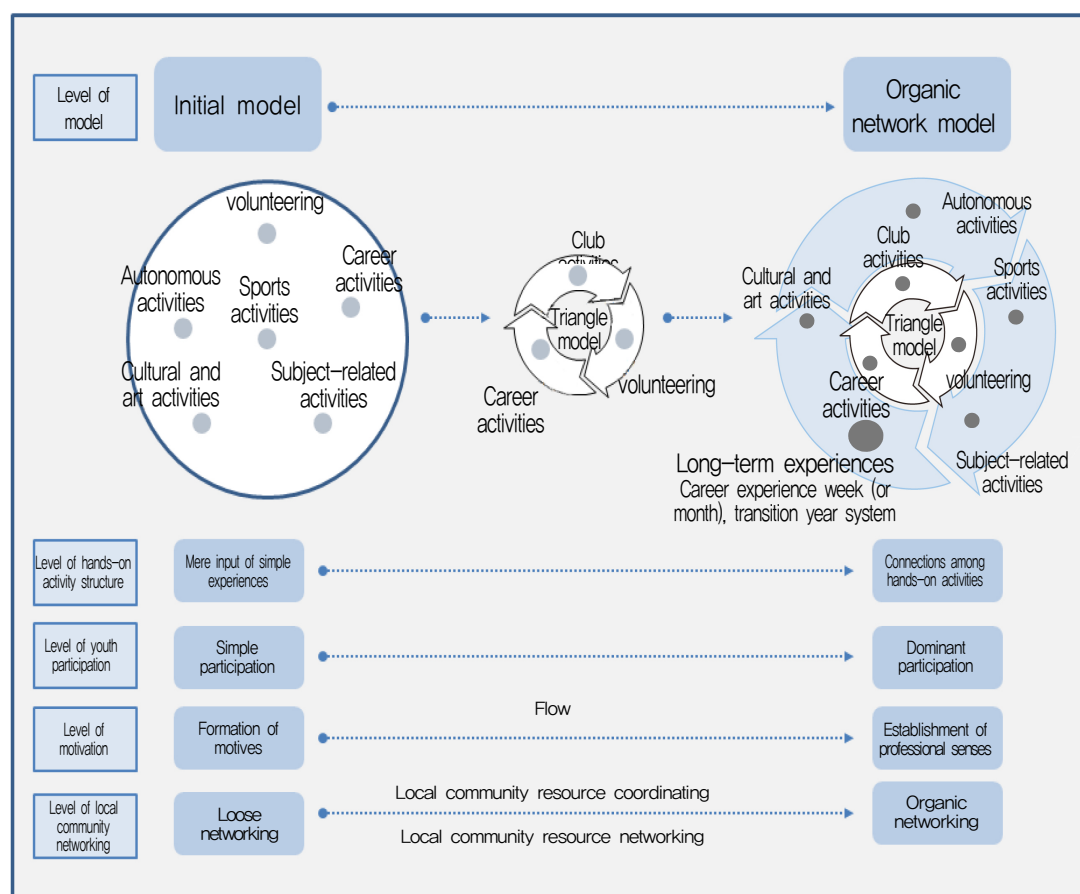
Model 4 is expected to be very effective in that local community organizations that have expertise in youth's hands-on activities take charge in local community resource networking so that more quality programs can be provided. In addition, the youth-led mode of activity management is likely to further improve the effectiveness of the activities, and increases in the workload of teachers or leaders will be minimized. The youth-led, flexible instruction will lead to youth's voluntary participation in changing the local community and maximized educational effectiveness. This will in turn result in stronger networking with the local community. In principle, Model 4 is based on two roles that most youth organizations have not pursued in the establishment of local community networks and youth-led program management.

In conclusion, what really matters is not whether it is school-directed or local community organization (youth organization)-directed but whether it is adult-led or youth-led. However, the local community network model is the ultimate model that the local community should pursue, and once vitalized, school-directed youth-led models like Model 3 are likely to develop into Model 4, which is appropriate. It would also be appropriate that there are many successful cases of school-directed hands-on activity models like Model 1 and Model 2, but there are limitations in providing youths with various hands-on activities using only school resources. Therefore, Model 4 is the one that best fits the long-term development model.

Figure 5-4 is the representation of the long-term development model of community-based hands-on activities of youth developed by Kim Hyeon-cheol in his 2011 study that is revised based on the results of this study. The long-term development model can be explained according to the levels of model, hands-on activity structure, youth participation and motivation.

Firstly, the model will develop from an initial simple experience model to a more organically networked model.

Secondly, in the initial model hands-on activities are mainly simple experiences, but as interconnected hands-on activities, as shown in the triangle model, are vitalized, hands-on activities that are networked in various ways will be vitalized and long-term hands-on activities, for example career experience weeks and months, free semester systems, and transition year systems, will be introduced.



【Figure 5-4】 The long-term development model of community-based hands-on activities of youth

Thirdly, as the initial model evolves into the organically networked model, there will be an increasingly higher number of youth-led activities rather than adult-led ones.

Fourthly, once motivated through various hands-on activities, self-purposed hands-on activities such as club activities will be vitalized, and youths will increasingly experience immersion through which they develop concrete dreams about their future or form a sense of professionalism.

Fifthly, as the initial model evolves into the organically networked model, the local community will establish increasingly more networks, and the roles of coordinators or networker that network with local community resources and organizations will be increased.

## **6. Methods to vitalize creative hands-on activities through local community networking**

- 1) Local community networks for the vitalization of youth's hands-on activities should be strengthened through cooperative relationships between the creative hands-on activity support centers in educational offices in 16 cities and provinces and the coordinating organizations of the Ministry of Family and Gender Equality's Project on a Community-based Operational Model for Creative Hands-on Activities of Youth.
- 2) In the Project on a Community-based Operational Model for Creative Hands-on Activities of Youth, the roles of the 16 cities and provincial youth work promotion centers should be strengthened to allow the delivery system to recover their functionality.
- 3) To strengthen the capabilities of coordinators, which are the most urgently needed for youth organizations to strengthen local community networking capabilities, curricula to foster coordinators should be developed and incorporated into youth leader fosterage courses and refresher training programs.

- 4) To reduce coordinators' workload, the government and organizations should pay more attention to local community networking projects, and it is required to strengthen the capabilities of youth leaders that are capable of instructing youths' self-led participation in hands-on activities.
- 5) Budget for youth organizations' local community networking projects does not necessarily come from the central government's funds. They can secure more various funding sources by improving their presence and trust in the local community, and the Ministry of Family and Gender Equality should support youth organizations to change their mode of operation from project-focused to network-focused.
- 6) In rural areas, mobility is the highest demand. Therefore, more efforts should be made to ensure mobility for hands-on activities in these areas.
- 7) Hands-on activities provided to youths should not be simple experiences but organically networked experiences, for example triangle-model hands-on activities, subject-related hands-on activities and career-related activities, and self-led participation of youths should be emphasized in all activities.
- 8) Given that the level of participation decreases as the school level increases, it is urgent to develop and distribute hands-on activity programs that are differentiated by school level. It is also required to conduct more public relation activities to publicize the effects of youth's self-led hands-on activities, thereby forming a consensus for the necessity of these activities.





# References



## References

- Kang Sun-bo, Park Ui-soo, Kim Kwi-sung, Song Soon-jae, Jung Yoon-kyeong, Kim Young-rae, Ko Mi-sook (2008) *Personality Education* Seoul: Yang Seo-won, Kang Sang-jin, Kim Ah-young, Park Kwang-bae, Ban Jae-cheon, Lee Kyu-min (2006) *Middle school student aptitude examination development* Seoul: Seoul Employment Information Service
- Kongryeong Youth Culture Information Center (2011) *Report on the changes which are started with the first youth voluntary activities held in Nowon*
- Ministry of Education and Science Technology (2010.1). *Basic method for the creative personality education*
- Kim Kyeong-ae (2009a). Principle and components for the activation of local society network for the education and welfare support for the youth and children *Korean Youth Research* 20(3), 85-114.
- Kim Kyeong-ae (2009b). Search for the meaning of networker in the education and welfare network. *Lifelong Education Research*, 15(4), 185-215.
- Kim Ki-hun, Kim Ji-hyun, Jang Keun-young, So Kyeong-hee, Kim Jin-hwa, Kang Young-bae (2008). *Youth lifetime core capacity development and promotion method research I: Comprehensive Report*. Seoul: National Youth Policy Institute
- Kim Ki-hun, Myeng Young-im, Jang Keun-young, Ku Jung-hwa, Kang Young-bae, Cho Moon-heum (2009). *Youth lifetime core capacity development and promotion method research II: Comprehensive Report*. Seoul: National Youth Policy Institute
- Kim Ki-hun, Ahn Seon-young, Jang Sang-soo, Kim Mi-ran, Choi Dong-sun (2011). *International Comparison Study on the life pattern of the youth and children*. Seoul: Ministry of Health, Welfare and Family Affairs.

- Kim Ki-hun, Jang Keun-young, Cho Kwang-soo, Park Hyun-joon (2010). *Youth core capacity development and promotion method research III: Comprehensive Report*. Seoul: National Youth Policy Institute
- Kim Ah-young (2010). Study Motivation: *theory, study and application*. Seoul: Hakjisa.
- Kim Ah-young (2008). Korean youth study motivation development, *Korean Psychology Magazine: Social issue*, 14(1), 111-134.
- Kim Yeung-choon (2011). Strengthening the quality of the creative activity experience based on the educational ministry. *Material for the 3rd future education community forum in 2011*, 1-20.
- Kim Il-joo (2012). *2012 Yeosoo YMCA(Yeosoo Youth Training Center) Operating plan for the creative activity experience and school activity experience (not published)*.
- Kim Hyun-chul, Lee Ki-bong (2011). Operating examples of the youth experience activities in Kesennuma, Japan.
- Kim Hyun-chul, Choi Chang-wook, Min Kyeong-seok (2010). *Study on the connection of the elementary, middle and high schools creative experience activities and youth activity policy* Seoul: National Youth Policy Institute.
- Kim Hyun-chul, Kim Eun-jung, Min Kyeong-seok (2007). *International comparison study on the youth socialization procedure II: Based on the relationship between parents and children, students and teachers and peer group*. Seoul: National Youth Policy Institute.
- Namkungdalhwa (2005). *Personality Education Theory*. Seoul : Mooneumsa.
- Park Byeong-ki, Lee Jong-wook, Hong Seung-pyo (2005). Regrouping of the classification type of study motivation suggested by the self-determination theory. *Education psychology research*, 19(3), 699-717.
- Son Dong-won (2005). Social network analysis. Seoul : Kyeongmoonsa.
- Song Min-kyeong, Kim Joo-hyun, Lee Hyun-joo (2010). Study on the model development of the network development steps among the volunteer groups. *Korea local social welfare theory*, 35, 201-229.
- Sim Woo-yeop (2001). Changes in the study motivation by age. *Elementary school education*

- research*, 14(3), 19–44.
- Ministry of Gender Equality and Family, Korean Youth Work Agency (2012). *2012 Manual and excellent examples for the youth experience activity and local society operation model project*.
- Lee Kwang-woo, Jeon Jae-chul, Huh Kyeong-chul, Hong Won-pyo, Kim Moon-sook (2010). *Research on the methods to design the elementary and middle school education courses for enhancing the core competency of Koreans in the future: Comprehensive Report*. Seoul: Korean Institute of Curriculum and Evaluation.
- Lee Ki-bong, Kim Hyun-chul, Yoon Hye-soon, Song Min-kyeong (2011). *Study for the development of the operation model of the local society creative experience activities I* (Research report 11-R02). Seoul: National Youth Policy Institute.
- Lee Ki-bong, Kim Hyun-chul, Ahn Sun-young, Choi Chang-wook, Jeon Myeong-ki, Lee Jin-won, Kim Joo-hee (2011). *2011 Operation manual for example project for connection of the creative experience activity and local resources*. Seoul: Korea Youth Work Agency. National Youth Policy Institute.
- Lee Mi-sook, Min Yong-seong, Cho Sung-ki, Cho Deok-joo, Lee Nak-jong, Kim Hyun-chul (2007). *Study for the follow-up support research for improving the quality of the school education (V)*. Seoul : Korean Institute of Curriculum and Evaluation.
- Lee Chang-ho (2002). *Study on the youth excellence promotion program basic research-based on the flow theory* Seoul: Korea Youth Council.
- Im Sun-ha (1996). *Invitation to Creativity*. Seoul: Kyobo Bookstore
- Ahn Sun-young, Choi Chang-wook(2011) *Development of the operation manual and training education course for the local coordinator for the connection of the creative experience activity*. Seoul: Korea Youth Work Agency National Youth Policy Institute.
- Im Young-mi, Kim Mi-hee, Cho In-jin (2012). Improvement direction and the problems for the rural area youth activity policy -based on Youngwolgun. *Seminar on local cases for creative experience activity* Seoul: National Youth Policy Institute (not published).

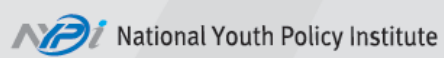
- Jung Gun-hee.(2011). Tasks for the participation activity and autonomy of the youth. *Discussion for the youth activity for the anniversary of Korea Youth Work Agency: “Youth activities, asking for the pass again” youth activity tasks and solutions* 53-65.
- Jung Gun-hee (2012). Local youth participation case. *Seminar on local cases for creative experience activity*: National Youth Policy Institute (not published).
- Jung Woon-hak (2012). Improvement direction and problems for the rural area youth activity policy. *Seminar on local cases for creative experience activity* Seoul: National Youth Policy Institute (not published).
- Cho Young-bok, Kim Kyeong-won (2011). Study on the impact of social network feature on the cooperative activities and the task performance. *Human resource management study*, 18(1), 87-110.
- Joo In-joong, Park Dong-yeol, Jin Mi-seok (2010). Study on the work basic capability scope and accomplishment standard. Seoul: Korea Employment Capacity Development Service.
- Jin Eun-seol, Lim Young-sik(2009). Relationship among the youth activity participation motive, feature of the activity group and satisfaction level. *Youth Welfare Study*, 13(3), 281-303.
- Chungdam Middle School (2012.1.30). *Operating plan for creativity and personality model school*.
- Korea Youth Work Agency (2012a). *Report on the results of the model project of the local society regarding the youth experience activities and 2013 business fair*.
- Korea Youth Work Agency (2012b). *Evaluation report for the model project of the operation model of youth experience in 2011 (not published)*.
- Han Byeong-chul (2012). *Fatigue Society*. Seoul: Moonji Publishing.
- 貝ノ瀬 (2010). *小中一貫コミュニティ・スクールのつくりかた*. 東京：ポプラ社.
- 文部科学省 (2010). *平成22年度文部科学白書*.
- 中野区沼袋小学校 (2008). *地域連帯で学校を問題ゼロにする*. 東京：学事出版.

- 田村学 (2010). **リニューアル総合的な学習の時間**. 東京：北大路書房.
- 「トライやる・ウィーク」評価検委員会(2008). **地域に学ぶ「トライやる・ウィーク」－10年目の評価検委(報告)**.
- 諏訪台中学校 (2012). **諏訪台中学校のキャリア教育**.
- 国立教育政策研究所社会教育実践センター (2003). **学校における体験活動ボランティア活動のコーディネーター研修プログラムの開発に関する調査研究報告書**.
- Armstrong, T. (2000). In Their Own Way: Discovering and Encouraging Your Child's Multiple Intelligences. Penguin Putman Inc.
- Christine, J., & Atkins, D. (2000). Community-based education, School Community Journal, 10 (1), 121-126.
- Csikszentmihalyi, M. (2003). Finding Flow. Translated by Lee Hee-jae (2010). *Joy of immersion*. Seoul : Haenaem.
- Csikszentmihalyi, M., Schneider, B. (2001). Conditions for optimal development in adolescence: An experiential approach. Applies Developmental Science, 5(3), 122-124.
- Csikszentmihalyi, M. (1999). Beyond Boredom and Anxiety: Experience Flow in Work and Play. Translated by Lee Sam-chool(2003). *Technology of Immersion*. Seoul: Deobuleh Book.
- Delgado, M., & Staples, L. (2008). Youth-led community organizing: Theory and action. New York: Oxford University Press.
- Hart, R. A. (1997). Children's participation: the theory and practice of involving young citizens in community development and environment care. London: Earth Publications Ltd.
- Jarrett, R. L. & Sullivan, P. J. & Watkins, N. D. (2005). Developing social capital through participation in organized youth programs: Qualitative insights from three programs. Journal of Community Psychology, 33(1), 41-55.
- Jeffers, G. (2011). The Transition Year programme in Ireland, Embracing and resisting a curriculum innovation. Curriculum Journal, 22(1), 61-76.
- Jeffers, G. (2010). The role of school leadership in the implementation of the Transition Year programme in Ireland. School Leadership & Management, 30(5), 469-486.

- Jeffers, G. (2002). Transition Year Programme and Educational Disadvantage, *Irish Educational Studies*, 21 (2). 47–64.
- Jeffers, G. (2007). *Attitudes to Transition Year: A report to the Department of Education and Science*. Maynooth: NUI Maynooth Education Department.
- Pittman, K. (2000). Balancing the equation: communities supporting youth, youth supporting communities, *Community Youth Development Journal* , 1(1), 19–24.
- Peters Richard, O. (1977). *The community based school and community oriented teachers: For student learning in the real world of the 1970's*. Unpublished.
- Sternberg, R. J., Grigorenko, E. L., Singer, J. L. (2004). *Creativity: From potential to realization*. Translated by Lim Woong(2009). *Creativity – to realize the potential*. Seoul : Hakjisa.
- Vallerand, B., & Bissonette, R. (1992). Intrinsic, extrinsic, and amotivaional styles as predictors of behavior: A prospective study. *Journal of Personality*, 60(3), 599–620.
- Weisberg R. W. (1999) Creativity and knowledge: A challenge to theories. In R. Sternberg (Ed.), *Handbook of creativity* (pp. 226–250), Cambridge: Cambridge University Press.







114 Taebongro, Seocho-Gu, Seoul 137-715 Korea

T +82-2-2188-8800 F +82-2-2188-8869 [www.nypi.re.kr](http://www.nypi.re.kr)