

A Children's Report

to the UN Committee on the Rights of the Child
by children who have participated
in the National Children's Assembly in Korea



2018. 10.

Children Participation Committee, KOCCO
Writing Team for National Children's Assembly
in Korea-UNCRC Children's Report





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1) The ages in parentheses refer to the ages from which each child began to participate in the writing team and to which the writing of the report was completed.

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Foreword

It reminds us of the time we started the "child rights ombudskids" project for the Ministry of Health and Welfare in 2012, as a foundation to submit this children's report. We, all from the National Children's Assembly in Korea, decided to analyze the reality of child rights and to plan measures for improvements firsthand. The reason we began preparing for this report, which would have been completed in 2018 at the fastest, from six years ago was that we had a strong desire to protect our own rights. Fortunately, our determination and ambition successfully continued to the present day. We have taken great pains to work for the reality of child rights around ourselves, and we have finally come to the presentation of our report, despite many difficulties for the past six years.

It took us a lot of effort even from the beginning with a decision on the topic of our report. Especially, we can still remember hours of discussions the whole writing team had been through to decide which to tell, among 'the story we can tell', 'the story we want to tell', and 'the story we must tell'. It would have been the best to express our thoughts to the fullest; however, the writing space was limited and we could not analyze every topic thoroughly. After a long discussion, we came to a conclusion to concentrate on the topics that we are most familiar with, "education" and "participation". Since we have realized the importance of 'participation' through the National Children's Assembly in Korea, we thought it would have a meaningful significance to discuss 'education', which is closely related to our lives.

After choosing the topics, the report was composed by using various methods. Not only did we collect numerous data domestically and internationally, but also we created our own when desired data could not be found. We used mixed methods of the quantitative research conducted on 1,628 subjects and the qualitative research(Focus Group Interview) conducted on the groups who participated in the National Children's Assembly. We thought the process in which data are collected was completely necessary to prove our claims based upon actual fact.

The report could not have possibly been completed with only our effort. We would like to express our gratitude to many people who have given assistance to the making of this report. KOCCO(Korea Council of Children's Organisations) provided us the first opportunity to think about child rights through the National Children's Assembly in Korea, and also helped our writing team to have continuous meetings. We would also like to thank Life Insurance Social Contribution Committee and Kyobo Life Insurance, who supported the actual publication of the report.

Many specialists gave their hands for the quantitative and qualitative research that never existed, but were essential in the making of the report. Professor Bong Ju Lee, Senior Researcher Doctor Min Sang Yu, and Researcher Ho Jun Park from the Center for Social Sciences Institute of Social Welfare at Seoul National University have provided a great help in all steps of the project from developing and analyzing the survey questionnaire, designing the qualitative research to examining the report. We would like to appreciate Seoul Support Center for Out-of-School Teens who provided opportunities to interview out of school teens and teachers. Furthermore, we are grateful to everyone who has agreed to participate in all quantitative and qualitative research.

We also would like to thank Emeritus Professor Jae-Yeon Lee from Sookmyung Women's University, Professor Ok-Soon Kim from the University of Suwon, Associate Professor Ick-Joong Chung from Graduate School of Social Welfare at Ewha Women's University, former Deputy General Manager Suk Bin Yun at the Hankook Children's Daily, Director Sung Eun Yun, MSW, from Guri Multicultural Family Support Center, President Chan Yeol Park from Mapo Youth Culture Center, Director of Domestic Ministry Division Young Soon Chun from World Vision, and Ms. Shin Ae Song from Asia Pacific Alliance For Disaster Management who provided great advice and suggestions until the report was successfully finished. The advisory committee made it possible for this report to be finally published by enlightening us that we are indeed able to write such a report and by continuously encouraging us.

We feel marvelous to greet the moment of finishing this long-run journey. We have achieved tremendous growth ourselves after meeting once a month and struggling to complete this report. Elementary school students in 2012 have become high school students, and middle/high school students then have college graduation just around the corner now. We were happy to have been involved with such a noble value as child rights during our childhood and adolescence. We truly hope that this report could play a role as one of the measures to diagnose the reality of children's rights in Korea. Thank you.

2018. 10.

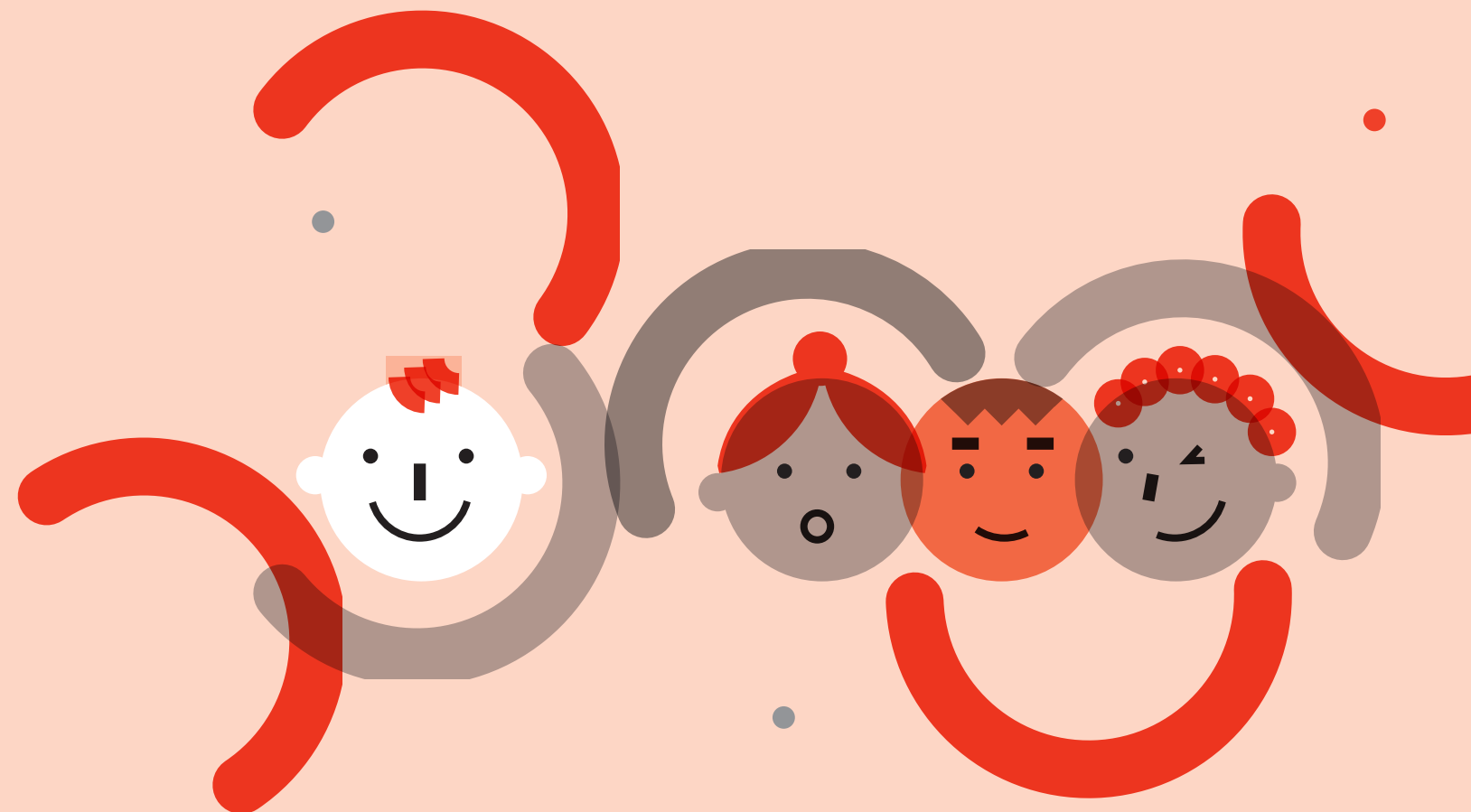
Writing Team
for National Children's Assembly in Korea-UNCRC Children's Report

A Children's Report

to the UN Committee on the Rights of the Child
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I subject

'Education'



I 'Education'

What would 'education' mean to children in Korea today? It certainly would mean more than studies or schoolwork. Most children prepare for their future by going to school everyday or studying on their own. Ultimately, their lives are most affected by 'education'. Children are affected by educational policies, and become involved in many educational activities. It is no exaggeration to say that children in Korea operate their daily lives in 'education' and for 'education'. As education itself is the life and reality for children in Korea, we have selected problems related to education. We have examined four topics as follows, ▲ private education ▲ Exam-free Semester System ▲ out-of-school youth ▲ safety within school, and have suggested future directions.

First, on the overheated private education problem, which is acknowledged as a national issue, we have described the understanding of private education and suggested possible solutions from children's perspectives. Second, we have suggested the future directions for the Exam-free Semester System, which has been implemented in middle schools since 2013. In addition, we have discussed the lives of out-of-school youth and the necessity of life path/career training targeted for them. Finally, for safety within school has come to our attention after a number of unfortunate accidents in Korea, we have examined safety education in school, school safety facilities, and safety awareness of Korean people.

1 Private Education | Why is it necessary?

A. Current Status of Private Education

Private Education has advantages of providing supplements to learners; however, it cannot be evaluated all positive because the possible advantages completely depend on the financial capacity of parents. Korean public views the private education is somewhat negative as the government keeps making an effort to reduce it. Ironically, children in Korea do not consider private education as negative. In fact, the atmosphere that affirms private education is prevalent among children. The result from the quantitative research conducted by the writing team showed that 86% of children respond-

ed 'satisfactory' to the question 'how satisfied are you with your private education?'(Appendix 1).

The Korean government has been making an effort to create an educational system which reduces private education and normalizes public education. It is necessary to normalize public education, and to cool down the overheated private education market. Although, we do not agree that the government's attempts to change educational policies led to the actual reduction of private education. The government's private education reduction policies and restrictions could not eliminate the cause of the problem. The private education market is still growing, and an effort on a simple systematic level has not been effective. We need to tackle the root the cause of the issue. The social atmosphere where private education is affirmed must be overturned, and the social awareness for reducing private education has to be created. It seems difficult to achieve such state yet in Korea.

The perspectives in which children in Korea viewed private education have changed over time. Although initially begun as supplements and prerequisite learning to classwork, private education only created anxiety for those who do not receive it. Such anxiety spread throughout the society, and caused most children to receive private education. Students gradually began to take private education as a matter of course, and grew beliefs that private education rather supplements the limits of public education. As private education achieved massive growth, the market has become a ground of more efficient learning. Children's perception of private education is positive. Children who view private education as negative do exist, but it is very difficult to find those who negate the necessity of private education. Private education in Korea has been created from the deep-rooted social awareness, and therefore has long gone out of the control of the system.

B. Why Are Children In Korea Affirmative of Private Education?

In reality, public education alone cannot overcome the high walls of Korea's exam system. Korea's college admission system is divided into early admission and regular admission, and high school admission system is executed based on different types of schools, such as elite private high school/special high school/regular high school/vocational high school. Grades are in fact more important than any other criteria for admission. Reflecting the admission systems mentioned above, we examined the grounds on which children in Korea are affirmative of private education.

1) Current Report on Private Education by Developmental Stages

① High School Admission System (Middle School Curriculum)

Middle school grading is based on absolute evaluation. Unlike relative evaluation, one gets a grade equivalent to an appropriate achievement level if one receives a score above a certain level. Absolute evaluation may mitigate the overheated competition among students; however, there is a strict restriction on the percentage of students in each achievement level. In other words, the number of students in achievement level A must not exceed 50% of all students. The reason for such restriction is directly connected to high school admission system. Current high school system in Korea categorizes schools as elite private high school, special high school, regular high school and vocational high school, and the former two types of schools require a very high standard of academic achievement. These two types of high schools are preferred by students with

higher grades, as they provide strong advantages in getting admissions to upper rank universities and guarantee educational flexibility. In case of regular high schools, students compete with their academic records to receive admissions into upper rank universities. Naturally, middle school students are pressured to manage their academic records well. It is inevitable in absolute evaluation system to control the percentages of students within each achievement level for a clearer distinction among students. As a result, students start seeking for special tutoring in order to receive a better achievement level than others. Precisely that, is private education. The private education market in Korea has developed to such a large extent that students are able to receive the highest achievement level through private education alone, without any public education. Students are in a competitive scramble to private education, and make their best effort to receive admission into a better high school.

② College Admission System (High School Curriculum)

High school grading is based on relative evaluation. The percentage of students for each achievement level is fixed in relative evaluation, and one must excel others in order to receive a higher achievement level, regardless of his/her actual achievement level. Relative evaluation in Korean high schools is mandatory as absolute evaluation cannot make a clear distinction among students' academic capacities. Therefore, relative evaluation is executed for high school grading, which leads to college admission. College admission system in Korea is divided into early admission and regular admission. Early admission is then subdivided into three types: Student Academic Records, Student Extracurricular Activities, and Essays. Students' extracurricular activities are mainly evaluated in the Student Extracurricular Activities type and students' essays are mainly evaluated in the Essay type; however, school grades are the most important in all early admission types. Consequently, students try to receive grades as high as possible, and many achieve their best grades through private education. In addition, numerous students take classes at private education institutions in preparation for the essay exam, since there are designated forms in Korean essay exam, Regular admission is based on the largest official exam executed in Korea, Korean Scholastic Ability Test(referred to as KSAT hereafter). KSAT has caused countless methods to be created in private education which all aim to receive a higher score, as KSAT is set on a database generated for longer than 20 years. Students, as a result, turn to private institutions and online learning platforms to study for major subjects, including Korean, Mathematics, and English. Every student responds negatively to the question of whether their needs can be fulfilled with only public education. In fact, the effects of private education are enormous. Students' own efforts combined with the help of private education often lead to outstanding grades, and private education alone helps students achieve above a certain level of scores. Therefore, students have no other options but to trust and affirm private education. Especially in high school, private education is mostly chosen voluntarily by students who have worries about their academic future. Many high school students believe that their grades can be raised by supplementary materials, prerequisite learning, or in-depth learning. In case of households which force their children to take classes from private institutes regardless of the children's disinterest in their studies, the children are more likely to be negative towards private education, Nevertheless, most high school students in the current college admission system have positive views on private education. In the

children's report FGI, the results showed that 90% of the students who have achieved Level 1 in most major subjects are currently receiving private education. The great power and the definite necessity of private education in a society where good records lead to top ranking universities are clearly visible. As a consequence, many students are affirmative of private education.

③ Private Education in Elementary School Curriculum

Private education in elementary school often surpasses that in middle school or high school, in terms of quantity. Private education in elementary school is relatively less costly than the price of private education in middle school and high school; however, many elementary school students enroll in private institutes to take countless classes in major subjects such as Korean, English, Mathematics and other subjects including music, art, sports, essay, abacus, calligraphy, Chinese and so on. Home tutors are extra. Such phenomenon is the result of parents who want their children to experience and learn as many disciplines as possible, because elementary school students have lesser load than middle school or high school students and their school hours are shorter. Of course, some working parents also intend to prevent their children from being home alone by sending them to private institutes after school. Private education in elementary school is mostly involuntary and does not reflect child's intent. Most students receive private education only because their parents tell them to. Reflecting such facts, elementary school students displayed somewhat interesting behavior. They boasted, compared and competed in who receives the most hours of private education and who is enrolled in the most number of private institutions. Many elementary school students took pride in receiving more private education, though it was difficult to understand why.

④ Private Education in Infanthood and Babyhood

Many people believe that private education begins when one reaches his/her studenthood. On the other hand, various types of private education are available during one's infanthood. Not only English and mathematics, but also playing with Lego, children's toy, sometimes depends on private education. Even the playroom that parents send their babies to for improving the babies' social capacity can be included as private education. At times, private education in infanthood exceeds private education in middle school and high school. As such, private education is deeply rooted in our daily lives.

2) Private Education Which Public Education Cannot Overtake

Private education market in Korea is extremely well-developed. It exists in diverse forms, including private education, online(internet) lectures, private tutoring, etc. Teachers from large-scale private educations with thousands of students and internet lecture web sites often have great capabilities. Public schools also have teachers with great capabilities, but they are usually unable to display their abilities due to systematic/environmental restrictions. For example, when the government's law strongly restricted prerequisite learning in public schools, many in private education made great profits, though unintended by the government. A student who does not receive private education is almost impossible to find in reality. It is regrettable that some say

classes from private institutions help them study better than school classes do. The reason Korean children are affirmative of private education is the direct result of weakened public education after private education has emerged.

C. Is It Possible to Reduce Private Education in Korea?

1) Serious Inefficiency in Restrictions on Private Education Policies for Normalizing Public Education

The government enacted [Special Laws for Normalizing Public Education and Restrictions on Prerequisite Learning] in September, 2014, in order to normalize school education and reduce private education cost. It only led to weakening of public education and expanding the private education market. Despite its great intentions to prevent excessive prerequisite learning, the aforementioned law only caused students to depend even more on private education by prohibiting prerequisite learning in regular school classes of middle/high school/college and in public after-school classes.

The efficiency of after-school classes differ among schools. While some after-school classes are outstanding to the degree of possibly substituting private education, many schools only open after-school classes as a formality. To be direct, private education in which more students bring more income and public education in which stable income is guaranteed until retirement are incomparable.

The government attempts to constitute more types in college admission system, such as 'Admission Officer System' and 'Student Extracurricular Activities', in order to normalize public education. Unfortunately, such attempts are only worsening the problem year by year. The pressure on students is becoming heavier as they must count their volunteering hours and participate in various extracurricular activities, not to mention studying for the KSAT and keeping their school grades excellent. One might consider it a positive change as the current admission system adopted qualitative evaluation while the former system only used quantitative standards; however, one also should consider that it is becoming distant from the original idea, which was to reduce academic pressure on students.

2) Competitive Society Has No Choice But To Exist

The causes for the development of private education in Korea are mainly credited with the atmosphere of the society centered around endless competition and exams. Many propose that the alternative to private education would come from changing the competitive society, but such proposition cannot fundamentally be materialized.

3) Private Education Restriction Policies Create Another Private Education Market

Policies to reduce private education and normalize public education are continuously constituted. Public education, though, would have difficulties earning back the trust of students who now depend on private education. The government lay out various policies to restrict and reduce private education. Yet, such policies only create another private education market. The Essay type in the college admission system, which was originally introduced to evaluate students on a multi-dimensional level, created a new type of private education called 'college admission essay

classes'. The implementation of Exam-free Semester Program created a variety of new forms in private education, including preparatory classes for Exam-free Semester Program at private institutes. Expanding the Student Extracurricular Activities type strengthened different capabilities and specialties of students, but also caused a bizarre phenomenon in which private institutes created classes for writing student's cover letter and making student's extracurricular activities. The purpose of the Student Extracurricular Activities type is to encourage students to design their own life paths, get involved in different activities, and advance to college education based on those activities. The government's policy instead let the private education market create classes for student extracurricular activities, similar to the tail wagging the dog. It might also be taken into account that students' suggestions were not reflected in any government policies. In conclusion, the government's private education restriction policies are highly likely to develop another private education market.

4) Policies Constituted without Participation of Students, Parents, and Teachers are Inefficient

In August, 2017, the Ministry of Education in Korea announced a modified proposition for absolute evaluation in college admission system of the year 2021. Taking public voice into account, the Ministry of Education announced the first proposition, absolute evaluation on four subjects, and the second proposition, absolute evaluation on all subject. However, the first proposition only serves as a bridge on the way to the second proposition. The main purpose of this proposition is to alleviate the academic pressure on students and reduce their dependency on private education. Students, parents, and teachers, who would experience the effects of this proposition firsthand, are concerned that another form of private education will emerge and a new evaluation measure other than the KSAT will appear. In addition to the example of the above-mentioned proposition, the opinions of the main components of education - students, parents, and teachers - are not reflected in many educational policies. Teachers who educate students on-site struggle with frequent changes in educational policies, and so do students and parents. The largest problem is that there are not enough places where they can participate in and voice their opinions to be reflected. Their participation is merely a formality, and whether their voices are truly being reflected is unsure. Educational policies without their participation only lead to inefficiency.

D. Future Directions

1) Problems of Social Awareness

Everyone pursues success and dreams of better lives. So do children and parents in Korea. When someone asks what is a more successful life in Korea, many would say getting a good job after graduating from a good university. Many people attempt to make their own definitions of 'happiness' in this rapidly changing age. We agree that the value of happiness is defined by each individual. In spite of that, one's academic background still has great effects in Korean society. It even affects one's infancy these days. The power of private education in Korea is strong in such a society. Governmental policies cannot stop private education. Furthermore, most of middle school and high school students are affirmative of private education. Of course, there ex-

ist some students who do not receive aid from private education and continue their own course of studies. The fundamental problem of private education is social awareness. A real alternative shall be reforming social awareness, not constituting policies to reduce and restrict private education. The government makes various propositions, such as Exam-free Semester System, absolute evaluation in college admission system, changes in the Essay type in college admission system, etc., in order to eliminate deep-rooted private education. Those policies have their advantages and disadvantages. Involvement and participation of students, parents, and teachers are essential to minimize public complaints and create the most positive educational environment.

2) Not Enough Places for Reflecting Voices in Educational Policies

If the government truly hopes to reduce private education and normalize public education, it needs to reflect opinions of students, parents, and teachers, who experience education firsthand. In order to do so, there must be places where they can participate and make their voices heard. UNCRC suggests the right to participate guaranteed by that policies related to child and young adult shall have child and young adult directly involved. Educational policies involving child and young adult should reflect their thoughts. The problem of private education will then be resolved. The best solution can be provided by those who experience the problem firsthand.

Suggestions

- 1) Social support for the actual participation of students, parents, and teachers is needed in the process of formation and implementation of educational policies
- 2) Children's voice on education should be heard and reflected in various ways in the political process.

2 Exam-free Semester System | Where Child's Dreams and Talents Are Grown

Exam-free Semester System aims to flexibly operate curriculum, and encourages middle school students to use one semester to be free from academic pressure and to participate in discussion and practical training, so the students may pursue their dreams and talents. After the exemplary execution in 2013, the system was enforced nationwide in 2016.

A. Exam-free Semester System for Child

When the Exam-free Semester System was first introduced, many students, parents, and teachers expressed their concerns. Most of them believed changing only one semester would not be effective, since the whole school system still focuses on college admission. However, the government introduced the Exam-free Semester System, claiming the need for system in which students can free themselves from exam-oriented curriculum and develop their own life paths.

The superficial intention of the Exam-free Semester System is positive. During the past 70 years of rapid growth, competitive atmosphere has spread throughout the whole nation of Korea. Such energy has naturally been delivered to children, and schools full of exam-oriented evaluation and competition have been established. Therefore, the attempt to reduce academic pressure for children through the enforcement of the Exam-free Semester System was refreshing. Although, the Exam-free Semester System was a decision too premature to be sugarcoated with the positive theoretical effects. Preparation to materialize the original purpose of the Exam-free Semester System was inadequate, and the infrastructure was not fully equipped.

B. Survey Results

Before beginning the full-scale discussion, the results from a survey conducted on children who have experienced the Exam-free Semester System need to be examined. From the qualitative research(Appendix 1) conducted by the writing team, a total of 10 questions were related to the Exam-free Semester System. Out of 1628 children who responded to the survey, 988 were middle school and high school students, and 39.3% of them responded that they have experienced the Exam-free Semester System.

To the question asking whether they are satisfied with the Exam-free Semester System, 47.9% answered yes. At the same time, 46.4% responded no to the question asking whether the Exam-free Semester System helped them find their dreams. Such figures indicate that the Exam-free Semester System was not effective. In addition, 20.6% responded they would like to experience 'non-academic activities', and 50.6% responded they actually experienced 'in-school activities'. In other words, children want to experience a higher level, more complex program while school only provides them with a simple, repetitive activities due to operational limitations.

43.9% and 42.9% of respondents answered negatively to whether children were able to learn independently in the Exam-free Semester System and whether vocational training methods from the Exam-free Semester System were new and fresh respectively.

C. Issues of Exam-free Semester System

1) Inefficient Operation Due to Shortage of Personnel

The number of middle school students in Korea was 473,116 in 2016, when the Exam-free Semester System was enforced nationally, and the number of activity sites for the Exam-free Semester System was 58,882 at 1 site for 8 students¹⁾. However, students may visit the activity sites only twice a year, so the number of activity sites suffices. As a consequence, the Ministry of Education allows 20 million won(approx. \$18,700) per school to hire professionals²⁾. A large problem emerges. The number of professional lecturers falls below the number of schools, and the schools that cannot hire professionals have no choice but to provide students only with the two visits to the activity sites as a formality³⁾.

The larger problem comes from the possible lack of professionalism, as it only takes 60 hours to complete the professional course, and one is immediately certified to be a core teacher of the Exam-free Semester System upon the completion of the course⁴⁾. It leads to low-cost and low-efficiency of the Exam-free Semester System, and children are violated their rights to develop.

2) Lack of Opportunities in Program Selection

The Exam-free Semester System is divided into course studies and exam-free semester activities. Course studies make a bigger burden for teachers, as many of them experience hardships to evaluate students without any objective measures⁵⁾. Moreover, the Exam-free Semester System claims to center around 'cooperative class' or 'student-oriented class'. Instead, it only focused on a small number of outgoing students, failing to encourage all students to participate, and became a reason to impede students' ability to learn independently(Appendix 1).

In addition, the lack of exams during one semester was believed to give many students more freedom, while the opposite occurred. The Exam-free Semester System in fact amplified the anxiety for the following semester, and whether it alleviated academic pressure for students is still questionable.

The exam-free semester activities consist of a variety of creative non-academic programs and club activities to encourage students to cultivate their dreams and talents and furthermore find the right career, which also lead to more problems. Children have the right to naturally find their life paths as they grow; however, the current educational system of Korea and the Exam-free Semester System deprived them of such right, and 'education through life path searching' has deteriorated into 'life path searching for education'(Appendix 1). The original motive of encouraging students to find their dreams and talents is positive, but the actual operation of the system shall be investigated once more.

1) The Ministry of Education. (2016). 2016 Exam-free Semester Operation Plan(Prop.). p.34

2) The Ministry of Education. (2015). Middle School Exam-free Semester Operation Plan(Prop.). p.40

3) Korean Educational Development Institute. (2014). 2013 Comprehensive Report Of Exam-free Semester Research School Case Study. pp.81-82

4) The Ministry of Education. (2015). Middle School Exam-free Semester Operation Plan. p.40

5) Korean Educational Development Institute. (2014). 2013 Comprehensive Report Of Exam-free Semester Research School Case Study. p.77

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3) Professional Personnel

The Exam-free Semester System aims to encourage students to find their dreams and talents, and to provide foundations for their careers. Although, most teachers placed in this system often lack professional expertise. The Exam-free Semester System has been controversial even among teachers¹⁾, Teachers placed in programs they did not request, such as cross-stitch or sporting jump-rope, lack passion in teaching and therefore the original purpose of career searching cannot be accomplished.

4) Right of Choice

Another question raised is whether children are given the right of choice in programs. Most programs do not reflect children's views, and do not allow them to create ranges from which they can choose from. Children have no other options but to accept the curriculum created by a few teachers, parents and the government²⁾. Children cannot create and operate their own programs, but must follow the curriculum provided by adults. Sometimes, children are forced to participate in certain programs to meet the quota or experience discrepancies between the programs they want and the programs their schools actually offer. This proves that children are not at all guaranteed their freedom or right of choice in selecting programs(Appendix 1). As the Exam-free Semester System is now expanded nationwide, much improvement and reconsideration is required.

D. Exam-free Semester System That Everyone Dreams Of

The attempt to use a semester for life path searching and talent development was drastic in Korea, where schools revolve around competition and exams. In other words, it can be interpreted as an overaction to resemble advanced countries. Despite that, children truly made an effort to find their life paths, to acknowledge their talents and interests, and to long for the freedom of choice in the Exam-free Semester System. For the past few years, children were not given the right of choice, not taught by professional teachers, nor encouraged to find their talents. As a result, many children were not satisfied with the Exam-free Semester System (Appendix 1). Active measures should be taken to make a better system which considers children's right of choice and pursuit for happiness as top priorities.

To conclude, the government should put children's opinions first in the Exam-free Semester System. Also, practical support such as more recruitment of professional personnel and increases in school budgets are needed.

Suggestions	<p>1) Professional personnel, in charge of life path searching in the Exam-free Semester System should be increased.</p> <p>2) Various activities should be supported by raising school budgets.</p> <p>3) Student opinions should be regularly heard and reflected in the Exam-free Semester System.</p>
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1) Shin Cheol-Gyun, Hwang Eun-hee, Kim Eun-Young.(2015). Free Semester Operation Actuality Analysis Research. Asian Journal of Education, 16(3). p.47

2) The Ministry of Education. (2015) . Middle School Exam-free Semester System Operation Plan(Prop.)-Selecting operational semesters in Exam-free Semester System, p.10

3 Out-of-school Juveniles¹⁾ | Juveniles in Blind Spots

A. Out-of-school Juveniles in Blind Spots

Korean juveniles attending in schools receive education in all areas needed to be understood before going into society, such as personal character, life path, career, sex, as well as academic subjects. School is fully aware of the total number of students, therefore it protects its students when their rights are violated, and it leads them into the right path when they violate others. To sum up, school is an institution which supervises and protects juveniles, on top of providing education for them. However, the government should step up for the out-of-school juveniles, as they left school and consequently they cannot be ensured such education, supervision or protection, The government has suggested a number of policies for out-of-school juveniles, yet their effectiveness is skeptical.

1) Insufficient Supervision over Out-of-school Juveniles

A provision from Youth Welfare Support Act states, "The 16th Article(Prevention, protection, and support for juvenile runaways) ① Minister of Gender Equality and Family or the head of the local governments shall provide counseling, the establishment and operation of a juvenile shelter in accordance with Article 31 (1), and the after-service support for discharged youth from shelter in order to prevent the runaway of the juveniles and help the returning of the runaway juveniles to the family and society". As mentioned, the government clearly states and requires the responsibility to protect out-of-school juveniles. On the contrary, the support and facilities for out-of-school juveniles in reality are yet insufficient. According to the Ministry of Gender Equality and Family, the number of out-of-school juveniles in Korea was approximately 280,000 as of 2015. The number of youth support centers in Korea, however, was only 202 as of 2016. The numbers imply that approximately 1,380 juveniles shall use one youth support center.

From an interview conducted with the staff at out-of-school youth support centers, 5 out of 6 responded that they are not familiar with Youth Welfare Support Act, as the staff barely received any legal education, As a result, 'the after-service support for discharged youth from shelter stated in Article 31 (1) of Youth Welfare Support Act is almost non-existent. During the interview, the staff at out-of-school youth support center referred to the juveniles who were discharged from the shelter as 'slide-by children', and did not mention any after-service support. Out-of-school youth are now in the blind spot of supervision.

2) Insufficient Protection for Out-of-school Juveniles

Out-of-school juveniles began their economic activities relatively quicker than juveniles who are attending schools. According to a research conducted by National Youth Policy Institute, approximately 42% of out-of-

1) Definition of out-of-school juveniles

A. Elementary and Secondary Education Act, Article 2 on out-of-school juveniles

Out-of-school juveniles refer to juveniles who are absent for more than 3 months after entering elementary/middle school or any equivalent course, juveniles who have deferred their attendance obligations pursuant to Article 14 (1), juveniles who have been expelled or withdrawn from high school or any equivalent course under Article 18, or juveniles who have not entered high school or any equivalent course.

B. Seoul municipal ordinance for out-of-school juvenile support [enacted 2013.10.4.]

"Out-of-school juveniles" refer to all juveniles who are not under the education of regular school(school under the provisions of Article 2 of the "Elementary and Secondary Education Act., such as juveniles who have discontinued education, juveniles who have not entered school, and working juveniles.

school juveniles have part-time jobs as of 2014, and most of them have not signed a labor contract nor guaranteed minimum wage. A disturbing fact is that some of them were involved with prostitution. It is a violation on children's rights on sex, health, protection, and life. In order to reform that, out-of-school juveniles must be aware of sex and ethics. However, the results from an interview with the out-of-school juveniles and the staff at out-of-school youth support center(Appendix 2) indicated that 6 out of 7 centers did not provide any sex education, and only one center provided sex education once a year. An out-of-school juvenile from this center answered, "The annual sex education was not practical. It was only formal and not helpful at all for out-of-school juveniles." One out-of-school juvenile who recently withdrew himself/herself from school said in the interview, "At school, we could get a lot of knowledge on sex because we received regular sex education, but we now lost a chance to learn about sex because the center never provides sex education."

The reality of ethical education is not much different from sex education. Among the centers which participated in the interview, none provided regular ethical education. The interview results showed that some centers provided ethical education once or twice a year, but it was not helpful for out-of-school juveniles. The centers' reason not to provide sex/ethical education was "it may create discrimination on another level." Although, schools provide regular sex/ethical education for their students and it is a violation on rights to know for out-of-school juveniles not to provide such education at the centers. Crucially, out-of-school juveniles hope to receive sex/ethical education, and that education is mandatory for out-of-school juveniles who encounter society much faster.

B. Life Path/Career Education for Out-of-school Juveniles

In most cases, out-of-school juveniles carry the negative image. The general perception that out-of-school juveniles create problems for society and commit delinquencies pushed them into a corner of society. The range of juvenile privileges has long been limited to students attending schools. This report discussed life path education and non-academic activities program in particular, as one of the benefits that out-of-school juveniles do not have access to.

In this society, centered around exams and academic affiliations, most life path education is provided at schools and technical, professional career education is provided at vocational high schools or private education institutions. The main cause for that was the social perception that out-of-school juveniles are alienated in society and another cause was alleged inefficiency in life path/career education for them. However, structured and practical education for life path and career are essential for out-of-school juveniles, who will go into the professional world relatively quicker than others.

The results from the interviews with out-of-school juveniles indicated that more than 50% of the interviewees felt life path/career education for them was inadequate. Some of the responses included "I received life path education one time, provided by the youth support center. I have no experience of receiving regular education.", "Most classes on life path/career education were only formal, and the number of careers discussed in the education was very limited." None of the interviewees has attended 'career fair', where they can learn and experience different jobs. Weak spots of life path/career education for out-of-school juveniles are easily found.

We investigated the efforts the government is making on life path education and non-academic activities for out-of-school juveniles, through 'Out-of-school Youth Support Act'¹⁾ enacted in 2015.

1) Refer to <Table 1>

Article 10 and 11 of Out-of-school Youth Support Act use expressions as “the government may support” in order to selectively support out-of-school juveniles, and such expressions are criticized for vagueness. In the interview with out-of-school juveniles and the staff and the support centers, 70% responded ‘no’ to the question ‘Do you know about the Out-of-school Youth Support Act?’. Due to the low rate of recognition and the inadequate implementation, the Act ought to be modified and supplemented.

In ‘Reality and Problems of Out-Of-School Youth’s Career Guidance’ by Kim Kang-Ho(2015) which aimed to ‘enable more out-of-school juveniles to receive proper services by discovering and supporting out-of-school juveniles’, it stated that many out-of-school juveniles are exposed to crimes, and even if not, they have a difficult time finding a good job due to the low level of education and strong prejudice.

According to conducted by the National Youth Policy Institute(2014), approximately 42% of out-of-school juveniles were working part-time jobs, and the most common job(29.8%) was distributing flyers. In conclusion, proper life path experience activities and career education were mandatory for improving their lives. It is essential to provide out-of-school juveniles employment support, in addition to life path guidance.

C. Future Directions

1) Problems in Supervision and Protection of Out-of-school Juveniles

Out-of-school juveniles could receive the best help from the out-of-school youth support centers. As mentioned before, the number of out-of-school youth support centers fall far below the number of out-of-school juveniles. The number of out-of-school youth support centers should be increased, and each and every juvenile should be closely supervised for a more harmonious learning for out-of-school juveniles. The after-service support for the out-of-school juveniles who are discharged from the support centers should also be required. Regular education on safety, ethics, and sex should be provided before out-of-school juveniles go into the society. Most importantly, low-paying physical labor and prostitution involving out-of-school juveniles should be supervised and regulated. Korea is now in desperate need of launching an actual policy for above-mentioned problems.

2) Problems in Inadequate Life Path/Career Education for Out-of-school Juveniles

According to the interview, most centers did not provide any life path/career education, and if any were provided, they were only a formality. The vague provision from “Out-of-school Youth Support Act” should be modified to improve the circumstance. Also, education on “Out-of-school Youth Support Act” should be provided for out-of-school juveniles and the staff at support centers. The range of life path education for out-of-school juveniles should be broadened, and employment/career education need to be given. Out-of-school juveniles should not be deprived of their right to learn only because they are out of school. Practical, diversified life path/career education is essential for out-of-school juveniles.

Suggestions

- 1) The number of youth support centers should be increased and the management and after-service support system for individual juvenile should be reorganized in order to thoroughly supervise and protect out-of-school juveniles.
- 2) Diversification of life path/career/employment education for out-of-school juveniles is necessary.

4 Safety in School | Is Child Safety in Korea a Green Light?

Article 3 (3) of the United Nations Convention on the Rights of the Child(referred to as UNCRC hereafter) specifies that there should be a great deal of interest especially in the field of child safety and hygiene; Article 27 (1) states on ensuring the appropriate level of living for the child; Article 27 (2) specifies the securing of living conditions necessary for child development. Article 6 (2) also stipulates the right of children to survival and development. The commonality of the above provisions is that the country and society should do their best in order for children to enjoy a safe life. The safety of the Korean children has caused uneasiness and sadness to the people every time, on the opposite side of the nation's astonishing economic growth and expansion of educational facilities. In particular, the 5.8 magnitude Gyeongju Earthquake(2016.09.12.) in Korea, which was considered safe from earthquakes, showed the level of safety in the Korean education scene in a nutshell. High schools which forced their students to self-learning sessions at night despite the strong earthquake, and school buildings that did not have earthquake-resistant design showed how children's safety is at risk both in terms of consciousness level and facility safety.

Also, safety accidents in the space where student training activities are conducted, such as Gyeongju Mauna Resort collapse(2014.02.17.) and Sewol Ferry accident(2014.04.16.) also caused a great deal of wake-up. The 5.5-magnitude Pohang Earthquake(2017.11.15.), which occurred when the impact of the Gyeongju earthquake almost disappeared, was smaller than that of the Gyeongju earthquake of 2016, but the depth of the earthquake was shallow, resulting in the collapse of the school building and massive casualties and victims. The 2018 KSAT, the largest college entrance exam in Korea, was postponed for a week for the first time, and the aftershocks of the magnitude 4.6 (2018.02.11.) are still creating fear.

In such an educational environment where safety accidents are frequent and many people are insensitive to safety, three major problems are pointed out and solutions for those problems are suggested. Current safety education which is not at all helpful for preventing safety accidents and natural disasters, the status of safety facilities which magnified anxiety due to insolvency and aging buildings, and the level of consciousness of teachers and students who can not practice the importance of safety were selected.

A. Safety Education in School

1) Problems Raised

At present all schools in Korea are obliged to conduct safety education under the School Health Law. However, the reality is that safety education does not protect children's right to live safely¹⁾.(Table 2)

According to the data, the number of school safety accidents suddenly increased from 69,487 in 2009 to 116,527 in 2014. While reinforcement of safety education is needed, out of 527,955 people in the nation last year, only 20,4685 people, or 38.8 percent, completed 15 hours of annual safety education, according to data from the Ministry of Education. In other words, Korean children are

1) Jae Jun Lee. (2016). School Safety Accidents Increasing Suddenly...Safety Education Only In Name. <http://www.nocutnews.co.kr/news/4658314>

still suffering from the lack of professional staff who will fulfill their right to safety and educate them. Safety education is at a standstill even though the Gyeongju earthquake and the Pohang earthquake have revealed the insecurity of safety.

2) Current Status of Safety Education and The Need for Improvement

Safety education in the school can be divided into two types of methods: practical education such as the use of defibrillator or evacuation training and theoretical education such as the lecture by the guest lecturer. The proportion of theoretical education is higher. In fact, it is natural that the proportion of theoretical education is high because the constraints of time and budget are larger for practical education than theoretical education. However, practical education is more effective and understandable after the education has been provided. It is more efficient to experience directly than to sit and listen to education. The practical education is no different from the theoretical education if it cannot solve the insensitivity in the unconsciousness of the safety education parties(government, education field, students). It is noteworthy that the effectiveness of safety education for learners in the early childhood and early elementary school years, who are relatively active in the socialization process, is much higher than that of middle/high school students and adults who are almost ending the socialization. This suggests that replacing the safety education method and applying the related budget cannot solve the issue, but consciousness improvement should be achieved together.

① Safety Education Before The Gyeongju Earthquake

Safety education prior to the Gyeongju earthquake was only in name. The vast majority was the theoretical education and practical education was provided at most once a year. Most of the students did not pay much attention to theoretical education, and they used it as a self-study time. The practical education such as earthquake evacuation training and fire training was nothing like serious practice but senseless activities.

② Safety Education After The Gyeongju Earthquake

In the aftermath of the Gyeongju earthquake, more practical education was conducted than before. However, it was still one-time education, and probably due to the fact that the damage caused by the Gyeongju earthquake was small, the safety insensitivity of those who are involved in the education was still in place. Nonetheless, the majority of the students were evacuated when the Pohang Earthquake occurred in 2017, and it was hoped that it would be inadequate but gradually improved. Daegu, Busan, Ulsan and Gyeongnam, which are directly affected by the earthquake in Gyeongju and Pohang, as well as other areas, should provide safety education to overcome safety insensitivity.

3) Problems of Method

① Expansion of Practical Education and Improvement of Consciousness

The effects of audiovisual and theoretical education were minimal, and it can be seen that the

practical education was only formally carried out by the fact that the group who received less than 5 hours of education accounted for more than 70% of the total¹⁾. As of 2013, 32700 (86.9%) out of 37598 total safety education were audiovisual and theoretical education, and 4898 (13.1%) were practical education. Children are more difficult to access safety education textbooks, and their participation in safety education is significantly lower than that in main subject courses, so more practical education is needed than theoretical approach and video education. Beyond simply increasing practical education, the benefits of education should be communicated to students in addition. The most important factor is the improvement of consciousness of all.

② Need for Supervision on Educational Institutions Not Implementing Safety Education

According to Article 31 of the Child Welfare Act, it is mandatory to complete a total of 44 hours of safety education. Nevertheless, there is no way to force it. Thus, in 2013, only 65.4% reported that they completed safety education, and in particular, some elementary and junior high schools could not properly enforce it. Education institutions that failed to enforce safety education must implement education, and education institutions that enforced safety education should be managed and supervised to prevent education from becoming only a formality.

B. School Safety Facilities

1) Problems Raised

Currently, the main facilities are managed in two categories according to their sizes: 1st and 2nd facilities on the 'Special Act on the Safety Management of Facilities (referred to as the "Facility Security Act" hereafter)', and specific management facilities on the Disaster Management Law. Among the elementary, middle, and high school facilities, 218 buildings (school buildings), retaining walls and cut-slopes of 3 elementary schools, including ** elementary school under the jurisdiction of the Seoul Metropolitan Office of Education, are managed according to the facilities safety law, and the remaining facilities are managed according to the Disaster Management Law²⁾.

According to Article 27 of the Disaster Management Law, specific management facilities³⁾ are required to establish guidelines for designation and management in accordance with Article 32 of the Enforcement Decree of the Disaster Management Act. Accordingly, the Minister of Education has enacted the "Designation and Management Guidelines for Specific Management Facilities" (referred to as the "Guidelines for Facility Management" hereafter) every year. The Guidelines for Facility Management define educational facilities of two or more stories and the construction sites for the vertical extension as specific management facilities. According to the Guidelines for Facility Management, the specific management facilities are classified into A, B and C as critical management facilities and D / E as disaster risk facilities according to the level of disaster risk. On the other hand, the facilities subject to the Facility Safety Law and the Disaster Management Law are

1) The Board of Audit and Inspection of Korea(2015). Audit Result Report, School safety management (facility, education) status : [Graph 1] School Safety Education Status, [Graph 2] Annual C Experience-based Training Hours (see Table 3 of this report)

2) The Board of Audit and Inspection of Korea(2015), Audit Report, School Safety Management(facilities, education) Current Status : [Table 1] Major facilities management system (Refer to Table 4 of the present report)

3) Refer to facilities and areas where there is a high risk of disasters or where it is deemed necessary to continually manage for disaster prevention

required to perform periodical inspections, maintenance and reinforcement in accordance with the relevant regulations. A total of 33,303 facilities (buildings) were specific management facilities as of the end of June 2014. 4,723 facilities (14.2%) of them were 40 years or old and 105 facilities were designated as disaster risk facilities, which were both considerable numbers¹⁾.

In addition, several large and small earthquakes have occurred in recent years, and earthquakes are no longer irrelevant to us. In order to prepare for the situation in advance and reduce the damage as much as possible, seismic design is indispensable in Korea. However, as of the end of 2015, the total number of school buildings in Korea was 61,167, of which only 7553 were designed to be earthquake resistant. On top of that, only 2 out of 10 school buildings were designed to be earthquake resistant with the earthquake resistant rate of 23.8%. In particular, the rate of seismic design was less than 20% in Jeju (14.0%), Jeonbuk (16.9%), Gyeongbuk (18.0%) and Jeonnam (18.9%), and Seoul (26.6%), Busan (29.0%), Incheon (24.3%) and Daejeon (27.1%) were also virtually defenseless against earthquakes.

2) Safety Facility Status

In September 2015, 80.3% of the 11,795 school buildings in the top 7 cities in Korea, Seoul, Incheon, Daejeon, Daegu, Busan, Gwangju and Ulsan, were built without seismic design. In particular, 5,790 buildings out of 7,295 buildings to which seismic design must be applied due to the government's policy following the 2009 Sichuan earthquake in China are not equipped with seismic design. Even the buildings with the seismic design are not in good condition. The seismic design of the school building is likely to be based on earthquakes with a magnitude of less than 5, although it depends on the area and the height of the building. With the earthquake of 5.8 magnitudes approaching reality, it is time to reevaluate the safety of all buildings, regardless of whether or not there is seismic design.

The urethane tracks laid on school grounds are also unsafe. As a result of the preliminary survey on elementary, middle and high school urethane tracks conducted by the municipal and provincial offices of education, over 200 of the metropolitan schools, in which 30% of the all school urethane tracks were found to have lead exceeding the Korean industry standard (90 mg / kg). 51 schools (35.7%) of the 143 schools surveyed in Seoul, 148 (62.7%) out of 236 schools in Gyeonggi, and 29 (69.0%) out of 42 schools in Incheon were included. 26(65.0%) out of 40 schools in Gangwon and 40 (90.9%) out of 44 schools in Gwangju exceeded the standard level of lead, while 15 schools and 2 schools were found to have lead in Daejeon and Sejong, respectively.

3) Problems

In the facility management guidelines such as <Table 6>²⁾ and <Table 7>³⁾, if a change of the risk factor or the condition of the facility is found after the safety check, a detailed inspection is re-

1) The Board of Audit and Inspection of Korea(2015), Audit Report, School Safety Management(facilities, education) Current Status : [Table 3] Current status of specific management school facilities (Refer to Table 5 of the present report)

2) The Board of Audit and Inspection of Korea(2015), Audit Report, School Safety Management(facilities, education) Current Status : [Table 13] Type and period of inspection on the facilities specified in the safety law (Refer to Table 6 of the present report)

3) The Board of Audit and Inspection of Korea(2015), Audit Report, School Safety Management(facilities, education) Current Status : [Table 14] Reasons for not finding disaster risk facilities in advance (Refer to Table 7 of the present report)

quested to the relevant field experts. Based on the inspection results, the facilities that are suspected to be designated as disaster risk facilities are required to make a safety assessment by commissioning a safety diagnosis service to the safety diagnosis agency. However, the type of inspection and the inspection period are not configured according to the safety level or the elapsed years of the school facilities. In this way, it is difficult for the school staff to comprehensively consider the internal cracks of the facilities, the damage and defects of the facilities, and the functional risk factors and distinguish the facilities into critical management facilities (A, B, C grades) and disaster risk facilities (D, E grades) based on the degree of disaster risk. Consequently, it is possible that the safety rating of school facilities may be managed differently from the actual condition of the facilities, and it is difficult to respond to the risk of disaster in a timely manner.

C. Awareness Level of Students and Teachers on Safety

1) Problems Raised

Some claimed that "the school demanded students to continue self-learning sessions even during the earthquake," after the 5.8 Gyeongju earthquake that hit South Korea (2016.09.12.). The safety awareness level of the teachers who forced students to stay school and continue self-learning sessions to prepare for a college entrance exam despite the fear of the earthquake that shook the whole country was so regrettable. Also, many students were unable to deal with the earthquake properly, as only few students were ready to evacuate the building the moment it was shaking. The safety awareness level of students was not any different from that of teachers, for some students even though the earthquake situation was interesting, and some saw the earthquake interrupting their self-learning sessions and said that they would like the earthquake to recur. Fortunately, it did not lead to a major disaster, but if there was a bigger disaster or safety accident at the level of awareness of these teachers and students, a tremendous misfortune would surely have occurred. The attitude of the teachers and students in the educational field, the flawed inspections of the safety facilities and the inappropriate responses were problematic due to the awareness level of all of those involved in the educational environment.

2) Current Level of Safety Awareness

① Safety Awareness of Teachers and Students Exposed in the Gyeongju Earthquake

Despite the 5.8 magnitude earthquake, it was hard to find a school that prompted evacuation. Few students have taken immediate action to evacuate during the earthquake, reflecting the problem of theoretical education. When the earthquake occurred, it was hours of evening self-learning sessions for many high schools in the Gyeongsang province. If the proper manual was followed, students had to quickly evacuate to a large area, such as a school field, and teachers should have established a close contact with parents to safely return the students home. However, it was the first major earthquake for students and teachers, who were preparing for the biggest task of college entrance exam, making them unable to properly respond to the situation. Some high school teachers even forced students to continue their self-learning sessions. The problems found in the Gyeongju Earthquake are as follows: First, nobody could apply the evacu-

ation drills learned in theory; second, studying was the top priority even during the strong earthquake; third, the earthquake safety manual within school was not prepared; fourth, common teachers were unable to respond immediately and send students home because of the procedure of reporting to the head teacher, vice-principal, etc.

② Idle Participation in All Educations

It is difficult to find a student who is faithful to the safety education that takes place at school. Also, the teachers do not attempt to make the situation realistic. Many students play and laugh when rehearsing evacuation for fire-fighting disaster drills and earthquake drills, and most student work on their studies or chat in the audiovisual and theory-based education.

③ The Hasty Constitution of the Ministry of Education's "Disaster Manual" (09.23), "Revision and Distribution of Education and Training Manuals on School Sites by Disaster Type (12.23)", "School Life Safety Manual App"

The Ministry of Education took rather urgent actions. "Ministry of Education Disaster Manual"(09.23), hastily constituted after the Gyeongju Earthquake, was revised and distributed due to the error in utility. The School Life Safety Manual App, developed in preparation for earthquake and infection, has been criticized for its poor management and lack of functions despite the forced installation of many students and now the number of users has decreased significantly. This shows that the safety awareness level of officials related to education and safety is just as poor as the safety awareness level of teachers, students, and parents. One might wonder if the safety of our children can be prevented in the present situation in which measures are taken only after an incident occurs.

D. Future Directions

1) Safety Education in School

The current problems of safety education in the school are twofold. Practical training is given less than audiovisual and theoretical education, and audiovisual and theoretical education are not proceeding well. Therefore, the government should look for ways to expand practical training and to increase the importance of disaster evacuation drills so that the effects of education can be directly communicated to students regardless of the educational methods.

In addition, many schools should feel the seriousness of not being aware of the importance of safety education and failing to meet completion hours each year, and the government should create an environment in which all schools can compulsively, but efficiently, will complete safety education.

2) Safety Facilities in School

First of all, the type of inspection and inspection period according to the safety level or the number of years of school facilities should be established in the facility management guidelines of the Facilities Safety Act.

Also, in order to maintain and manage the function and safety of the school facilities properly, it is necessary for the city/provincial office of education to identify the school facilities with high risk of disasters (for example, facilities with 40 years or older) and to establish and carry out a mid/long-term maintenance plan such as periodical inspection.

3) Awareness Level of Students and Teachers on Safety

The solution should be based on the problem of the awareness level of students and teachers on safety. Educational and safety officials should make every effort to prevent accidents, not to take immediate measures after the accidents. The prevention should start with safety education and safety facility maintenance. In addition, students must be sincere to all the education given at school. Moreover, students should have a more responsible awareness based on the improved plan of current educational situation. Likewise, teachers should be active at the time of education and actual disaster, with the attitude of considering student safety as a top priority. Especially in an emergency situation, an environment should be created to eliminate complicated procedures such as reporting and communication, and to be able to respond promptly.

4) Future Directions

Korea needs to be safer. As proven with the Gyeongju and Pohang earthquakes, Korea is no longer a safe zone for earthquakes. Earthquakes with a magnitude of 6 or higher do not just occur in other countries. Many man-made disasters that can be prevented are due to the carelessness of all of us, so we must be alert at all times; damages due to natural disasters that cannot be prevented may be reduced if we prepare well. While children in Korea enjoy the benefits and privileges of quality education, students in that education are not safe. Safety accidents arise from minor problems, and responses to accidents and disasters stem from prevention and evacuation methods practiced repeatedly. The education and facilities should be re-examined, and the authorities, teachers, and students' awareness should be reformed.

Finally, we would like to summarize the safety situation of the Republic of Korea with the safety-related agenda of the National Children's Assembly in Korea: "Does child safety in Korea have a green light?"

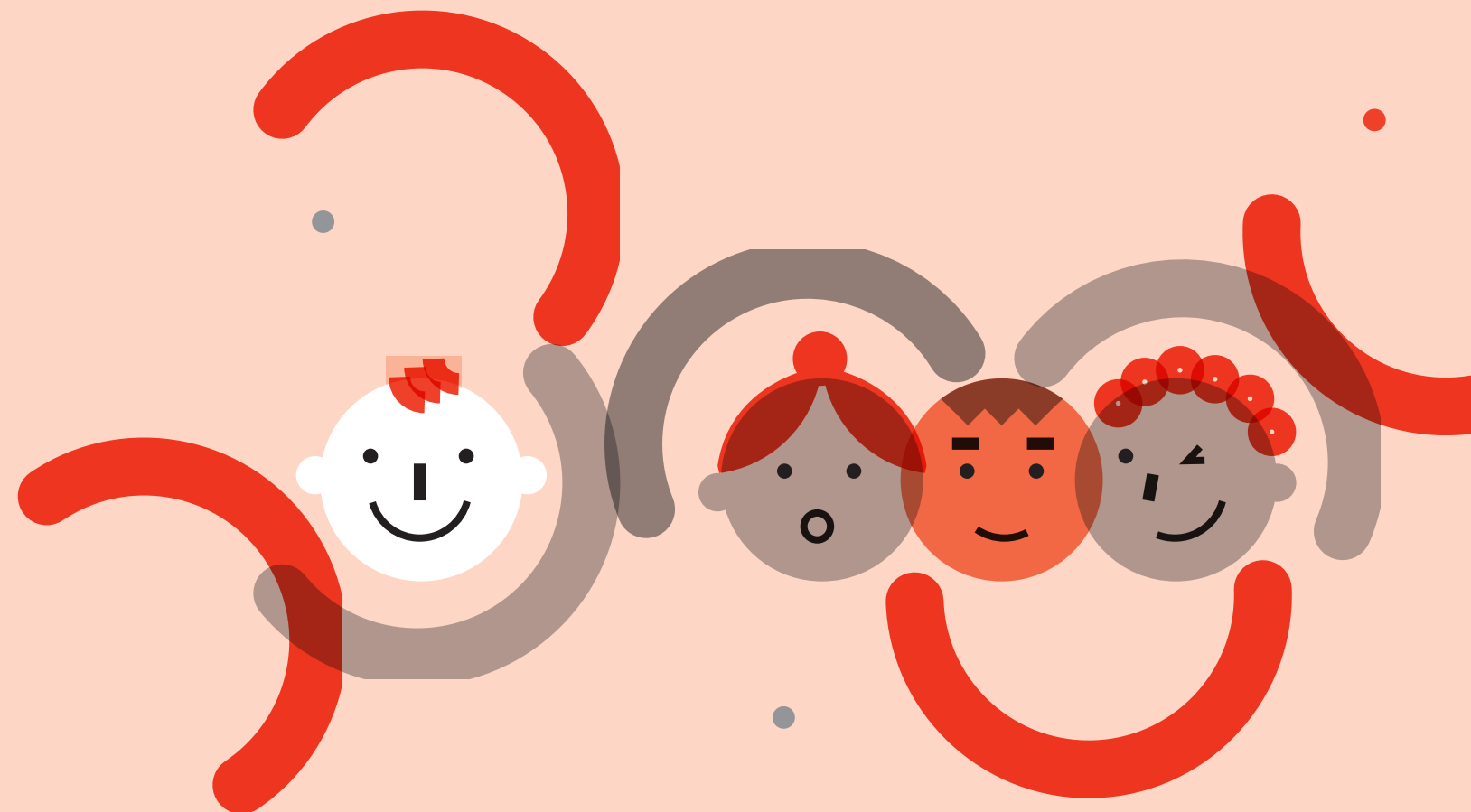
Suggestions	<p>1) Practical education is needed to get students out of theory-centered education and to cope properly with disaster situations.</p> <p>2) Ongoing inspection and support of safety facilities in schools is required.</p> <p>3) Sufficient level of safety awareness of teachers and students should be ensured in educational situations and daily life so that they can safely cope with actual disaster situations.</p>
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A Children's Report

to the UN Committee on the Rights of the Child
by children who have participated
in the National Children's Assembly in Korea

II subject

'Participation'



II

'Participation'

'Participation rights', which refer to the rights of the child to actively participate in matters that affect his/her life, are included in the four rights of the child ensured by the UNCRC, and are becoming more and more important. As the international community has also voiced the participation of children and youth as a right and the active expression of the child is emphasized as the cornerstone for world development, ensuring of participation is important for both the child's personal and social domains.

However, the public perception of the right to participate in Korean society is still insignificant. Despite the fact that Korea has ratified the UNCRC more than 20 years ago, children are still considered to be in need of discipline and control from the older generation in the decision-making process.

The four themes that we discussed in this chapter, ▲school regulations ▲lower voting age ▲right to play ▲Child Youth Participation Organization, started from this consciousness.

It was the most effective way to raise children's rights at this point by finding solutions for our problems through the guarantee of children's participation rights.

1 School Regulations | Children's Rights, Beginning from Child Participation in Enactment and Revision Process of School Regulations

"All citizens have freedom of speech and press, freedom of assembly and association."

Article 21 (1) of the Constitution of the Republic of Korea

The Constitution of the Republic of Korea enumerates the fundamental rights of the people including the freedom of expression, and the constitutional rights of individuals can not be neglected without special reason. It also stands to reason that the category of 'people' in the Constitution includes the children discussed in this report. 『Youth Laws』also states that "youth can participate as a legitimate member of society in making decisions related to themselves." To this end, national and local governments must take measures to ensure this.

However, the fact that the rights of the children prescribed by the Constitution are underestimated

I. subject: 'Education'	II. subject: 'Participation'	III. Conclusion	Appendix
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can be seen throughout Korean society. A typical area among many is that the opinions of the children are ignored in the enactment and revision of the school rules. In the educational field in Korea, a bizarre phenomenon is constantly occurring, in which school regulations that dismiss children's rights are forcedly enacted and revised, and children's freedom of conscience and expression are ignored. This conflicts with CRC Article 28 (2) that the school rules respect the character of the child and must operate in accordance with the UN Convention on the Rights of the Child.

In this report, the process of enacting / revising school rules in Korea, the reality of lacking children's opinions in this process, and the examples of rules that infringe on the children's rights are discussed. Through this, we would like to contemplate the direction that children's rights can be guaranteed at the school site.

A. The Necessity of Student Participation in the Enactment/Revision Process of School Regulations

School rules refer to the set of norms that members must comply with in the school. Children's participation in the enactment/revision of school rules is guaranteed by the laws of the Republic of Korea. It is stipulated in Article 5 of the 『Youth Laws』 mentioned in the introduction, in the 『Education Laws』, 『Elementary and Secondary Education Act』 and its Enforcement Decree. Article 12 of the 『Education Laws』 in Korea clearly states that "basic human rights of learners are respected and protected in the process of school education or social education." The 『Elementary and Secondary Education Act』 states that "students' self-governing activity is recommended," and the Enforcement Decree further states that "it is necessary to support the necessary matters to recommend / protect this activity".

B. Current Status

1) Procedures for the Enactment/Revision of the School Regulations Recommended by the Ministry of Education

The Ministry of Education announced the School Rules Operation Manual in accordance with the 『Enforcement Decree of the Elementary and Secondary Education Act』 amended and promulgated in 2012, This manual emphasizes autonomy- and responsibility-centered self-governing rules and recommends that student feedback be fully reflected.

The procedures for the enactment/revision of school rules in accordance with this manual are as follows. First, approval of the school principal is required to initiate the enactment/revision of the school rules. Thereafter, all procedures are divided into three parts: The composition and activities of the school rules enactment/revision committee, deliberation of school governance committees, promulgation and enforcement of school rules. First, the school rules enactment/revision committee consists of students, parents, and teachers, who initiate enactments and revisions here. They hold a debate forum to hear the opinions of school members on enactment and revision. Second, after a draft proposal is prepared based on the results of the debate forum, the final proposal is reviewed by the school governance committees. Thirdly, if the final proposal reviewed by the school governance committees is approved by the principal, the school rules will be promulgated. Afterward, the enacted and revised school rules are posted on the homepage or a school newsletter is issued to inform the school members. In addition, rules guidance and

training for school members are conducted. The Enforcement Decree of the Elementary and Secondary Education Act stipulates that the opinions of students, parents, and teachers should be heard and reflected when the school rules are enacted/ revised. Therefore, the Ministry's manual emphasizes the process of applying and refluxing to gather opinions on the items that need revision and to evaluate the compliance and practice of school members. We, however, came to the conclusion that the Ministry's manual was just a recommendation and that student participation in the enactment/revision of school rules was not guaranteed.

2) Actual Process of Enactment/Revision of School Rules

In the survey conducted by the writing team, only 38.9% of the children had participated in the school rules enactment/revision process (Appendix 1). However, 87.5% of the children are aware of the need for student participation of the school rules enactment/revision process. In the Enforcement Decree, a student may propose an initiative for school rules enactment/revision and become a member of all school rules enactment/revision committees and school governance committees. In most schools, however, teachers and parents make simple procedures to enact and revise school rules, and then choose to notify students unilaterally. The debate process for collecting opinions from school members is omitted in the manual recommendations, and the student can not participate as a member in the school rules enactment/revision committee. The publicity and education for the reason and necessity of the school rules enactment/revision are also not being conducted. Consequently, students do not acknowledge why they need the enacted/ revised school rules and why they should comply with them. Students are simply accepting 'obligation' to adhere to the school rules made by teachers and parents.

School rules are subject to the mutual consent of school members, and these rules must be enacted/ revised after reflecting the opinions of all the school members. For it is the students who comply with the school rules, the teacher or the parent can not force the student to observe the school rules without sufficient reflection and consent of the students. Also, students should not be punished for not complying with the school rules. However, the school forces students to comply with existing school rules without the freedom of choice, and punish and control students on the grounds that they do not obey them.

C. Examples of School Rules that Violate Child Rights

Since the opinions of the children are not seriously reflected in the process of school rules enactment/revision, school rules that violate children's rights still exist. Despite the enforcement of student rights ordinances in selected areas such as Seoul and Gyeonggi, violations of student rights are still taking place in elementary / middle / high in Korea. This can be seen in the "Bad School Rules Competition" held in 2015 at the "Human Rights Friendly School + Beyond Campaign Headquarters"¹⁾. Defective school rules can be divided into the regulation of the body, the regulation of freedom of leisure, the regulation of human relations, the discrimination based on grades, and the restriction

1) Human Rights Friendly School+Beyond Campaign Headquarters, Korean Teachers and Educational Workers' Union[2015]. 2015 Bad School Rules Competition Result Presentation Book.

on freedom of expression. An example of excessive regulation of students' bodies is the "prohibition on the wearing of regular clothes on top of school uniforms" which is implemented in many schools. No matter how cold the students are during the in-between seasons or the winter season, the school confiscates non-uniform coats, let alone allows students to wear them (D High School in Seoul). Such rule is applied even more harshly in C high school in Busan. On top of the rules related to wearing skirts and applying makeup, bags only made by the school can be carried, shoes only from the brands specified by the school can be worn, the hair should always be tied back in a pony-tail, and even socks and underwear are regulated by the school. There was also a case of Busan's D high school which regulates the nail length to 1mm.

Regulations on the freedom of leisure on the CRC include the rules of compulsory schooling only for high school juniors. An example of this is the school rules of D High School in Gimhae. The school prohibits all third-grade students from playing the ball, penalizes the student if caught, and confiscates the ball. At Ulsan's H high school, it is prohibited to exercise as well as reading at lunchtime. After checking the list of books borrowed from the library, the third grade students will be punished if any are on the list. The school rules prohibiting the third-year students' leisure activities and aiming only at college entrance exams are in violation of Article 31 CRC that respects / promotes the right of children to participate in leisure and cultural / artistic activities.

Regulations on human relations include the school rules prohibiting against having a romantic relationship. Several schools, including S Middle School in Ulsan, S High School in Seoul, and G High School in Chungbuk, have provisions prohibiting 'unhealthy relationships'. Some schools have specific standards, such as 'arm-linking' or 'physical contact'. Some schools block the contact between boys and girls by using ambiguous standards such as 'excessive relationships' or 'demoralization'. Actually in Daejeon's D High School, conversations between the opposite sexes are forbidden, and there are cases where the teachers are watching so that the girls can not pass through the hallway in front of the boys class.

Regulations related to discrimination based on grades appear in a variety of forms, such as discriminating against the space of study or limiting the student council / class officer candidacy. In Daegu's F High School, students are allocated dormitory study room only according to their grades. Resulted from this, students with low grades are assigned to a relatively uncomfortable self-study room and often feel alienated. In Gyeongnam's E High School, students with a grade percentile of 50% or less are not allowed to run as class officers, and students with a grade percentile of 70% or less cannot run for students committee. Students are deprived of their right to participate because of their poor grades.

The school rules that regulate the freedom of expression include the prohibition of school criticism and the prohibition of political participation. B High School in Cheonan prohibits students from posing against schools on the Internet. In fact, a student at the school had written an article on the blog criticizing the school, and the next morning he was dragged into the office and verbally abused. In A high school in Busan and S high school in Seoul, students' political participation is regulated. If a student participates in a political demonstration or protest, he or she will at least leave the dormitory or even be expelled. This is in contrast to CRC Article 13, which respects children's freedom of expression, Article 14, which guarantees freedom of thought, and Article 15, which guarantees freedom of association.

D. Future Direction: Need to Reexamine the Content of the School Rules and the Enactment/Revision Process

All laws must not violate the “rights” of the people stated in the constitution. Likewise, all school rules must not violate the rights of the student. Nevertheless, as shown in the cases above, school rules that violate the human rights of students do exist. In this regard, we concluded that it is necessary to review the contents of the existing school rules in order to realize the actual guarantee of human rights of the students. In democratic society, all laws presuppose the consent of the members of the society. Just as the representatives of the people, the members of the parliament, enact laws through fair procedures, the school rules enactment/revision procedures at schools, which are small democratic societies, must be fair. This fairness comes from the involvement of students who are the actual subjects to school rules. Through this, school rules may obtain legitimacy to regulate school members. We suggest that the actual participation of children in the school rules enactment/revision procedures should be ensured, and that review and revision of the content of the school rules violating the rights of children are necessary.

Student participation in the school rules, which is the basis of all school life, will be the foundation for ensuring all student participation rights in school.

Suggestions

In accordance with Article 28 [2] of the CRC, it is necessary to ensure the effective participation of the child in the school rules enactment/revision procedures, and to review and revise the contents of school policies that violate the rights of the child.

2 Youth Participation Organization | Activation of Korean Youth Participation Organization

Under Article 12 of the UN Convention on the Rights of the Child, children are guaranteed the right to freely express their views on all matters affecting them. In addition, the right to make statements in judicial and administrative procedures, either directly or through representatives or appropriate authorities, is ensured in an appropriate manner in accordance with domestic legal procedures. We believe that the Republic of Korea currently has the appropriate organization for the participation of children stated in Article 12 of the CRC, but we think that children have limitations on appropriate procedures and methods to freely express their views, due to the lack of publicity. In this report, the purpose of establishing the Special Commission on Youth, the Youth Participation Committee, the Youth Steering Committee and the National Children's Assembly in Korea, which are the youth participation organizations, is to suggest the policy that the youth wants as well as allow child and youth to exchange opinions.

Therefore, by analyzing the present situation of youth participation organizations, we aim to investigate whether the organizations are operating properly according to the purpose of establishment.

A. Current Status

Currently, there are youth participation organizations such as the Special Commission on Youth, the Youth Participation Committee, the Youth Steering Committee and the National Children's Assembly in Korea, which are established to guarantee the right of children to participate.

1) The National Children's Assembly in Korea

The National Children's Assembly in Korea, which is the sponsor of the Korea Council of Children's Organization, is committed to fostering the survival, protection, and development of our children and youth in economic, social and cultural aspects in a rapidly changing domestic and international reality, and all related NGOs have been established with the aim of promoting various projects on children-and-youth-related domestic regulations and international agreements or protocols in a private way.

The National Children's Assembly in Korea made an opportunity to reflect the opinion of the child on the premise that the child should be able to express his opinions on the policies and issues affecting the child. Through the overall social participation of the child, the Assembly has been held to contribute to the promotion of the rights of the child while fulfilling the national responsibilities to realize the “child-friendly world” resolved at the UN Special Session on Children in 2002.

The main activity of the National Children's Assembly in Korea is to write a resolution, which is a proposal for government policy, and to monitor the implementation of this resolution. The resolutions prepared at the plenary meeting are passed to the Ministry of Health and Welfare and the National Board of Education after consultation. The activities of the National Children's Assembly in Korea are not stopped here, but the chairman and vice-chairman elected at the plenary meeting will continue to monitor the resolution, and the local campaign will be carried out to raise awareness that the child is not merely subject to protection but is the subject of social participa-

tion. Participating children also conduct activities to monitor how well the resolutions of the contest are being followed and how much children's rights are being protected through the "Children's Rights Advocacy". In other words, the National Children's Assembly in Korea is not a one-time event, but a continuous network to protect child rights through repetitive communication of all members and to change consciousness of child rights.

2) Legalized Youth Participation Organization

Currently, there are three types of youth participation organizations that have been legislated in the Republic of Korea: the Special Commission on Youth, the Youth Participation Committee, and the Youth Steering Committee.

The Special Commission on Youth is a body in which youth and youth experts participate together to present the policy tasks that the youth wants from the perspective of the pan-governmental adolescents. It is based on the social recognition of the importance of the development and policies for youth's potential capacity through youth participation, the recommendation of international organizations such as the UN to spread the consensus and youth policy participation, and the realization of expanded social participation of youth after the 2002 World Cup. Major activities include holding a special youth conference under a specific theme every year to present policy issues.

The Youth Participation Committee is an institutional organization designed to enable youth to autonomously participate in the process of creating and promoting youth policies of the government and local governments. It has activities to suggest, consult and evaluate opinions of youth about the youth related policies and projects of the government and local governments, and to hold youth-related programs, discussions and campaigns. A total of 188 Youth Participation Committees are in operation, including the Youth Participation Committee for the Ministry of Gender Equality and Family, the City/Province Representative Youth Participation Committee (affiliated with the Korea Youth Work Agency), and the Youth Participation Committee for the Autonomous Region (affiliated with the county offices or youth training facilities).

Meetings are divided into regular meetings and temporary meetings. The committees belonging to the Ministry of Gender Equality and Family and the metropolitan municipalities shall be held more than once a month, and the committees belonging to the local municipalities (city, county) shall be held once every quarter. The Youth Participation Committee is based on Article 5-2 of the Youth Laws (expansion of autonomy for youth).

The Youth Steering Committee was established in order to enable the juveniles to become owners of the facilities reflecting the needs and opinions of youth by directly advising and evaluating the operation and programs of youth training facilities. It leads activities to encourage the youth to participate in and monitor the management of youth training facilities, and also participates in local events run by training facilities. There are 305 steering committees nationwide. The Youth Steering Committee is based on Article 4 of the Youth Activity Promotion Act.

B. Problems

1) Poor policy reflection rate

The biggest problem of Youth Participation Organization is poor policy reflection rate. One of

such examples is the National Children's Assembly in Korea. The problem of the National Children's Assembly in Korea as a child/youth participation organization is that the resolutions of the National Children's Assembly cannot be linked to actual laws and policies. A review of the resolutions from the last 12 sessions of the National Children's Assembly in Korea suggests that resolutions related to the underprivileged, the child's culture and leisure activities, career experience activities, facility safety, etc. have been repeatedly proposed, and yet not directly accepted.

The only three resolutions actually resulted in bill proposals are the Child Welfare Law, which requires the Ministry of Health and Welfare to develop and distribute child-safe textbooks in consideration of the age of the children to be educated, the School Safety Act, which allows parents and safety experts recommended by the parents to participate in school facilities safety inspection, and the National Health Promotion Act, which prohibits the display and advertising of cigarettes in retail stores.. Of these, only the Child Welfare Act and the School Safety Act have been enacted as laws, and some amendments to the National Health Promotion Act have yet to be initiated. Even there were initiated by Congress legislation, not government legislation. Although the government claims to have exchanged opinions on policies with the National Children's Assembly in Korea every year, it is a reality that this is not practically done. Given that it has been 13 years since the National Children's Assembly has been held for the first time, this shows that the resolution is rather uninfluential. Four of the children who actually participated in the FGI said they did not think the resolution was reflected significantly, and the other two indicated that the rate of reflection varies according to the content of the resolution.

Other youth participation organizations also face the same problem. From the result¹⁾ of the survey conducted by the Korea Youth Policy Institute in 2013, it showed that "lack of the system to reflect the opinions of the youth in the policy" was selected as the most important problem of the Youth Participation Committee.

2) Lack of awareness and publicity

The main reason for the low policy reflection rate is the lack of awareness. As a result of a survey of 6543 general youths on youth participation organizations, 79.0% were not aware of the Special Commission on Youth; 74.5% were not aware of the Youth Participation Committee; and 50.9% were not aware of the Youth Steering Committee. This low awareness can be solved by publicity, but the reality is that even publicity is quite weak. A good example is the Special Commission on Youth. Currently, the promotion of the Special Commission on Youth is carried out by the Korea Youth Work Agency, not by children, and the method of publicity varies according to the budget. Generally, brochures are produced and distributed to schools or promotional videos are posted on youth participation portal sites. A proper method to promote familiarity with students who do not know about youth participation organizations is not at all used. As a result of the survey conducted by the members of the youth participation organizations, the percentage of children (64.2%) who were recommended to join by their parents or teachers was twice the percentage of children (34.3%) who voluntarily joined after seeing publicity material. A child from

1) Choi Changwook, Chon Myoungki, Kim Yun-Hee(2013). Study on the Activation Plan of Youth Policy Participation Committee. National Youth Policy Institute Research Projects, p. 92

the Special Commission on Youth who was interviewed insisted that he also, acknowledged this activity indirectly through the other activities, and that the public relations system be strengthened by commissioning celebrities as the public ambassadors. The survey of youth participation organization members in 2013 also insisted that awareness of youth participation and reinforcement of public relations are the most important factors in revitalizing youth participation. The FGI of the National Children's Assembly in Korea noted that there are very few people around the six children who know about their organization.

Lack of awareness of youth participation organizations can also be applied to government agencies. Recognition of youth participation organizations as simple club activities rather than formal institutions based on the law is a stumbling block to fostering the basic purpose of the organization. In fact, as a result of an expert opinion survey on 'general problems with current youth participation' in the 2013 study, 'understanding on youth participation activities among government ministries is different from one another' was the largest problem, 'participation in organizations is recognized as a business or a club' as the third problem, and 'lack of awareness of government, institution, and facility for youth participation' was the 'limitations and problems of the operating side of participating organizations'¹⁾.

C. Future Directions: Activation of Child/Youth Participation Organizations Through Improvement of Social Awareness

Child/youth participation organizations are important means of ensuring the right of children to participate, based on Article 12 of the CRC and the Youth Laws. However, the result of our research shows that the lack of social awareness of youth participation organizations is a big obstacle in achieving their original purpose. Therefore, we ask that the awareness of children and government agencies on youth participation be improved through the strengthening of the public relations system.

Suggestions

In order to revitalize the activities of child/youth participation organizations, we demand the government for the increase of awareness of child/youth participation organizations by raising the policy reflection rate of children's opinions and improving social awareness of youth participation.

1) Choi Changwook, Chon Myoungki, Kim Yun-Hee[2013]. Study on the Activation Plan of Youth Policy Participation Committee. National Youth Policy Institute Research Projects, p.87

3 The Right to Play | Child's Happiness Through Rest and Play

Article 31 (1) of the UN Convention on the Rights of the Child states that "the child shall enjoy the right to rest and leisure, participate in play and recreational activities appropriate to their age, and freely participate in cultural life and arts.", and Article 31 (2) states that "we shall encourage and respect the rights of the child to fully participate in cultural and artistic life and provide appropriate and equal opportunities for cultural, arts and entertainment and leisure activities." The content of Article 31 is the right of children and youth to play stated by the Government of the Republic of Korea in the "Children's Play Charter". In addition, Article 8 of the "Charter of the Rights of the Child" promulgated on May 2, 2016 by the Government of the Republic of Korea states that children enjoy rest and leisure, and have the right to participate freely and happily in various plays, entertainment, cultural and artistic activities. The right to play for the present writing team has the following meanings: First, the right of students to simply rest from their studies and second, the right of children to play active activities.

A. The Necessity of the Right to Play

We would like to reinterpret the necessity of the right to play by approaching the idea of the child's pursuit of happiness. First, the laws of the Republic of Korea related to children show that all of these laws are enacted for the right of children to pursue happiness, and the right to play is in the category of the pursuit of happiness. Article 1 of the Child Welfare Act stipulates that "This law aims to guarantee the welfare of the child so that a child can be born with health and grow happily and safely." Child welfare refers to the economic, social, and emotional support that creates a basic condition for a child to enjoy a happy life and to grow and develop with balance (Article 3 (2) of the Child Welfare Act). In other words, it can be seen that the purpose of all child welfare provided by the Government of the Republic of Korea is the promotion of the happiness of the child. We can discover the necessity of the right to play here, and the happiness of a child can be enhanced by realizing the child's right to play. To sum up, the right to play is an inevitable right to promote the happiness of the child, and it is not a manifestation of a simple right but a fundamental goal of the child welfare of the Republic of Korea. However, the writing team wants to show that Korean children's play rights are not guaranteed for the following reasons.

B. Causes of Infringement on the Right to Play and Its Current Status

In October 2011, Korea received the following recommendation from the United Nations Commission on the Rights of the Child in relation to Article 31, which stated children's right to play. As the background of the recommendation, which suggested to "Ensure the rights of the child in the leisure, cultural and recreational activities pursuant to Article 31 of the Convention", "severe competition in the education system", "violation of the right by the private education", and "students' stress" were pointed out¹⁾. Recognizing that excessive studying is the cause of the violation of Korean chil-

1) The Ministry of Health and Welfare Korean Child Rights Monitoring Center. (2011). The 3rd and 4th National Report and Recommendations Book of the UN Convention on the Rights of the Child. Seoul: The Same Association

dren's rights to play, the UN Committee on the Rights of the Child specifically mentions 'private education'. According to the survey results of the writing team (Appendix 1), 77.5% of elementary school students, 77.2% of middle school students and 66.9% of high school students are receiving the private education. 79.3% of the students receive the private education because they think it will help their academic performance. However, 68.2% of the students are voluntarily receiving the private education. From the results of this survey, it may be interpreted as if the child violates his/her own playtime using private education, not private education violates the child's playtime. It seems insufficient to analyze and present the actual situation of children by simplifying it only by 'excessive studying'. There is a social atmosphere in which students should spend time outside regular school hours as studying time, and this social atmosphere is considered to be the reason that most children will have to choose an alternative of private education. Therefore, in order to guarantee playtime, we should concentrate mainly on creating conditions such as the expansion of cultural facilities and the policy for enjoyment other than studying time, not simply reducing studying time. The Korean government recognizes that children's rights to play are being violated, and says that the main cause of the violation is school and school education. In order to solve this problem, the National Council of Governors of Education announced the "Children's Play Charter" and the "10 policies of the City/Provincial Office of Education in relation to children's play" in 2015. According to four major projects, which are 'sufficient amount of playtime for children will be guaranteed', 'a safe play space within and outside the school will be ensured', 'a variety of play experiences will be provided', and 'adults will be supported to become playmates', 10 different detailed projects are being implemented.

The writing team asked for information disclosure to 17 cities and provincial offices of education nationwide in order to check the status of the guarantee of children's right to play. First, as of October 11, 2017, there is no dedicated department to prosecute the play policy in relation to the Children's Play Charter. One to three supervisors may be prosecuting it along with other tasks or a number of different divisions, such as personality education, physical education health, student life, were dividedly taking charge. However, as the play policy should be focused on various aspects including change of viewpoint and consciousness of play, play time and space, and support of materials and facilities, it is difficult to be carried out by a specific task team. Hence, the Kwangju Office of Education claimed that it would be more efficient to prosecute the play policy from various divisions. The Gangwon-do Office of Education will enact an ordinance on the guarantee of children's rights in 2017 and operate Right-to-play Guarantee Committee instead of hand-on task team. The Daegu Metropolitan City Office of Education is carrying out related research from June 2016 to December 2017 at the Daegu Educational Research and Information Service under the Daegu Metropolitan City Office of Education in order to establish various play promotion methods that ensure children's enjoyment and autonomy. In addition to the detailed project from the ten policies of the city/provincial education offices, each office of education has implemented its own play policy to guarantee children's play rights based on the above-mentioned 'Children's Play Charter'.

C. Future Directions

Article 31 of the UN Convention on the Rights of the Child and the Charter of the Rights of the Child both specify the right to play, that is, leisure activities of Korean children. As stated in private edu-

cation part of this report, the writing team believes that the private education, started as a supplement to school classes, still influences the reason for receiving private education. As this social atmosphere continued, the public considers it natural to receive private education, and the public recognizes private education as supplementing the limit of public education. In addition, with the tremendous growth of private education, this market has become a more efficient learning place. Therefore, in order to guarantee playing time, another improvement rather than simply reducing studying time is necessary, and we should concentrate mainly on creating conditions such as expansion of cultural facilities to enjoy outside studying time and policies for this. There are policies of the government of the Republic of Korea to guarantee the children's playing rights, but various policies are confined to the 'children' category and the policies usually try to combine 'education' and 'play'. The idea "the right to play" itself was created by the government of the Republic of Korea. While children go to school in accordance with the principle of being a student and enjoy studying and proper leisure activities, the words and policies of "the right to play" have been rapidly introduced without considering the educational reality of the Republic of Korea and the Korean children's thoughts for a long time. Therefore, it is necessary for 'education' and 'play' to naturally coexist, rather than to unreasonably combine them. The writing team would like to ask for the government's concrete and continuous policies on children's rights to play, and the team hopes that even if these things do not move politically, the play culture will spread and society does not need to use the term 'play policy.'

Suggestions	1) A sustainable policy related to the Right to Play that reflects the opinions of real children rather than formal and unreasonable policies is needed.
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4 Suffrage at Age 18 | The Voice of Child Which Will Spread Through Lowering Voting Age

Voting is the most representative and effective means of putting individual political opinions into formal decision-making in a democratic society. In Korea, however, only people aged 19 or older are eligible to vote. Therefore, children under the age of 18, no matter how closely related they are to the policies, are not given an opportunity to reflect their opinions in the process of policy making - indirect opinions through youth participation organizations are not discussed in this subsection.

Meanwhile, there has been an ongoing debate about whether the voting age should be lowered to age 18 in the Republic of Korea. The present writing team was positive in that this move will probably increase the likelihood of reflecting children's opinions from a macro perspective, and this is evidenced by the quantitative and qualitative findings of this report. By allowing people who are barely older than the age of child to participate in the ballot, it is possible not only to increase the likelihood of policy-based decision-making by the UNCRC, but also to be a stepping stone to lower the voting age to include the child.

If the ongoing 18-year-old suffrage debate gradually leads to an expanded discourse on the means of political and social participation of children, 'the right to freely disclose one's opinions in matters related to oneself' stated in Article 12 of the UN Convention on the Rights of the Child can be more widely assured.

A. Various Opinions and Political Perspectives on the Suffrage at Age 18

In recent years, the lowering of voting age in the Republic of Korea has been politically controversial. In the ruling/opposition political parties, there were cases in which the suffrage at age 18 was selected as the party's representative opinion, and various discussions and forums were actively conducted.

The key to advocating the lowering of suffrage to 18 is the expansion of political participation among 18-year-olds. If youths emerge as new voters, they could have an incentive to increase their legislative and policy interests. In addition, if youths express their opinions directly in politics, they would observe that the opinions are reflected in legislation or policy, and hence their sense of political responsibility is enhanced. Through such process, 'the value of participatory democracy can be cultivated and shared' for youths as voters.

In the case of the Constitutional Court, a few opinions have emerged that can serve as a basis for lowering the age for suffrage. In August 2015, a Constitutional Court judgment was demanded on the grounds that the current election law, which does not give the suffrage to citizens of age 19 or younger in the presidential election, is unconstitutional. A final conclusion was reached at the Constitutional Court, which ruled it was constitutional at 6:3. However, a judge who had a minority opinion said, "even if a 19-year-old is in 3rd grade of high school, his/her political and social judgment would be mature enough since it is a period when he/she becomes interested in problems related to employment or education, and the 18-year-olds of our country were not significantly lacking in political judgment than the 18-year-olds of other countries."

According to a survey conducted by the National Council of Governors of Education, out of 6,000 adults aged 19 and over participated in the questionnaire, more than half was in favor, at 50.4 percent

in favor and 41.8 percent not in favor¹⁾. (Table 8) In a survey conducted by the writing team (Appendix 1), 73.1% of the children answered yes to the question that 18-year-olds should have the suffrage.

The opponents against lowering the suffrage to age of 18 claim that the young people who are still receiving education have less knowledge of society and politics than the adults, and there is a big difference among each youth. They say the youths' political judgment is insufficient. They suggest the example of Japan, in which the voting age was lowered to 18 from 20 last year but the voting rate between 18-19 turned out to be far below the overall average. In addition, they claim that it is not yet necessary for the youths to have the right to vote when they are still busy in high school preparing for college entrance exams and establishing political views. Also, they insist that suffrage is not essential in order to teach the importance and the significance of election, and that it is rather advisable to give the suffrage after learning the right political views and going into society, considering the possible side effects.

B. Voting Age in Other Countries

The international trend in relation to election age is to give voting rights to people over 18 years of age. According to the National Human Rights Commission's 2013 data, it is shown that in 2011, 92.7% (215 countries) of the 232 countries, including all OECD member countries except Japan and the Republic of Korea, gave the voting rights to 16-year-olds or over 18-year-olds²⁾. With the amendment of the Public Official Election Act in 2015³⁾, voting rights have been given to children over the age of 18 in Japan, so Korea is the only country among the OECD countries with a minimum voting age of 19. In Austria, the minimum age of election is 16 years⁴⁾, and in Germany⁵⁾, the 16-year-old voting age is applied in local elections, excluding federal elections. In other words, the Republic of Korea does not meet the international trend of lowering the minimum age for election to 18 years or less.

C. Impact of Lowering Voting Age on the Participation of Children

Suffrage age can extend the right to participate for the child in two ways. First, there is an opportunity for people to participate in politics who can better represent children indirectly. As 18-year-olds are just exiting the childhood, children who belong to this age group are more likely to represent children's opinions, such as finding or solving problems from the perspective of children. In fact, FGI results for the 13th General Assembly presidency (Appendix 3), those favoring lowering voting age predicted that lowering voting age would contribute indirectly to communicating children's opinions.

Second, lowering the voting age can act as a means to gradually expand the political participation of children. Although age 18 does not belong to the category of children, it can be used to further lower the age of voting, or gradually formulate formal means for children to express their opinions. One of

1) (Table 8) Survey statistics

2) Quoted from the National Human Rights Commission Standing Committee's Opinion Decision Statement related to voting rights age standards from February 15, 2013

3) CIA. (2018). The World Factbook.

<https://www.cia.gov/library/publications/resources/the-world-factbook/geos/ja.html>

4) Ibid.

5) Ibid.

the children who participated in the FGI said, "As politicians represent the interests of voters, lowering the voting age at 18 will lead to the promotion of rights for children and adolescents." Increasing the participation of children will not be achieved immediately by lowering the voting age, but politicians will consider children's opinions indirectly if they are aware of the votes of future voters.

In response to this controversy, it is argued that if the voting age is lowered to 18 or even 16, the indifference of the particular age group will adversely affect the national affairs, but this can be contradicted by the case of Austria. A study by Dr. Zeglovits in 2012 showed that the political interest of children aged 16 to 17 has increased significantly since the election age was lowered to 16 in 2007. Consequently, it can be seen that the guarantee of the means of direct political participation through lowering the voting age increases the participation of the children of the particular age groups. In other words, if children are given the right to vote, the problem of political indifference can be solved.

D. Future Directions

So far, we have examined whether the voting rights age in Korea should be lowered to 18 years. There is a controversy arising in the Korean political scene based on the maturity of the judging ability and the political interest of the youth. However, it can be concluded that lowering the voting age is necessary, given the case of some European countries and the positive impact of lowering the voting age on the right to participate of the child. As a result, the writing team claims that the voting age shall be lowered to 18 years old, or even further down to the age of 16, to create an environment in which children can express political opinions officially.

Suggestions

- 1) It is necessary to lower the voting age in the Republic of Korea to 18 years from the viewpoint of expanding the right to participate of the child.
- 2) In the long run, an official environment should be created in which children's political opinions can be expressed.

III

Conclusion

We applaud ourselves who have gone through numerous discussions and revisions to finish each topic. In the process of writing the report, we remember asking ourselves a number of questions about why children's rights, especially the right to participate, are not meeting the inflection point of development. It is clear that our voices have expanded in comparison to the past, but nevertheless, where did our desire to have one of the main topics of the report as 'participation' come from? The answer to this question was found not far away. The eight key themes that we have decided to cover in the report, they have made the importance of "child participation" in our lives seem small compared to other objects.

We have been hovering around the wheel of private education everyday, whether or not we were willing, and some of us were even excluded from the protection of the country because they were not 'students'. It was difficult for our 'participation' to stand out from other values. Even if we were able to activate 'youth participation' despite all the unfavorable circumstances, the voices have not received much attention from all over the school and society.

However, as we watch the movement for change here and there, we have earned hope that our voices can be handled on the same lines as those of adults. A press conference held before the report was submitted to the UN Committee on the Rights of the Child was attended by a wide range of personnel and reporters, including the Chairman of the Health and Welfare Committee of the National Assembly, Yoon Seung-jo, who paid attention to our voices. The sample of quantitative and qualitative surveys that provided feedback in the process of writing the report, as well as the nationwide network of circles, proved that there are more than a few children who actually support the voices that we want to convey through the report. Moreover, history acknowledged that the winter of 2016, when children who could not comply with unjust power came to the plaza with adults, was the moment when Korean democracy developed. Children are becoming the protagonists who change their world by expressing their thoughts and rights firsthand against the prejudices of the world, 'immature beings who can not make important decisions'.

With this chronological flow, we sincerely look forward to working with this report as one of the effective means of experiencing the direct voice of Korean children. Of course, it is true that there are many limitations. Although we have done our best, the level of analysis of quantitative and qualitative researches is not at the level generally performed by professional researchers. The region, age, gender, and social arrangements of the children who wrote the report have also been adjusted to the maximum extent possible, but they are not representative of the entire Korean children. Nevertheless, it is certainly meaningful for a community that has voluntarily formed to achieve the shared goal to complete the report by supplementing the limits of its own group in the process of writing. What this report is discussing is not an absolute truth or a correct answer. However, it can be shown that us children have reached a level that we can demonstrate logically that something is 'necessary', not just crying out declaratively to 'give' something to adults.

Finally, we hope that our children's report will be helpful for the UN Committee on the Rights of the Child in reviewing the 5th and 6th integrated national reports of the Government of the Republic of Korea.

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Tables

a) <Table 1>

- Article 10 of the Out-of-school Juvenile Support Act (Support for career experience and employment)

① The state and local governments can support the following issues in order to allow out-of-school juveniles to experience and train their professions to suit their aptitudes and abilities.

1. Career aptitude tests and life path counseling program
2. Career experience and training program
3. Career introduction and management
4. Other necessary matters for career experience and training for out-of-school juveniles

- Article 11 of the Out-of-school Juvenile Support Act (Support for self-reliance)

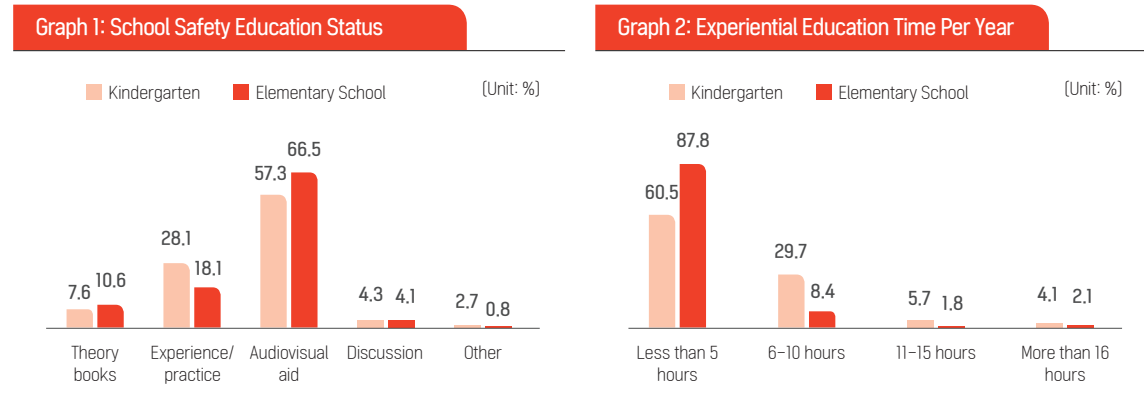
② The state and local governments can support the education necessary for the independence of out-of-school juveniles including economic education, legal education, and cultural education.

b) <Table 2>

Office of Education	2013		2014		2015	
	Budget Amount	Executed Amount on Safety	Budget Amount	Executed Amount on Safety	Budget Amount	Executed Amount on Safety
Seoul	82,560	722.2	79,151	514.2	82,841	681.9
Busan	34,999	263.0	36,349	253.8	38,151	291.4
Daegu	26,157	233.2	27,852	262.7	29,015	335.1
Incheon	27,286	160.5	29,933	159.4	31,256	203.4
Gwangju	18,605	124.6	19,350	252.8	18,660	286.3
Daejeon	16,880	147.7	17,453	158.0	17,761	135.6
Ulsan	16,516	33.3	16,291	169.4	15,248	169.4
Sejong	5,831	39.2	10,469	142.7	10,313	25.9
Gyeonggi	116,900	295.6	128,051	547.9	134,714	650.5
Gangwon	25,278	158.6	25,544	174.3	26,254	136.9
Chungbuk	27,832	144.7	24,316	219.2	23,677	286.5
Chungnam	27,714	257.8	29,763	360.1	32,062	331.3
Jeonbuk	27,832	75.3	28,551	81.2	28,754	105.9
Jeonnam	35,761	353.9	37,224	434.3	35,923	490.6
Gyeongbuk	37,635	202.3	39,772	225.2	41,132	225.2
Gyeongnam	41,731	511.0	44,933	480.5	45,011	792.4
Jeju	8,631	49.9	8,988	74.5	9,457	56.5
Total	578,148	3,772.8	603,990	4,510.2	620,229	5,204.8

※ Source : Congressman Oh Young-hoon, State Affairs Audit Requirements for 2016

c) <Table 3>



* Source: Ministry of Education/Safety Administration/Health and Welfare Joint Survey Results(October-November, 2013)

d) <Table 4>

Division	Facilities Safety Law (Ministry of Land, Infrastructure and Transport)	Disaster Management Law (Ministry of Education and City/Provincial Offices of Education)
Target Facilities	Roads, railways, harbors, dams, buildings, rivers, water and sewage systems, waste landfill facilities, barriers and cut slopes, etc.	School facilities of 2 or more floors, walls and cut slopes (except facilities subject to the Facilities Safety Law)
Number of Target Facilities	3 buildings, 218 cut slopes and walls	33,303 buildings, 518 walls and cut slopes
Facility Information Management	Facility Information Management System (FMS) (Korea Facility Safety Corporation)	Central safety management system etc. (National Security Administration)

e) <Table 5>

(Unit: place)

Division	Specific Management Facilities			Disaster Risk Facilities		Total
	A	B	C	D	E	
Years						
40 years or older	732	3,292	620	78	1	4,723
Less than 40 years	16,581	11,636	337	25	1	28,580
Total	17,313	14,928	957	103	2	33,303

I. subject: 'Education'	II. subject: 'Participation'	III. Conclusion	Appendix
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f) <Table 6>

Type and period of inspections according to the facilities specified in the Facilities Safety Law

Inspection Type	Inspection Cycle
Periodic Inspection	More than once per 6 months
Close Inspection	A grade: More than once per 3-4 years
	BC grade: More than once per 2-3 years
	DE grade: More than once per 1-2 years
Close Safety Diagnosis	A grade: More than once per 6 years
	BC grade: More than once per 5 years
	DE grade: More than once per 4 years

g) <Table 7>

Reasons for not finding disaster risk facilities in advance (Unit: persons, %)

Number of respondents (%)	Disaster hazard facility preliminary detection limit			Improvement plan of safety inspection system (multiple answers)		
	Lack of expertise (%)	Lack of safety inspection training (%)	Visual inspection limit (%)	Maintain current method	Conduct safety inspection training	Conduct periodic close inspection
11,062(100)	4,364(39.4)	1,267(11.5)	5,431(49.1)	519	6,032	9,401

h) <Table 8> Survey statistics

	# of cases	Pro	Con	Undecided	Total
Total	6,000	50.4	41.8	7.8	100
Male	2,974	53.1	41.1	5.8	100
Female	3,026	47.8	42.4	9.8	100
Age 19-29	1,053	57.2	30.9	11.9	100
30s	1,068	65.4	26.1	8.5	100
40s	1,247	61.8	31.9	6.4	100
50s	1,194	46.5	48.3	5.2	100
60s or older	1,437	27.7	64.6	7.7	100

A Children's Report

to the UN Committee on the Rights of the Child
by children who have participated
in the National Children's Assembly in Korea

Ⅳ Report Summary 1

**Survey Result Report for
Writing the Children's Report
for the UN Convention on the
Rights of the Child**

Korea Council of Children's Organizations
Institute of Social Welfare at Seoul National University



CONTENTS



Survey Result Report for Writing the Children's Report for the UN Convention on the Rights of the Child

Research Participants

Researchers

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Research Team

Senior Researcher	Jong Won Jung	Team Leader at Research&Research
Researcher	Seung Jin Hong	Full-time Researcher at Research&Research

Chapter 1. Research Outline

Chapter 2. Research Methods

- 1. Survey overview
- 2. Respondent characteristics

Chapter 3. Survey Results

- 1. Questions about school rules
- 2. Questions about student's right to vote
- 3. Questions about the private education currently receiving
- 4. Questions about the Exam-free Semester System (for middle and high school students)

Chapter 4. Conclusion

Appendix. Survey Questionnaire

Chapter 1 Survey Outline

This study was conducted to be utilized as basic data for promoting the rights of children in Korea. The difference from previous studies is that children tried to grasp the current status of children's rights through their own voice and efforts. This report has great significance as a basis for children to diagnose the current status of their rights with their own voices and to prepare alternatives. The questionnaires used in this study were developed by the children who participated in writing the children's report, and the research team of Professor Bong Ju Lee at the Institute of Social Welfare of the Seoul National University and the professional poll institute, Research&Research, supported the analysis to guarantee the objectivity of the research. The purpose of this study is to help children's report on UN Convention on the Rights of the Child be based on evidence.

The subject of this research report can be divided into two broad categories¹⁾. First, the contents of the students' political participation consist of two issues: school rules and election participation. The part on school rules is about how students think about school rules and how much they are involved in enacting and revising school rules. The part on election participation shows how students think about lowering the voting age for the elections of the president, parliamentarian, superintendent of education, and local governor, which is now 19 or older, to 18. These can be a reference to the extent to which the political participation of youth can be broadened.

Second, the contents of the students' educational rights cover two issues: private education and the Exam-free Semester System. The part on private education discusses how much private education the students are receiving and how satisfied they are, and who makes the choices for private education. The part on the Exam-free Semester System is for students who have experienced the Exam-free Semester System, and discusses how satisfied they are with the Exam-free Semester System, what they want from the Exam-free Semester System, and so on. These contents can help us to understand what kind of education the middle and high school students want, and how our education system responds to those needs.

The topics covered in this report show how children think about their political participation and educational rights and what directions they should take. These topics were all decided by the children themselves, and it is very meaningful that they have developed and designed the questionnaire firsthand through long-term discussions. This report can also contribute to improving the quality of our children's lives by providing evidence-based advocacy for themselves.

1) The original questionnaire included questions about happiness and material deprivation as a domain of the child's own life, but the question of material deprivation was excluded from this analysis because it is not the main content of this children's report.

Chapter 2 Research Methods

1 Survey overview

The questionnaire for this survey was developed primarily by the children themselves and secondly by the Institute of Social Welfare at Seoul National University. In order to carry out the investigation, the children conducted a pre-test on their own, and proceeded to make modifications and corrections to the problems raised. The survey was conducted on a total of 1,628 students from elementary school to high school. The structured survey questionnaires were self-filled by children participating in the regional meetings for the National Children's Assembly in Korea, children participating in the cultural experience support project, and children participating in the CBC club. This study has limitations in not conducting a representative sample survey on Korean children. This study has limitations in being unable to conduct a representative sample survey on Korean children. The research period lasted for two months from July 10, 2017 to September 8, 2017. Data processing and basic analysis were conducted by Research&Research and the Institute of Social Welfare, Seoul National University.

2 Respondent Characteristics

The total number of respondents in this study was 1,628. 59% were women and 40% were men. 39% were from elementary schools, 31% were from middle schools, and 30% were from high schools. Children from 17 provinces including Jeju Island were surveyed.

Table . Respondent Characteristics

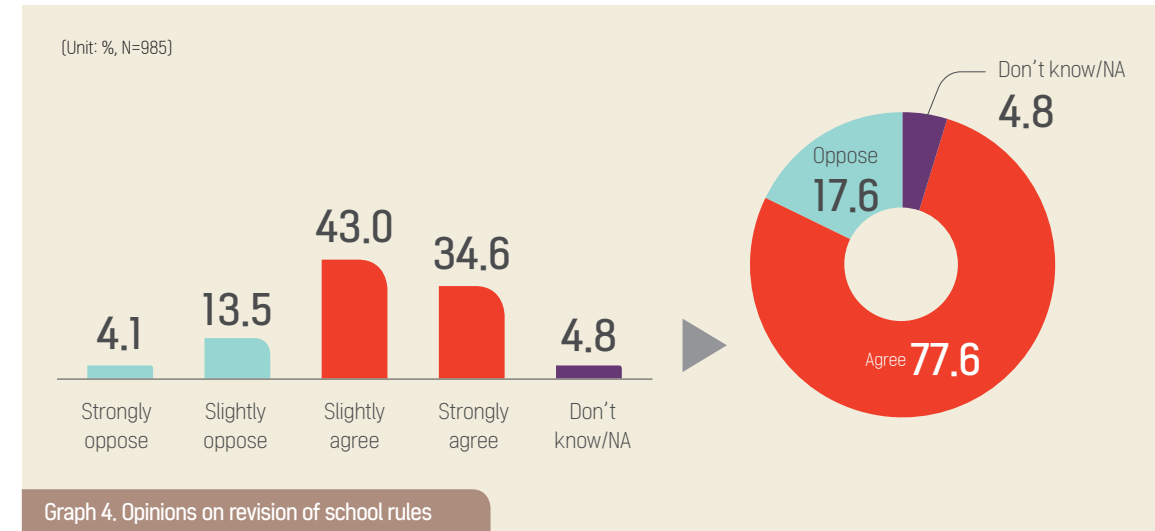
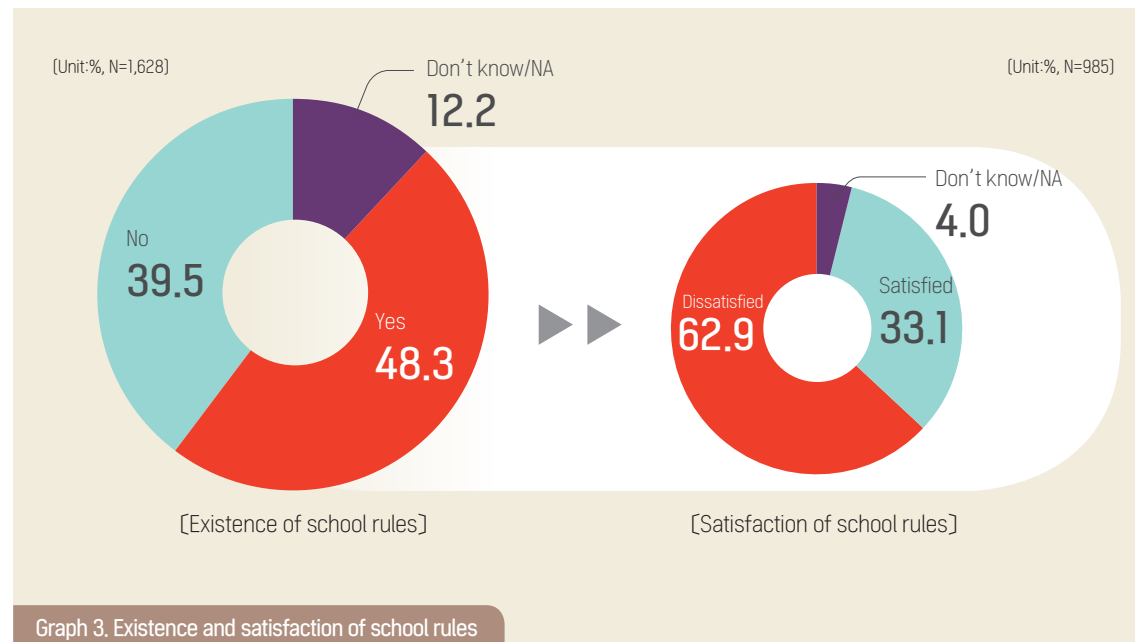
		Number		%
		1,628	100.0%	
Sex	Male	655		40.2%
	Female	954		58.6%
	No Response	19		1.2%
Region	Seoul	181		11.1%
	Gyeonggi/Gangwon	424		26.0%
	Chungcheong	235		14.4%
	Jeolla	283		17.4%
	Kyongbuk	208		12.8%
	Kyongnam	297		18.2%
School	Elementary	640		39.3%
	Middle	496		30.5%
	High	492		30.2%

Chapter 3 Survey Results

1 Questions about school rules

1) Existence and satisfaction of school rules

- As the result of question asking if the school rules exist where each student attends, 48.3% answered 'Yes'. The results for the rate of students' satisfaction with the school rules was indicated as 'Satisfied' in 33.1% (very: 8.6% + slightly: 24.5%) and relatively high as 'Dissatisfied' (62.9%: very: 21.6% + slightly: 41.3%).
- The responses to satisfaction with school rules showed that 'Satisfied' was higher in males, in Gyeonggi/Gangwon area, in elementary school by school level and in elementary school 4th, 5th and 6th grades by grades; 'Dissatisfied' was higher in females, in Chungcheong area, in higher school level(High School: 68.5%), and in middle school 3rd grades and high school 2nd grades by grade.



1-1) Opinions on revision of school rules

- The result of the survey on school rules revision indicated that 8 out of 10 respondents (77.6%) agreed, while 17.6% opposed.
- The respondents' responses to the school rules revision showed that the higher the school level (83.6% in the high school), the more they agreed with the revision. By school level, the answer 'Agree' showed the highest rate among the 2nd grades in high school. The 'Oppose' answer was recorded high in Gyeonggi/Gangwon area, among middle school students, and in elementary school 1st, 3rd grades and middle school 1st grades, by grade.

2) Participation in enactment of school rules

- When asked whether they participated in the process of creating or changing their own school rules, half (54.9%) answered 'No', and 'Yes' was answered by 38.9%.
- As the result of characteristics analysis of the respondents, 'Yes' response was higher in Seoul area, in lower school level (48.6% in elementary school) and in elementary school 6th grades and middle school 3rd grades. The 'negative' response were higher in Kyongbuk area, in higher school level(64.6% in high school) and among elementary school 4th grades, high school 1st and 2nd grades.

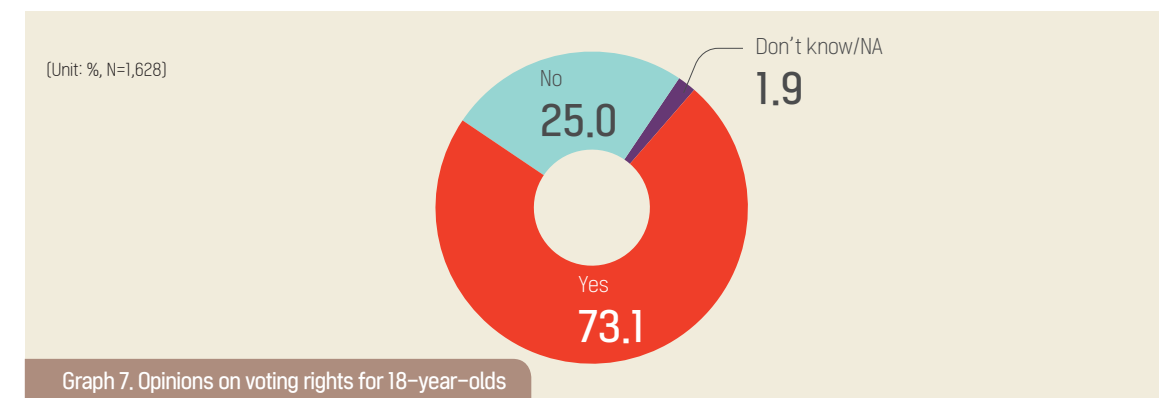
3) Opinions on student participation in the process of school rules enactment

- For the question on whether students took part in the process of making or changing school rules, 87.5% answered 'Yes' and 8.7% answered 'No'.
- As the result of characteristics analysis of the respondents, 'Yes' responses were higher in female, in Seoul, in higher school levels (91.1% in high school) and in middle school 3rd grades and high school 1st grades. The 'No' responses were higher in male, in lower school levels (12.3% in elementary school) and in elementary 1st, 2nd, 4th, and 5th grades.

2 Questions about student's right to vote

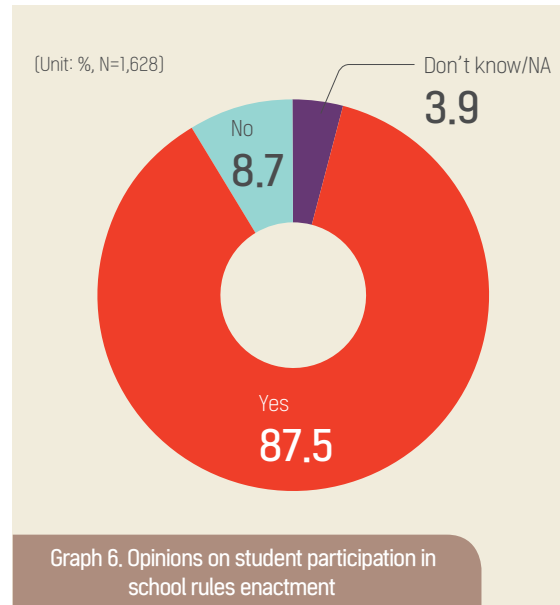
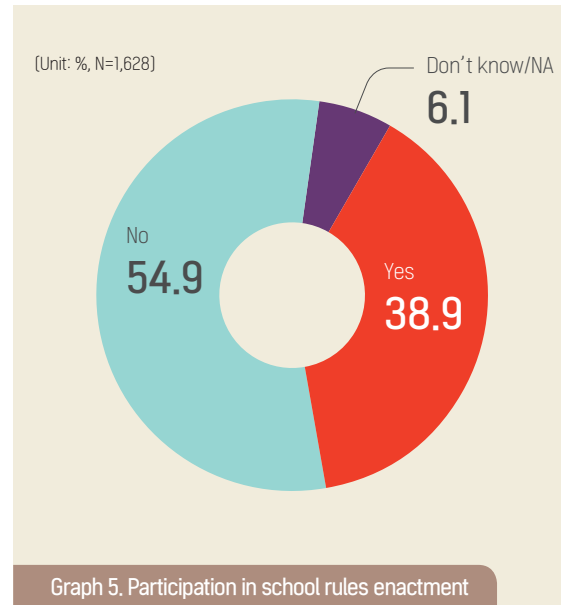
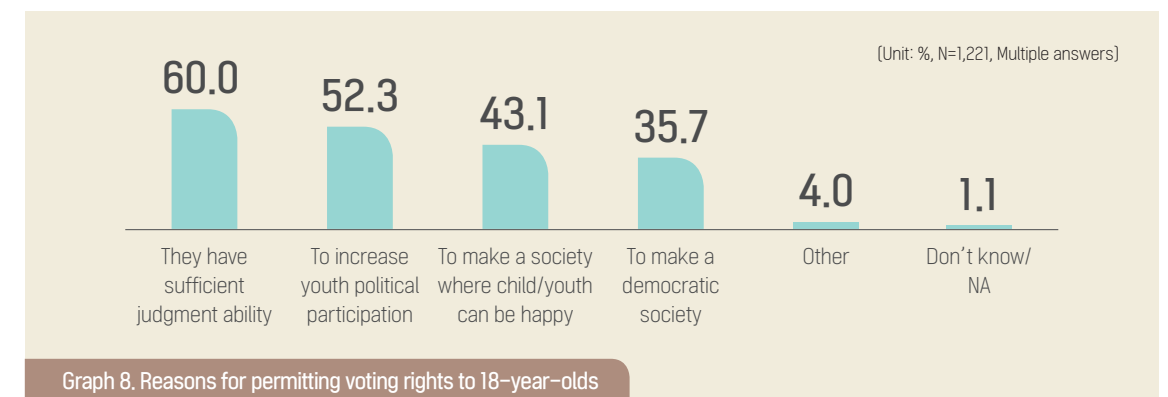
1) Opinions on voting rights for 18-year-olds

- As the result of surveying whether 18 year olds in Korea think that they should have the right to vote, 73.1% answered 'Yes', which was higher than 'No' (25.0%).
- As the result of characteristics analysis of the respondents, 'Yes' response was relatively high in middle schools by school level and among middle school 1st grades by grade, while 'No' was relatively high in elementary 4th grade.



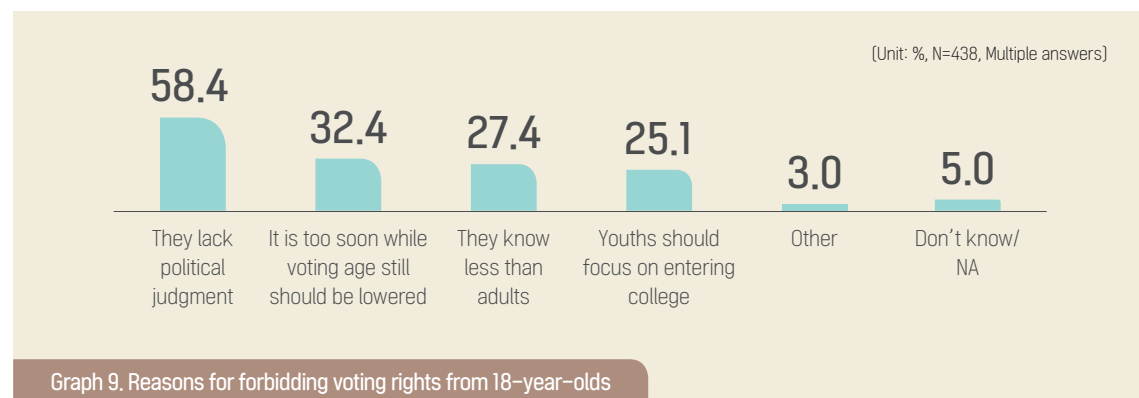
2) Reasons for permitting voting rights to 18-year-olds

- The reasons for permitting voting rights to 18-year-olds were surveyed, and multiple answers were allowed. 'They have sufficient judgment ability' was the highest at 60.0%, and 'To increase youth political participation' (52.3%), 'To make a society where child/youth can be happy' (43.1%) followed.
- As the result of characteristics analysis of the respondents, 'They have sufficient judgment ability' response was higher among respondents in Gyeonggi/Gangwon area.



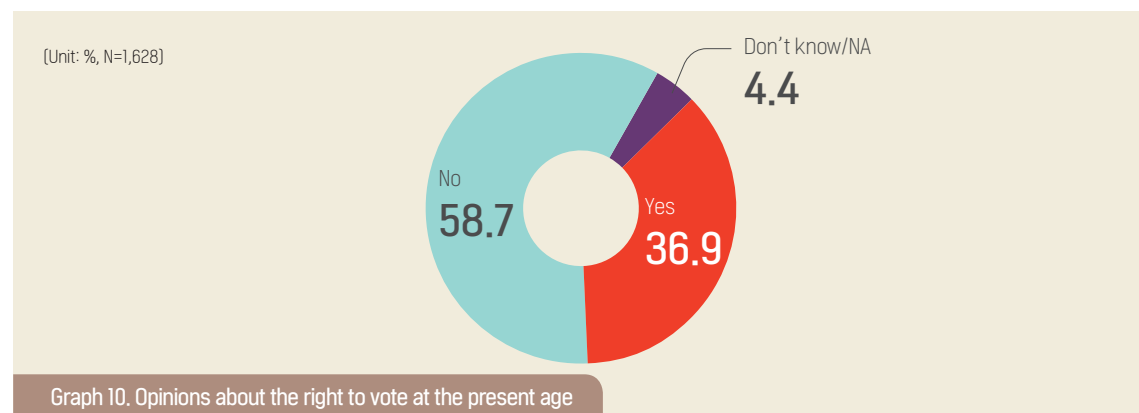
3) Reasons for forbidding voting rights from 18-year-olds

- The reasons for forbidding voting rights from 18-year-olds were surveyed, and multiple answers were allowed. 'They lack political judgment' was the highest at 58.4%, and 'It is too soon, while voting age still should be lowered'(32.4%) and 'They know less than adults'(27.4%) followed.
- As the result of characteristics analysis of the respondents, 'They lack political judgment' response was higher in higher school level(high school: 68%) and in high school 2nd grade.
- In general, there were many opinions that 18-year-olds should be given the right to vote, and 'They have sufficient judgment ability' response was recorded higher than 'They lack political judgment' response.



4) Opinions about the right to vote at the present age

- As the result of surveying whether they think that voting right should be given at their current age, about half of respondents answered 'No' (58.7%), while 36.9% answered 'Yes'.
- As the result of characteristics analysis of the respondents, 'Yes' response was higher in Kyongbuk area, in higher school level (high school: 52.8%), and in high school 2nd, 3rd grades. 'No' response was higher in Kyongnam, in elementary and middle school, and in elementary school 6th grade and middle school 3rd grade.



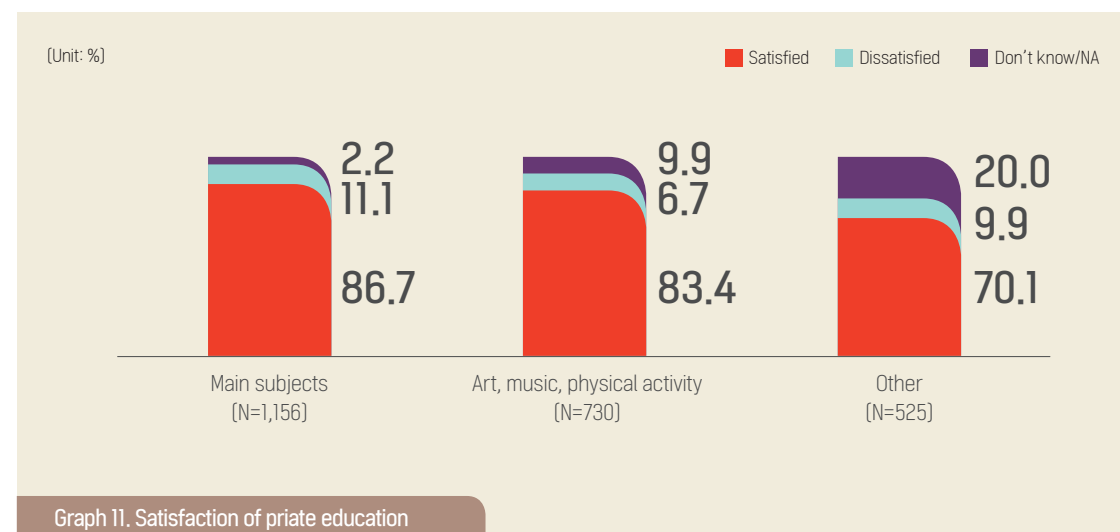
3 Questions about the private education currently receiving

1) Experience in private education

- As the result of investigating whether they are receiving private education, about 7 out of 10 respondents were receiving private education.
- As the result of characteristics analysis of the respondents, 'Yes' response was higher in lower school level (elementary school: 77.5%) and in elementary 6th grade. Meanwhile, 'No' response was higher in Gyeonggi/Gangwon area, in higher school level(high school: 29.1%), and in high school 3rd grade.

2) Satisfaction of private education

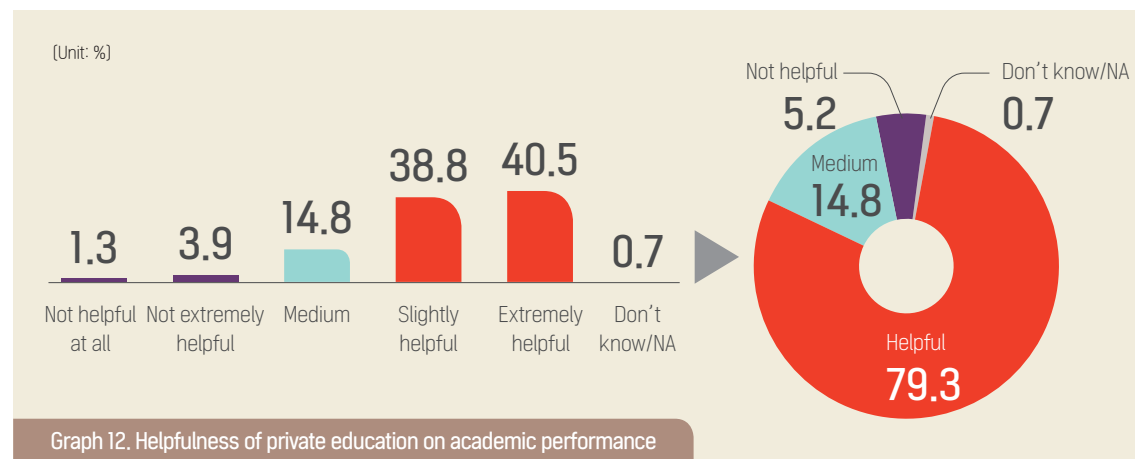
- As the result of investigating the satisfaction of private private education, it was found that they were satisfied in order of 'Main subjects', 'Art, music, physical activity', and 'Other(essay, computer, interview training, etc.)'
- As the result of characteristics analysis of the respondents, 'Main subjects' response was higher in male, in Kyongnam area, and in higher school level(high school: 91.1%), while 'Art, music, physical activity' response was higher in Kyongbuk area, in lower school level (elementary school: 88.6%), and in elementary school 5th/6th grade and middle school 1st grade. 'Other(essay, computer, interview training, etc.)' response was higher in lower school level (elementary school: 75.7%) and elementary 5th and 6th grade.



Graph 11. Satisfaction of private education

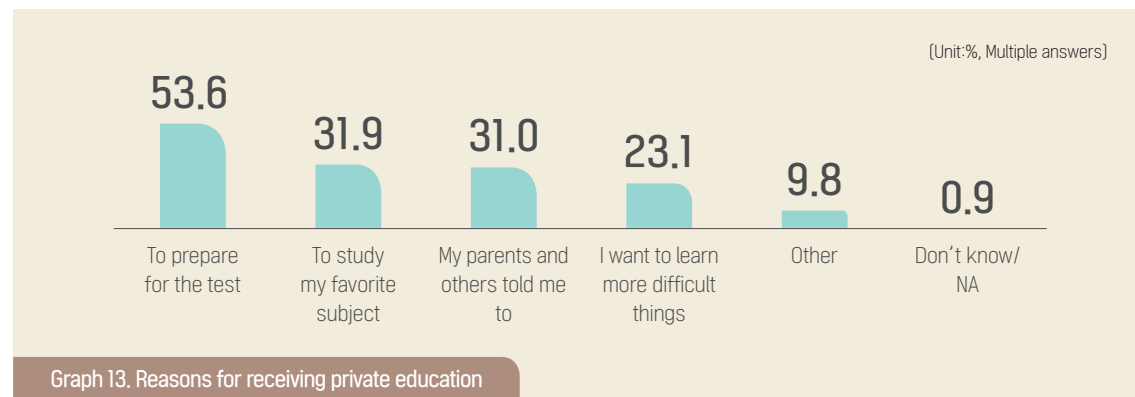
3) Helpfulness of private education on academic performance

- The survey showed that 79.3% (extremely: 40.5% + slightly: 38.8%) of the respondents answered that private education helped them to improve their academic performance, while 5.2% (not at all: 1.3% 3.9%) answered it did not. In addition, 14.8% answered 'Medium'.
- As the result of characteristics analysis of the respondents, 'Helpful' response was higher in Gyeonggi/Gangwon area and in middle school by school level, while 'Not helpful' response was higher in Kyongbuk area and in elementary school 2nd grade.



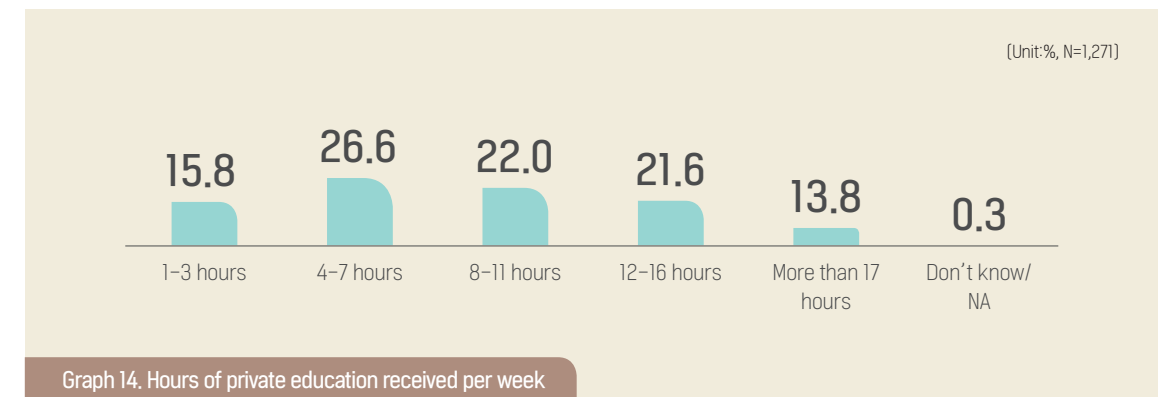
4) Reasons for receiving private education

- As the result of the survey, in which multiple answers were allowed, on the reasons for receiving private education, 53.6% of the respondents said 'To prepare for the test', followed by 'To study my favorite subject' (31.9%), 'My parents and others told me to' (31.0%), and 'I want to learn more difficult things' (23.1%).
- As the result of characteristics analysis of the respondents, 'To prepare for the test' response was higher in female, in higher school level (high school: 81.9%), and in middle school 2nd/3rd grades, high school 1st/2nd grades.



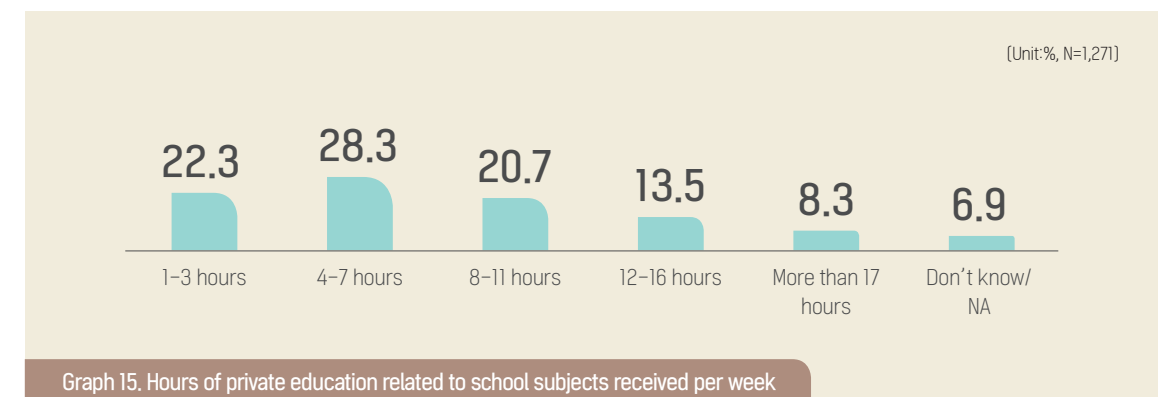
5) Hours of private education received per week

- As the result of the survey, 26.6% of the respondents said that they had received 4 to 7 hours a week, 8 to 11 hours (22.0%) and 12 to 16 hours (21.6%).
- As the result of characteristics analysis of the respondents, '4~7 hours' response was higher in Jeolla area, in high school by school level, and in high school 2nd grade by grade.



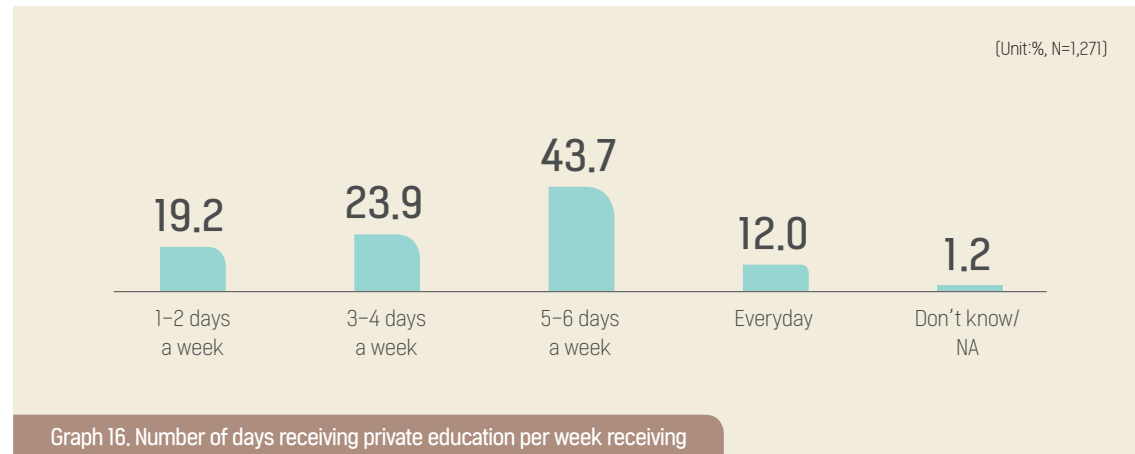
6) Hours of private education related to school subjects received per week

- The results of the survey on the hours of receiving the private education related to school subjects (Korean, math, social sciences, English) in a week showed that 4~7 hours (28.3%), 1~3 hours (22.3%), (20.7%), and so on.
- As the result of characteristics analysis of the respondents, '4~7 hours' response was higher in Kyongbuk area, in high school by school level, and in high school 2nd grade by grade.



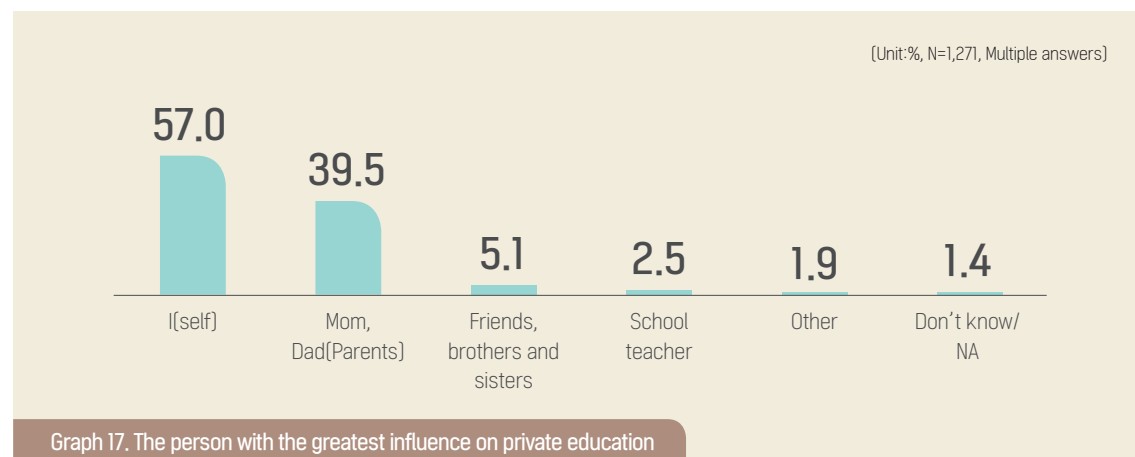
7) Number of days receiving private education per week receiving

- As the result of surveying the number of days to receive private education per week, 43.7% answered '5~6 days a week', followed by '3~4 days a week' (23.9%) and '1~2 days a week' (19.2%).
- As the result of characteristics analysis of the respondents, '5~6 days a week' response was higher in male, in elementary and middle school by school level, and in elementary school 5th/6th grade, middle school 1st/2nd grade by grade.



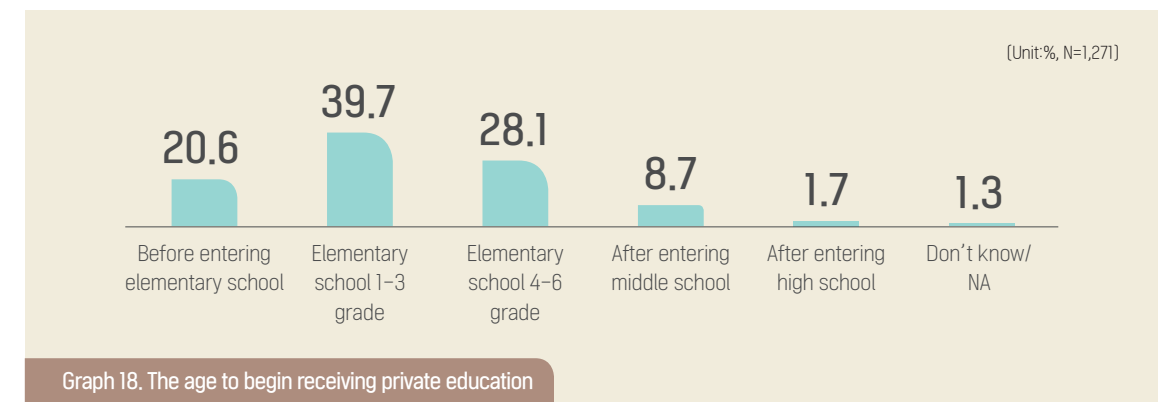
8) The person with the greatest influence on private education

- The results of the survey were as follows: 'I (self)' was the highest with 57.0%, followed by 'Mom, Dad (parents)' (39.5%), and 'Friends, brothers and sisters' (5.1%).
- As the result of characteristics analysis of the respondents, 'I (self)' response was higher in female, in higher school level (high school: 74.2%), and in high school 1st and 2nd grade.



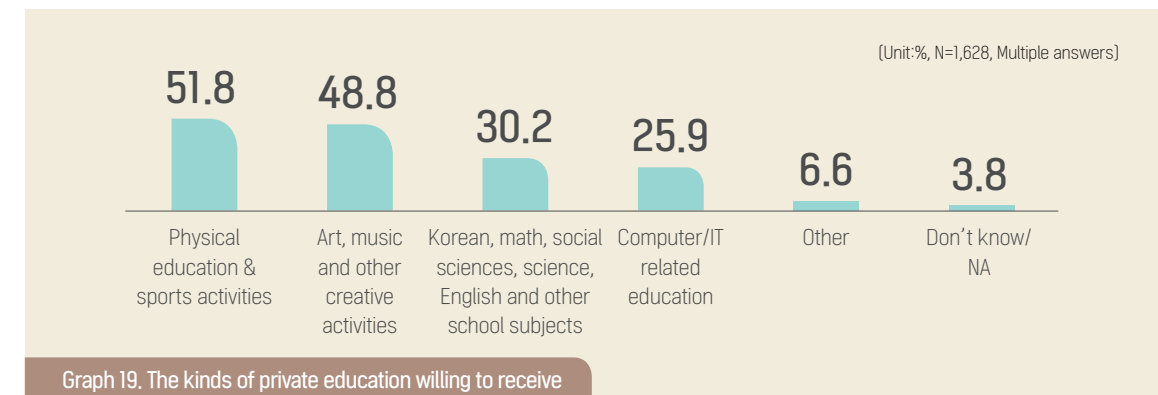
9) The age to begin receiving private education

- As the result of surveying the age to begin receiving private education, 'Elementary school 1st~3rd grade' was the highest with 39.7% followed by 'Elementary school 4~6th grade' (28.1%), 'Before entering elementary school' (20.6%), and 'After entering middle school' (8.7%).
- As the result of characteristics analysis of the respondents, 'Elementary school 1st~3rd grade' response was higher in lower school level (elementary school: 49.7%), and in elementary 3rd, 4th, and 6th grade.



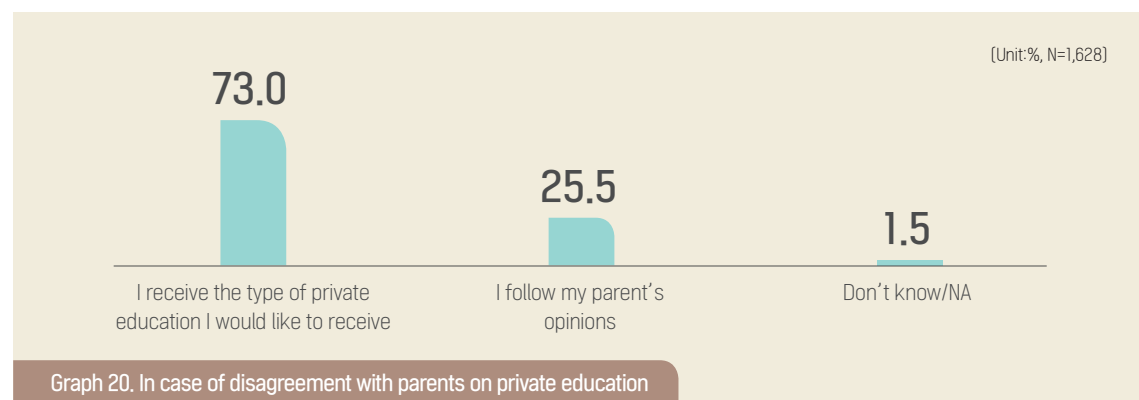
10) The kinds of private education willing to receive

- As the result of surveying the kinds of private education willing to receive, 'Physical education & sports activities' was the highest with 51.8%, followed by 'Art, music and other creative activities' (48.8%), 'Korean, math, social sciences, science, English and other school subjects' (30.2%) and 'Computer/IT related education' (25.9%).
- As the result of characteristics analysis of the respondents, 'Physical education & sports activities' response was higher in female, in lower school level (elementary school: 60.9%), and in elementary school 5th and 6th grade.



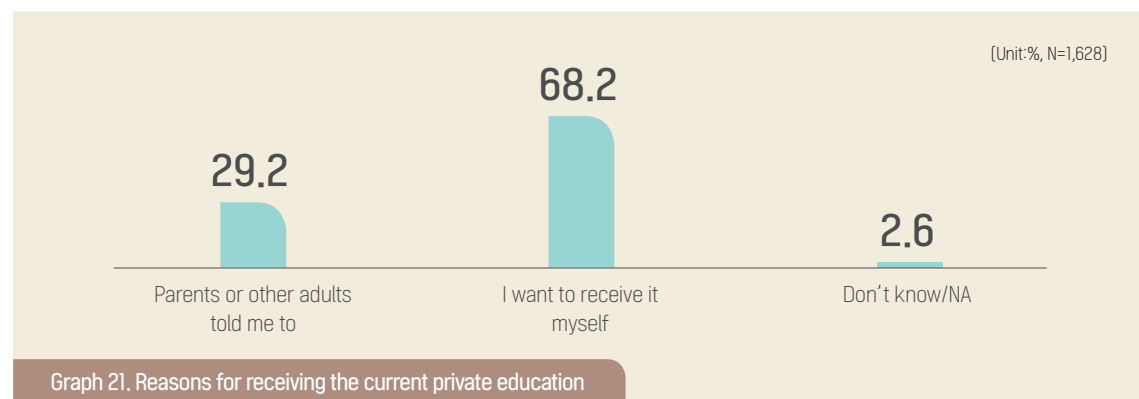
11) In case of disagreement with parents on private education

- As the result of surveying what to do in case of disagreement with parents on types of private education to receive, 73.0% of the respondents said that they would like to receive private education they want to receive, while 25.5% responded they would follow their parents' opinions.
- As the result of characteristics analysis of the respondents, 'I receive the type of private education I would like to receive' response was higher in higher school level (high school: 80.7%), in high school 1st and 2nd grade. 'I follow my parents' opinions' response was higher in Kyongnam area, in lower school level (elementary school: 32.8%), and in elementary school 4th and 6th grade.



12) Reasons for receiving the current private education

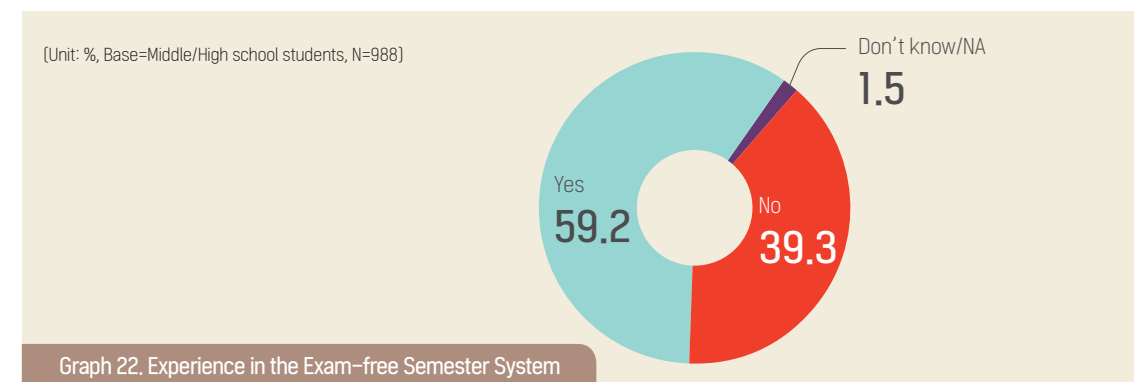
- As the result of surveying the reasons for receiving the current private education, 7 out of 10 respondents said that they wanted to receive it themselves (68.2%).
- As the result of characteristics analysis of the respondents, 'I wanted to receive it myself' response was higher in Seoul area, in higher school level (high school: 80.5%), and in high school 1st and 2nd grade; 'Parents or other adults asked/told me to' response was higher in Chungcheong/Kyongbuk area, in lower school level (elementary school: 35.8%), and in elementary school 6th grade.



4 Questions about the Exam-free Semester System (for middle and high school students)

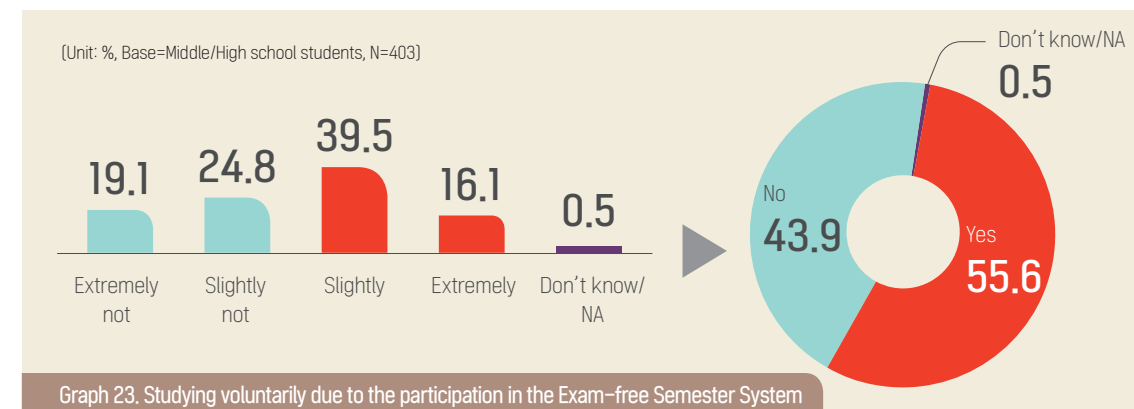
1) Experience in the Exam-free Semester System

- As the result of surveying whether they have ever experienced the Exam-free Semester System in middle/high school, half of the respondents answered 'No' (59.2%), while 39.3% answered that they experienced it.
- As the result of characteristics analysis of the respondents, 'Yes' response was higher in Gyeonggi/Gangwon area, in middle school by school level, and in middle school 2nd and 3rd grade; 'No' response was higher in Chungcheong/Jeolla area, in high school by school level, and in high school 1st, 2nd and 3rd grade.



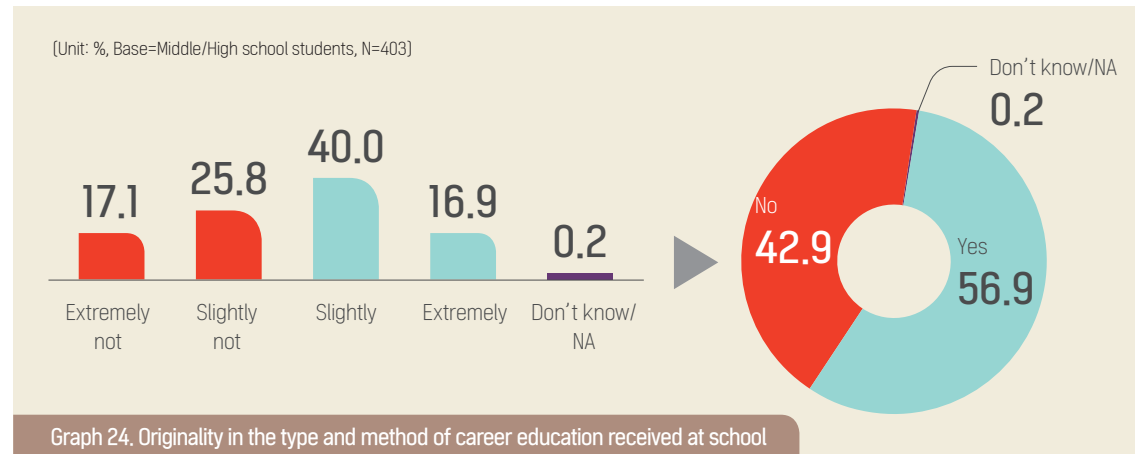
2) Studying voluntarily due to the participation in the Exam-free Semester System

- As the result of surveying whether they were able to learn on their own by participating in the Exam-free Semester System, 55.6% (extremely: 16.1% + slightly: 39.5%) answered 'Yes', which was higher than 43.9% (extremely: 19.1% + slightly: 24.8%), who answered 'No'.
- As the result of characteristics analysis of the respondents, 'Yes' response was higher in Kyongnam area, in middle school by school level, and in middle school 1st grade; 'No' response was higher in high school by school level and in high school 2nd grade.



3) Originality in the type and method of career education received at school

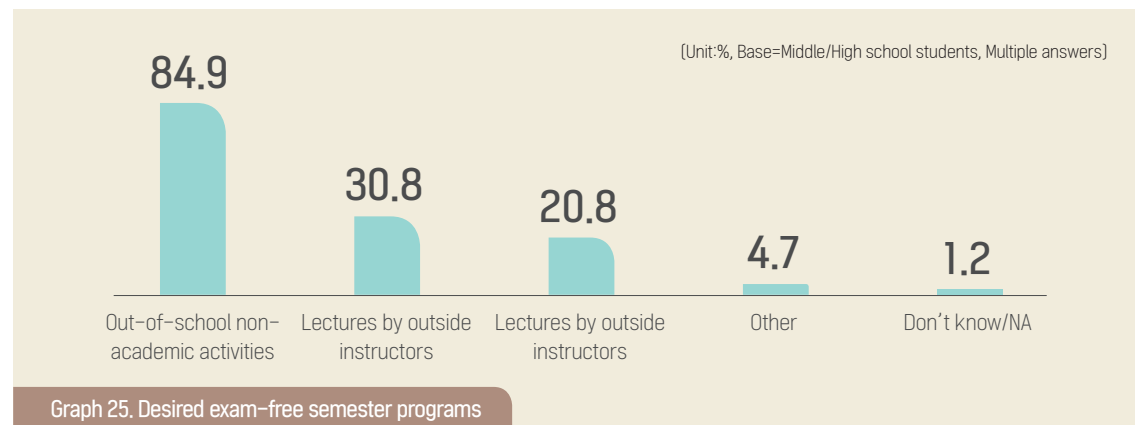
- As the result of surveying the originality of the type and method of career education received at the school, 56.9% (extremely: 16.9% + slightly: 40.0%) answered 'Yes', which was fairly high compared to 'No' with 42.9%(extremely: 17.1% + slightly: 25.8%).
- As the result of characteristics analysis of the respondents, 'Yes' response was higher in Kyongnam area and in middle school 1st grade; 'No' response was higher in Gyeonggi/Gangwon area.



Graph 24. Originality in the type and method of career education received at school

4) Desired exam-free semester programs

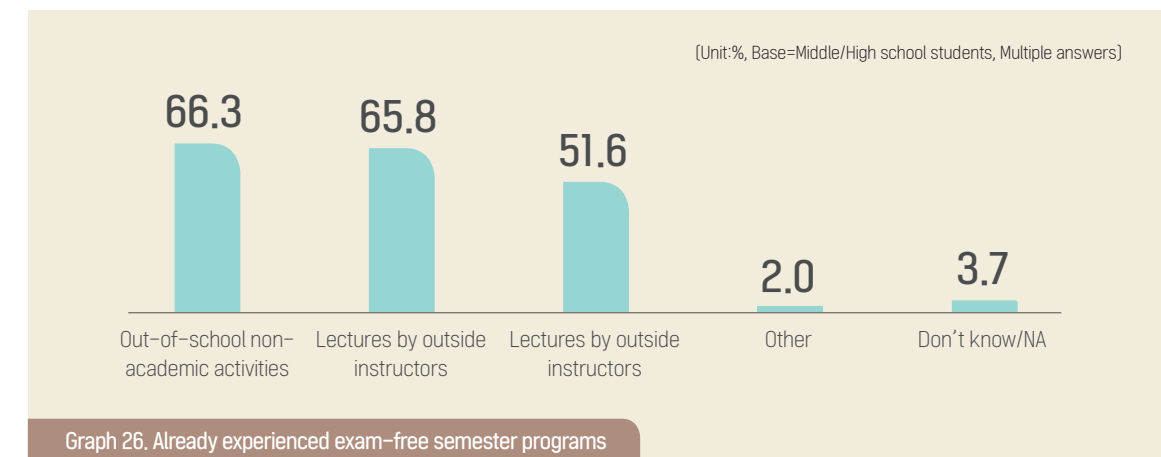
- As the result of surveying the desired exam-free semester program (multiple answers were allowed), 8 out of 10 respondents answered that they want 'out-of-school non-academic activities' (84.9%), followed by 'lectures by outside instructors' (30.8%) and 'non-academic activities at school' (20.8%).
- As the result of characteristics analysis of the respondents, 'out-of-school non-academic activities' response was higher in Gyeonggi/Gangwon area.



Graph 25. Desired exam-free semester programs

5) Already experienced exam-free semester programs

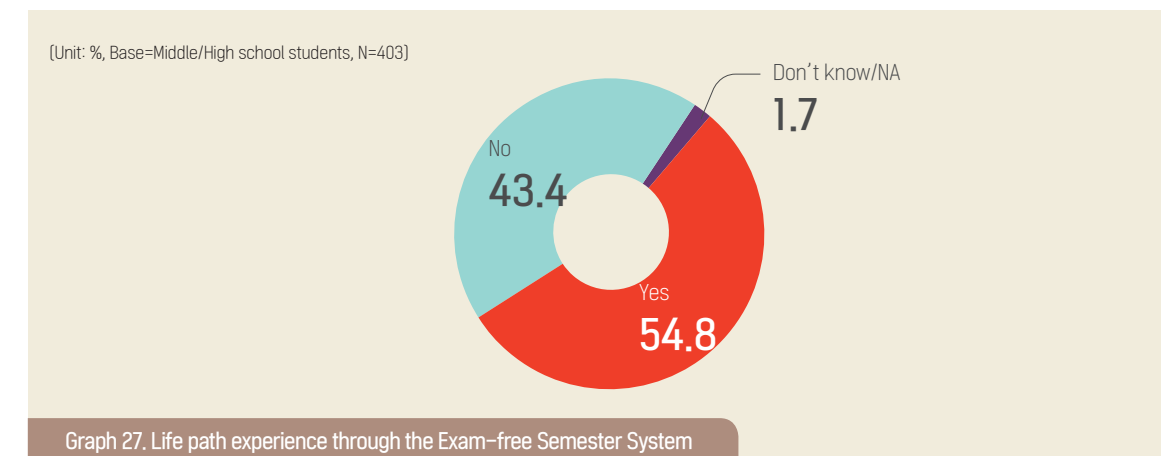
- As the result of surveying the exam-free semester programs already experienced (multiple answers were allowed), 'out-of-school non-academic activities' (66.3%), 'lectures by outside instructors' (65.8%), and 'non-academic activities at school' (51.6%) were the most frequent answers.
- As the result of characteristics analysis of the respondents, 'out-of-school non-academic activities' response was higher in Seoul/Kyongbuk area, but 'lectures by outside instructors' response did not show any significant differences in respondent characteristics.



Graph 26. Already experienced exam-free semester programs

6) Life path experience through the Exam-free Semester System

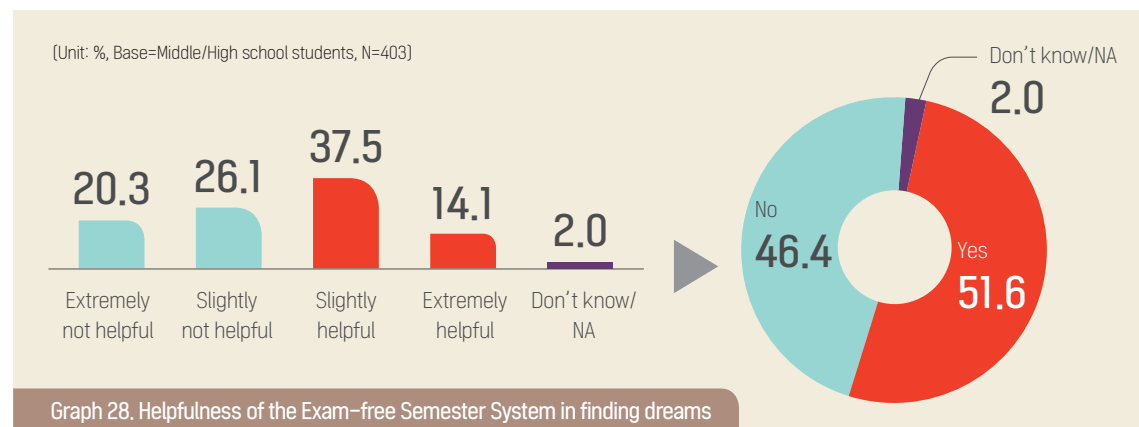
- As the result of surveying whether they could get the desired life path experience through the Exam-free Semester System, 54.8% answered 'Yes' and 43.4% answered 'No'.
- As the result of characteristics analysis of the respondents, 'Yes' response was higher in middle school 1st grade, and 'No' response was higher in middle school 3rd grade.



Graph 27. Life path experience through the Exam-free Semester System

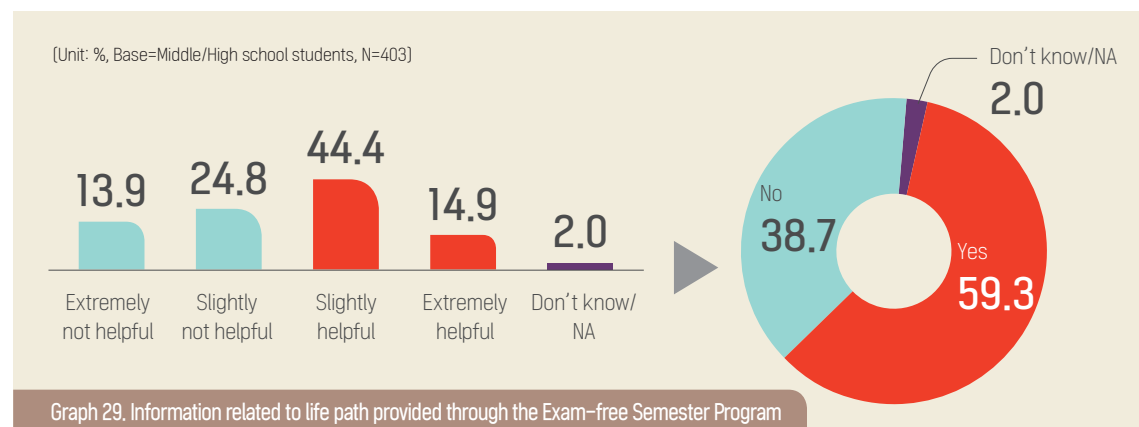
7) Helpfulness of the Exam-free Semester System in finding dreams

- As the result of surveying whether the Exam-free Semester System was helpful in finding their dreams, 51.6%(extremely: 14.1% + slightly: 37.5%) answered 'Yes', and 46.4%(extremely: 20.3% + slightly: 26.1%) answered 'No'.
- As the result of characteristics analysis of the respondents, 'Yes' response was higher in Kyongnam area and in middle school 1st grade; 'No' response was higher in middle school 3rd grade.



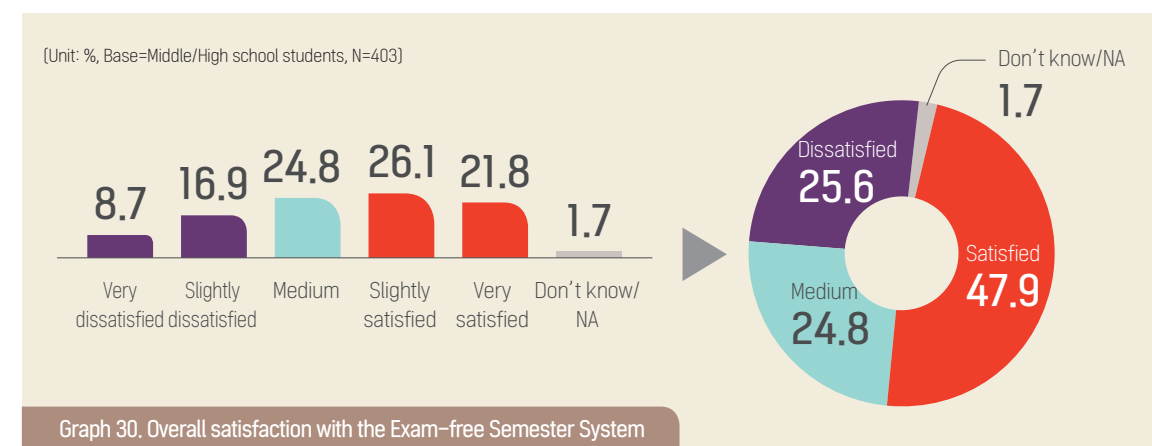
8) Information related to life path provided through the Exam-free Semester System

- As the result of surveying whether information related to life path was provided through the Exam-free Semester System, 'Yes' with 59.3% (extremely: 14.9% + slightly: 44.4%) was higher than 'No' with 38.7% (extremely: 13.9% + slightly: 24.8%).
- As the result of characteristics analysis of the respondents, 'Yes' response was higher in Kyongnam area, and 'No' response was higher in middle school 3rd grade.



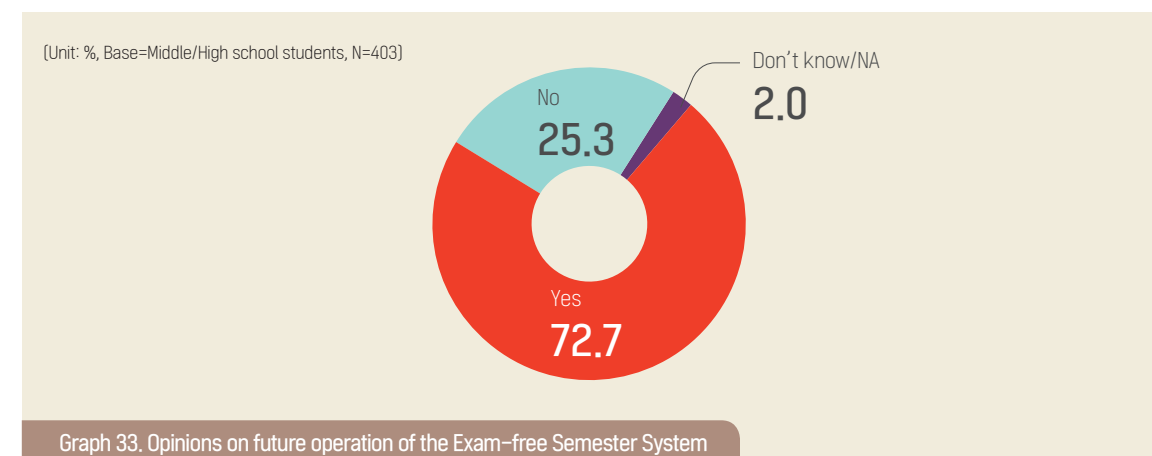
9) Overall satisfaction with the Exam-free Semester System

- As a result of surveying overall satisfaction with the free semester system, 47.9% (very: 21.8% + slightly: 26.1%) of the respondents answered that they were satisfied with the survey, and 25.6% (very: 8.7% + slightly: 16.9%) were dissatisfied. On the other hand, 24.8% answered 'Medium'.
- As the result of characteristics analysis of the respondents, 'Satisfied' response was higher in Kyongnam area, in middle school, and in middle school 1st and 2nd grade; 'Dissatisfied' response did not show any significant differences in respondent characteristics.



10) Opinions on future operation of the Exam-free Semester System

- As the result of surveying whether they would like to continue the Exam-free Semester System in the future, 7 out of 10 respondents responded positively.
- As the result of characteristics analysis of the respondents, 'Yes' response was higher in Kyongnam area, and 'No' response was higher in Gyeonggi/Gangwon area.



Chapter 4 Conclusion

So far, we have discussed the revision of school rules, the right to vote for children, private education and the Exam-free Semester System, focusing on participation rights and education rights. The implications for the overall survey result are as follows.

First, children want to participate in decisions that affect them, but they do not actually have much opportunity. Especially, as the level of the school increases, this desire increases, but on the contrary, it seems that the opportunity to have a voice is reduced and complaints increase. In order to improve the quality of life for children, devices for expressing their needs and reflecting them are needed in homes, schools and communities.

Second, children have a desire for development, but it seems difficult to meet these needs. Children want to explore their life paths through the Exam-free Semester System or out-of-school education and develop competencies that are relevant to them. However, it seems that there is not enough resources to meet their needs. It is necessary to listen to their "voices" about what capacity they want to promote and what they need.

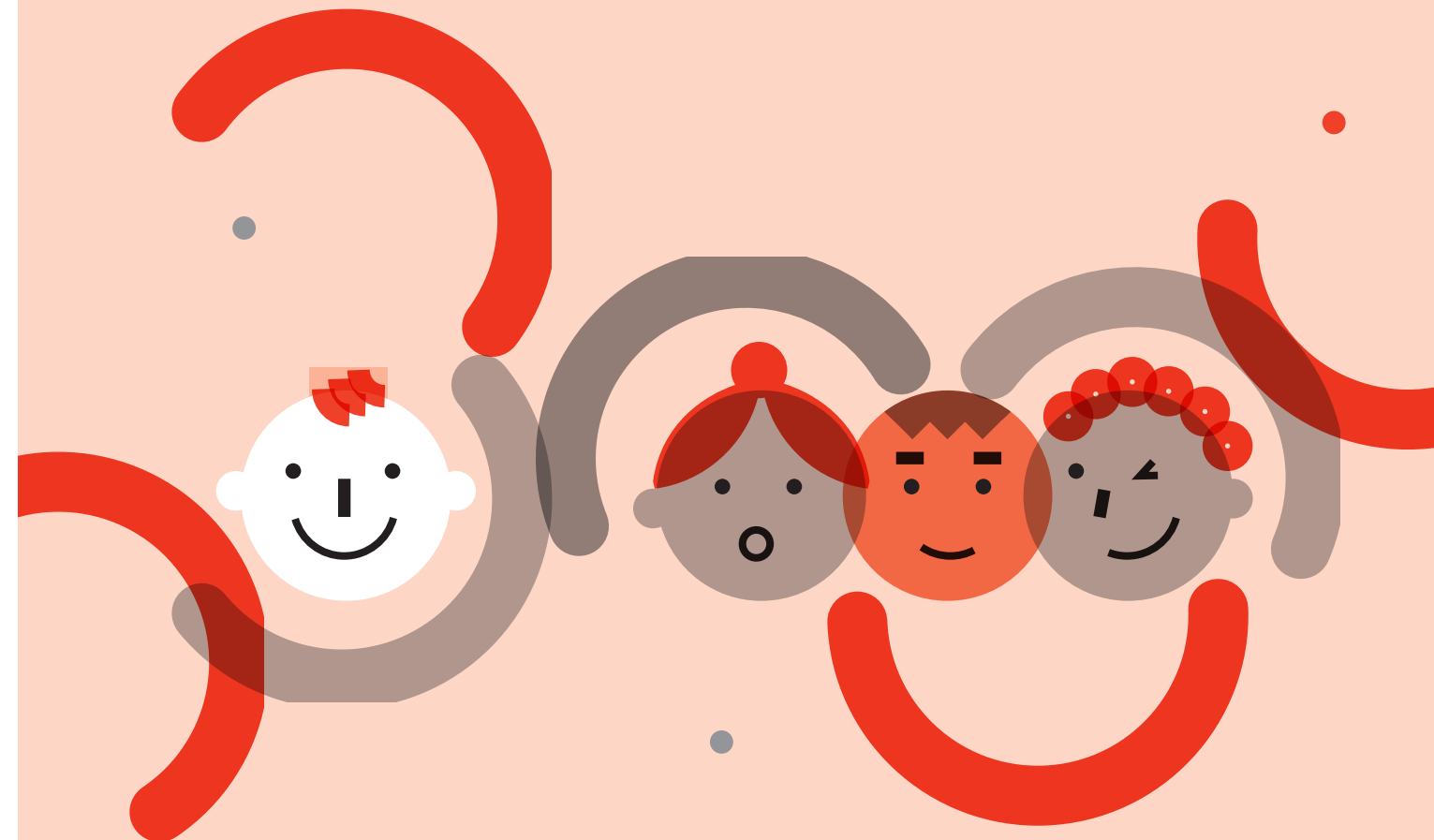
Comprehensively, the right of children to participate should also be considered as an important indicator in establishing our social child policy. The development of the welfare state has been achieved by citizens who institutionalized their desires through democratic institutions, thereby improving the quality of life of the people. Therefore, children also need to be able to express their desires and to make improvements to their needs at the political and institutional level. In order to improve the quality of life of Korean children, it is necessary to ensure the right of children's political and social participation.

A Children's Report

to the UN Committee on the Rights of the Child
by children who have participated
in the National Children's Assembly in Korea

IV Report Summary 2

Out-of-school Juveniles Interview



1) Interview Overview

- This interview was conducted to identify the difficulties and limitations faced by out-of-school juveniles and to find out the actual situation of the support centers for the out-of-school juveniles.
- This can be used as a basic resource for writing the children's report, thus providing opportunities for promoting out-of-school juvenile rights in Korea.

- ▲ Method: Interview
- ▲ Interviewee: 11 people (8 teenagers(Out-of-schools juveniles), 3 workers(support centre workers))
- ▲ Interview date: August 2017.

2) Interview results (Out-of-school juveniles)

Q1. Are you involved in economic activities? If so, what kind?

- About 70% of the interviewees were involved in economic activities.
- All interviewees who responded they were involved in economic activities had part-time jobs at a restaurants or bakery.

Q2. Do you regret leaving school? If so, why?

- About 60% of the interviewees responded they regret leaving school because of education or activity opportunities.
- Another reason was that they could not build memories with classmates.

Q3. Are you aware of the laws for supporting out-of-school juveniles?

- Only one of the interviewees responded 'I have heard of it', and the rest responded they have no knowledge of the laws for supporting out-of-school juveniles.

Q5. Do you think you are getting enough life path education / career training? How many times have you received them, and if you think it is not enough, why?

- Only about 50% of the interviewees responded that they have experienced life path/career education, and the type of education they received was mostly education irregularly given once or twice a year.
- All of the interviewees responded that the life path/career education they have received were mainly lectures or classes, which did not provide practical help.
- Those interviewees who have experienced life path/career education responded that the occupations mentioned in the education were too limited.

Q6. Are you receiving sex/ethics education on a regular basis? How many times have you received it?

- None of the interviewees was receiving ethics education.
- Only one of the interviewees said that he/she was receiving sex education once a year, but also that it was only formal.

Q7. What do you think are the limitations of the out-of-school juveniles?

- About 90% of the interviewees mentioned that they lack proper help with GED and entering college, and that they have to deal with most of the difficulties by themselves.
- Because there are relatively few opportunities to participate in various activities, they have a lot of worries and anxieties about what they should do in life.

3) Interview results (support center workers)

Q1. How many children(youth) per one out-of-school child (youth) support center are there?

- They responded that there are 200~400 children per year on average, but that the exact number is difficult to be determined.
- They responded that there is a large difference between the number of children who are continuously active and the number of children who temporarily stay in contact and move on.

Q2. Are you familiar with out-of-school juveniles support laws at the out-of-school juveniles support center?

- All of the respondents said they are not familiar with out-of-school juveniles support laws.
- They responded that it would be very helpful for them to know about related laws, but that there is almost no education at the center level.

Q3. What does the out-of-school juveniles support center do for out-of-school juveniles who offend the law?

- If they are victimized, they will be advised by the related law and advisory lawyers, but unless they come first, it is difficult to provide help.

Q4. Are there regular sex/ethics education at the out-of-school juveniles support center? If so, what kind of system is running?

- They responded that there is no professional education system at the center level.
- Although the center recognizes that it is necessary to designate and implement education on sexuality or ethics, they have been cautious because they can not rule out the possibility of discrimination at other levels.

Q5. How does life path education for out-of-school juveniles work?

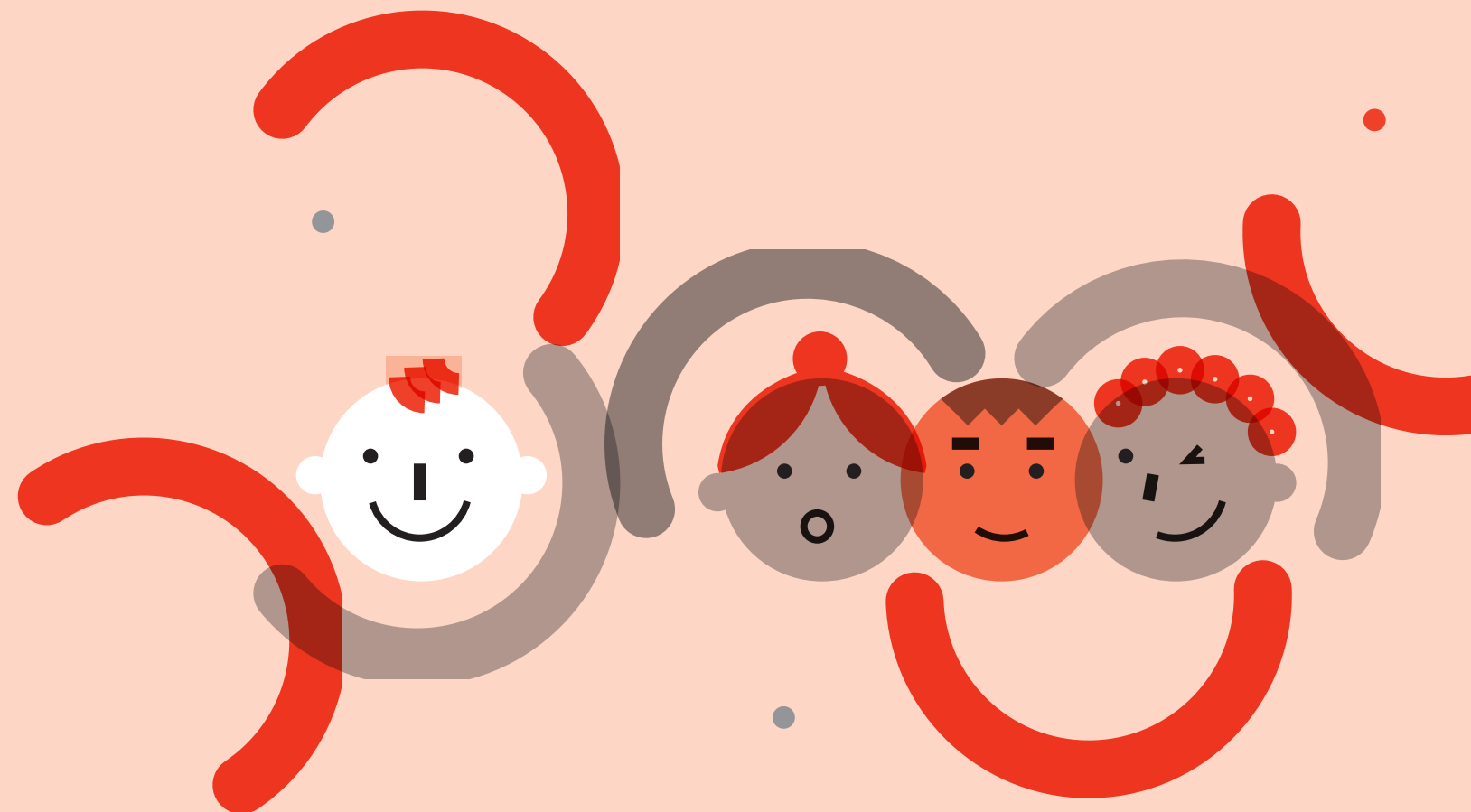
- Since the role of the center is to arrange the meeting of such children with one another and to let them explore their own path through it, there is no process called "life path education" right now in the system.

A Children's Report

to the UN Committee on the Rights of the Child
by children who have participated
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Ⅳ Report Summary 3

**FGI(Focus Group Interview)
Analysis**



1) Introduction

A. FGI Overview

This interview was conducted as part of a qualitative survey to supplement the content of the Children's Report from the National Children's Assembly in Korea, which was written at the time of the submission of the 5th and 6th National Report of the Republic of Korea. Therefore, most of the interviews were composed of questions providing contents that can not be obtained through quantitative research or that can not be proven by numbers. The interviews consisted of 6 items from the report: "Participating Organization", "Suffrage", "Right to Play", "School Rules Enactment/Revision", "Private Education" and "Safety in School". The core claims stated in the children's report were the research questions that the FGI wanted to reveal. Since only the portion of the FGI results that have logical citation values is mentioned in the report, the implications of the content of the responses are not described separately.

B. Interviewees

Interviewees of this FGI were 6 elementary and middle school students who participated in the 14th National Children's Assembly in Korea among the 12th and 13th Chair Committee of the National Children's Assembly in Korea. In the case of the present qualitative research, the Chair Committee of the National Children's Assembly in Korea is a group that effectively complies with the purpose of the study, as it should be able to express their opinions about the problems around the child actively and autonomously.

- Interview item design / analysis: Nam, Jang Hyun¹⁾
- Interviewers: Nam, Jang Hyun, Jang, Jun Seo²⁾, Lee, Ju Hyun³⁾, Oh, Myung Hyun⁴⁾
- Interviewees:
 - Park, Hong Chul (1st grade at Jeonju High School, Subcommittee of the National Children's Assembly in Korea)
 - Kim, Tae Jun (1st grade at Daeil Foreign Language High School, Chairperson for the 13th Subcommittee of the National Children's Assembly in Korea)
 - Son, Seung Ha (1st grade at Bongpyung Middle School, the 13th Subcommittee of the National Children's Assembly in Korea)
 - Park, Kang Yi (1st grade at Middle School attached to the College of Education, Chung-Ang University, Chairperson for the 12th Subcommittee of the National Children's Assembly in Korea)
 - Nam, Joon Sung (6th grade at Buyoung Elementary School, the 13th Subcommittee of the National Children's Assembly in Korea)
 - Kang, Ga On (6th grade at Kangshin Elementary School, the 13th Subcommittee of the National Children's Assembly in Korea)

1) Vice Chairperson of the Children Participation Committee, Korea Council of Children's Organizations (currently a student at Department of Political Science and International Relations, Korea University)

2) Vice Chairperson of the Children Participation Committee, Korea Council of Children's Organizations (currently a student at Dukwon High School)

3) Member of the Children Participation Committee, Korea Council of Children's Organizations (currently a student at Seoul International High School)

4) Member of the Children Participation Committee, Korea Council of Children's Organizations (currently a student at Dongtan International High School)

- Interview design advisor: Professor Shin, In Soon¹⁾
- Shorthand cross validation: Yoo, Hyun Suk²⁾

C. Time and method of interview

August 7th, 2017

In Seoul Women's Plaza seminar room, participants were interviewed once for 2 hours and 30 minutes

D. Interview questions and steps

0. Explanation of research purpose and consent of investigation

〈Participating Organizations〉

1. Introductory question: How were your chairperson and vice chairperson activities?

1-1. Key question: What were the difficulties of chairperson and vice chairperson activities?

1-2. Key Question: Do you think the resolution of the National Children's Assembly in Korea is highly reflected in the policies?

1-2-1. Secondary Question: Why did you think it was high / low?

1-3. Key Question: What do you think about the perception of the National Children's Assembly in Korea?

1-3-1. Secondary Question: Why did you think it was high / low?

〈Safety in School〉

2. Introductory Question: Do you think it is important that children have the right to live in a safe environment?

2-1. Key Question: Do you think your school is safe?

2-2. Key Question: Is safety education given at school actually helpful?

2-2-1. Secondary question: What is the teachers' level of awareness of safety education?

2-2-2. Secondary question: What do you think about the notion that only theoretical safety education is given?

2-2-3. Secondary Question: How do you think safety education should be done in the future?

〈Suffrage〉

3. Introductory Question: Do you think that suffrage is a right which shall be given to everyone?

3-1. Key Question: What do you think about the voting age lowered to 18?

3-1-1. Secondary Question: Why do you agree/oppose?

〈The right to play〉

4. Introductory Question: Do you think that children's rights to play are important?

4-1. Key Question: Do you think the children's rights to play are fully realized?

4-1-1. Secondary Question: What do you want to have for your play activities?

1) Professor of Social Welfare, Suwon Science College

2) Director of the 14th National Children's Assembly in Korea (currently a student at Department of Statistics, Korea University)

〈School rules enactment/revision〉

5. Introductory Question: What would be the ideal way for a child's comments to be reflected in the process of enacting school rules?

5-1. Key Question: Have you ever participated in the school rules enactment/revision process?

5-1-1. Secondary question: If yes, in what way?

〈Private education〉

6. Introductory Question: What would be the ideal way for a child's comments to be reflected in the process of enacting school rules?

6-1. Key Question: Have you ever participated in the school rules enactment/revision process?

6-1-1. Secondary question: If yes, in what way?

6-2. Introductory Question: What do you think about Korean education in general?

6-2-1. Key Question: Are you positive or negative towards private education?

6-2-2. Secondary Question: Why?

6-3. Key Question: Do you think it is possible to reduce private education in Korean education curriculum?

6-3-1. Secondary Question: Why do you think so?

The transcript of the entire FGI contents can be viewed from the link below.

(<https://drive.google.com/open?id=10W02aMpSLX47P71MxZRhMofeqLXb52wa>)

2) Analysis results

This FGI was conducted only once, so there was a limitation in that it was difficult to bring out the perfect saturation level among the participants of the interview, and the target group was limited to the few participants of the National Children's Assembly in Korea. general meeting of the children. However, a certain level of implication can be found in the fact that respondents of various ages have a clear opinion on the relevant topic and have actively expressed it. As there are limitations in writing, the analysis of the interviews focused on the frequency of specific words and the degree of consensus between the respondents. The specific implications of the content are also quoted and presented in the text of the report.

A. Participation organizations

Considering the characteristics of the respondents who have participated in the National Children's Assembly in Korea, we sought to find out what kind of perception the children have about the problem and the future direction of the present children's participation organization.

Among the respondents, the most frequently mentioned word was 'child rights' (18 times), and 'participation rights' (2 times) were mentioned as a form of concrete rights. Furthermore, the respondents agreed that they were able to explore the child's rights, which he or she were not normally aware of or never deeply learned, from the National Children's Assembly in Korea.

However, half of them disagreed as to whether the resolutions of the National Children's Assembly in Korea were expanding their rights through practical policies. The three respondents who were affirmative made such decision in the context of the actual legislative content of the

resolutions that the participants had recently drawn. On the other hand, the three respondents who answered negative indicated that the actual policy reflection rate is extremely low among all resolutions, suggesting that it is necessary to supplement it. In particular, the word 'policy reflection rate' has been mentioned 10 times, which seems to reflect the usual view that participating organizations have their significance only when their resolutions are reflected in actual policies.

The word 'publicity' has also been mentioned ten times, and all participating children agreed that publicity for participation organizations, including the National Children's Assembly in Korea, should be strengthened. Particularly, there were also two respondents who stated that their willingness to work decreased due to low awareness of participation organizations.

In sum, child participation organizations, including the National Children's Assembly in Korea, have increased the awareness of children's rights. However, it was pointed out by the majority of the participants that the policy reflect of rate of the resolution derived by the children is insufficient, and the need for publicity for the participation organizations was also emphasized.

B. Safety in school

Through questions related to safety status of schools, we sought to focus on the actual situation of safety in the school that children feel as reality, and furthermore, whether education about it is appropriately executed. First of all, when asked if they feel their school is safe, all children responded that they do not feel the danger to the extent of life-threatening. However, all respondents agreed that they have an experience of concern about the facilities or safety of the current school. The risk factors that the six responded to were different from each other including the construction sites around the school, the cracks in the gym floor, and the leakage of the ceiling. It is difficult to judge the actual risk of the part because it is merely based on feelings of the children, but it has been confirmed that there is a fact that children recognized the danger.

There were two respondents who positively evaluated safety education in schools. In particular, they mentioned that CPR training given in schools can be used to save real life. However, all respondents expressed regret that the safety education in the school was only theoretical and formal. Especially, it was agreed that while there is an attempt to introduce practical and active safety education away from the previous theory-centered safety education, it often involves only evacuating to the school field and a small number of students for demonstration. Unfortunately, none of the respondents suggested how to overcome the limitations of such safety education.

To summarize, many children have experienced concerns about safety in their school. There is also a realistic limitation that the safety education is only formally operated.

C. Suffrage

Through questions related to the right to vote, whether the children actually felt the need to lower the age of the right to vote was mainly investigated. In terms of the number of respondents, the number of children who viewed lowering the age of voting rights as positive was four, and the number of children who reported negative was two. Children with the negative view listed that they can still make immature judgments and that children's political opinions can be formed by parents, as reasons. On the other hand, the children who had positive views mentioned that it can naturally increase the rights of the child through lowering the voting rights, that the lower the age

of the election, the better the children can be represented the child, and that many children actively participated in the recent impeachment.

Interviewers spent their time trying to bring out the consensus among the respondents, but there was no situation in which the opinions gathered in one direction. In the end, it is true that there are opposing opinions among the children in the issue of the lowering of the subscription rights. In the end, it is true that there are opposing opinions even among the children in the issue of the lowering of the voting age. Of course, among FGI respondents, the number of voters who approve of lower voting age was slightly larger, but there is a limit to the generalization of respondents because of the numerical limitations of the sample. Therefore, it is necessary to examine the logical validity of each of the pros and cons against the relevant issues, and to analyze it through numerical values¹⁾ in quantitative research.

D. The right to play

In the questions related to the right to play, we investigated whether the children thought that their playing rights were guaranteed, and we examined how to increase the right to play with the respondents. Two of the respondents said that their right to play was guaranteed. One of them said he was satisfied with the fact that he could play a certain amount (20%) of what he actually wants while it was still not enough, and the other person was totally satisfied with his play and leisure. The rest of the respondents replied that their right to play was not adequately protected due to private education and parental influence.

Factors such as facility, time, and academic burden were the reasons why the right to play was not guaranteed. It is noteworthy that the word "time" is mentioned six times, and that the respondents said they couldn't manage to make time for themselves because of many hours spent on public and private education. However, they agreed that it was not one reason that the right to play was not guaranteed, but many complex reasons. In addition, each child wanted different ways of playing and leisure. Through this, implication is drawn that it is not appropriate to focus on eliminating only a few causes of the government's policy to guarantee children's play rights.

E. School rules enactment/revision

Through questions on school rules enactment/revision, we tried to determine if children felt the need to participate in the school decision-making process and how many of the children had actually experienced it. Among the 6 respondents, the number of students who participated in the actual school rule enactment/revision process was three. The method was varied from class meetings to direct suggestion, and so on. In addition, the respondents agreed that the participation of children in the process of school rules enactment/revision can create a positive atmosphere within the school. In particular, other respondents showed a strong consensus on one student's opinion that willingness to adhere to the school rules were determined when students participated in school rules enactment/revision process than when the teacher instructed school rules unilaterally.

1) In the subsequent analysis of the quantitative research (Appendix 1), 73.1% of respondents answered positive for the voting rights at age 18, compared with 25% of the negative responses.

F. Private education

Through questions related to private education, we tried to understand the actual situation of the respondents' participation in private education and to grasp children's viewpoints about private education. Among the respondents, one child received no private education, and three children answered that private education was positive and necessary. The reason for the positive view was that they can learn what they want and it is an opportunity to feel rather pleasure through it. It was common with all three children to say that their own opinions should be included in the pre-conditions for affirming private education. On the other hand, the reasons for the negative view of private education were that the education gap may arise due to the family background, and many of them receive private education that they do not want. It seems that the both positive and negative responses commonly do not agree on the necessity of the unwilling private education.

The answer to the question "Do you think it is possible to reduce private education within the educational reality of Korea?" was divided twofold. The children, who responded it seems possible, cited their reinforcement of the will and the change of the public education system. On the other hand, children in the opposite position expressed a negative opinion on the grounds of the competitive educational climate unique to Korea and the difficulty of changing education system.

In summary, the children's perception of private education varied and it was difficult to draw consensus. But overall, they agreed that private education can be positive when it is done by their own will, and that a positive change in public education is needed as a result.