

The Integrated Model for the Operation of Youth Happiness Community¹

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Abstract

In this study, the measures for teenagers in Korea who live under the pressure of university entrance examination and competition structure and the older generation around those teenagers to live a happy life together as members of the community are presented. In other words, the measures for securing happiness for both teenagers and the community together were searched. For such purpose, the structure of the integrated management plan for creating the happiness of teenagers was established by considering the individual characteristics of teenagers and managing environmental factors that influenced such characteristics. At first, the concept of restorative justice was presented as the paradigm for change of recognition. Next, the youth mentoring and entrepreneurship application measures for practicing the rights based on the voluntary participation of teenagers and harmony of community were established. The study method was arranged from theories and policies for composition of paradigm regarding the youth happiness community, and the measures for linking youth mentoring and the community were established by analyzing the youth mentoring execution cases. The integrated management model of youth mentoring and youth entrepreneurship based on the paradigm for restorative justice was established through this study in order to manage the youth happiness community.

Keywords: *Youth happiness community, Restorative justice, Youth mentoring, Youth entrepreneurship, Integrated model*

1. Introduction

Ranking one's happiness based of an objective standard hinders a great number of youths from living an equal and happy life. This is because they believe that there is only one universal and absolute standard for happiness ignoring the personal value for happiness. While believing that the affluence alone can make them happy, a growing number of the young compare themselves to others blocking themselves from enjoy their own lives (Byung Sun, Hong 2012:9). Is it possible for the Korean adolescent living in this competitive and experiencing constant comparison to see them as happy beings? This is a fundamental question to come up with a proper measure for an operation and management of youth happy

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community. It is natural for human being to seek safety and acceptance. A sense of safety and acceptance at the youth age would guide the one to navigate their lives ahead, as well as have a great impact on their satisfaction about lives. Only when both contentment of youth and community are pursued, the operation and management of a youth happy community can be into practice. In a research paper ‘Index Development for Measuring Youth Happiness Community and Measures to Build a community where youth are happy, Geun Young, Jang (2013:32) defines youth’s happiness is full of satisfaction and joy about their own lives when they build a sound identity and cherish their own lives through constant interactions with an external environment based on individual traits at the age of adolescent. Applying this concept to defining ‘a youth happiness community’, this can be said that a community providing the best environment where the young can get a help to understand themselves and build a sound identity for promoting happiness. Sound self-understanding and sound values enables an adolescent to live happier live. Environmental factors such as social and economic status, culture, values and system directly and indirectly influence the adolescent. Combining with individual factors of the youth, these factors determine one’s happiness. A diagram below illustrates the concept mentioned above.

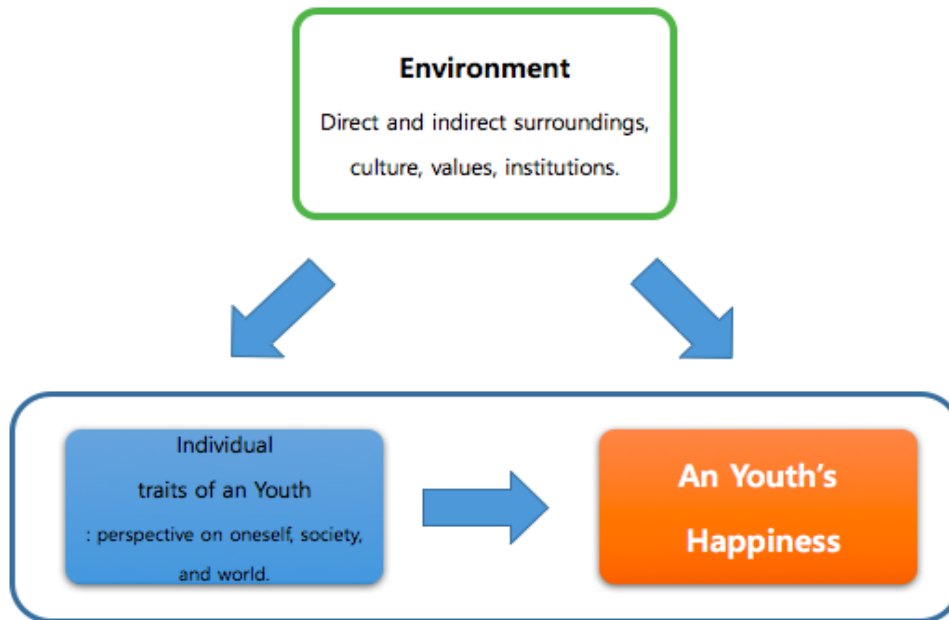


Figure 1. The relationship between environment, individual traits and youth happiness

1.1. Restructured from Geunyoung, Jang (2013:31)

I would like to give an analysis connecting external factors influencing on youth with one’s individual traits in the frame of management. The purpose of the management is to bring about happy youth. Despite the importance of policies and systems, the most crucial agent is human resources who carry out the policy and measure. Therefore, it suggests that we can utilize human and capital resources in a local community in an efficient manner through developing, organizing and allocating the resources. The aim of this research is to come up with integrated measures in order to promote youth happiness, while understanding one’s traits in a hope that these efforts would lead to better management and operation. The

practical goal of the research is to present a concept of restorative justice as a new paradigm, integrate youth mentoring and entrepreneurship backed by youth voluntary participation and community's support. As for a research method, I built a theoretical paradigm structure for the operation of youth happy community. To be more specific, I analyzed a practical case of mentoring program that students from university named A as mentors helped a youth group from 2nd semester, 2012 to 2nd semester in 2014. Based on the analysis, an integrated measure connecting youth mentoring and local community are designed.

2. Restorative paradigm for operation and management of a youth happiness community

Youth are one of members of our community and they are affected by external and internal factors, however they are not thoroughly accepted by a community. Conversion to a paradigm of integration and restoration enables adolescents are fully integrated to a community. ImHo, Bae (1995) firstly introduced the concept of restorative justice as a crime solution and method of correction. Since then, the concept of restorative justice has been introduced and utilized to illustrate a new paradigm to view school violence and conflict settlement (Sun Rye, Lee, 2001, Ho Jung, Lee, 2007, ImHo, Bae, Eng Su, Kim, Tae Sun, Ha, 2011, Jung Ki, Seo, 2011, Kyu Won, Jang, Hyun Suk, Yoon, 2011, Suk Young, Park, 2011, Hye Ok Ryu, Ok Sik, Park, Se Kwang, Kim, 2014). Restorative justice has a different view on the crime. Rather than seeing the juvenile crime as a simple violation of laws, it has focus on damage on the victim, the community and even the offender themselves. In a pursuit of complete restoration, it concentrates on the way how to rehabilitate victim, offenders and community dealing with mental and physical damage. (Jong Won, Lee, 2011:889). The ultimate goal of restorative justice lies in relationship development. In fact, "the concept of relationship is closely connected with restorative justice which pursues justice encouraging a community to agree on its responsibility and participate in dealing with building and restoring relationship. (Jung Ki, Seo, 2011:22-24).

3. How to integrate the youth to a community: mentoring program and entrepreneurship

I mentioned individual values as personal traits of adolescent and restorative justice as a social value of a community. From the point of view, I would like to propose a youth mentoring and entrepreneurship program which is a youth-centered approach as a mean to building and managing an adolescent-friendly community.

3.1. Mentoring program linking youth group to a community

Youth-centered approach can enable young people to live happier lives. In this regard, youth mentoring focuses on their desires and needs. Consequently, youth mentoring program can be an effective measure to help the youth build capabilities and promote a local community to provide necessary resources and support for the youth group. Studies from home and abroad about youth mentoring programs have verified its positive impacts on academic performance, behavioral issue, establishment of social network, and social and psychological development. On top of this, it has suggested that there has been growing needs of mentoring programs from every corner of the society (Jeoung Jun, Kim, Hae Sub, Oh, 2011:3). We need to come up with measure to expand and improve youth mentoring

programs currently operated by individual civil groups so that the programs are needed to be integrated and managed at a community level utilizing local human resources.

3.2. A case study of youth mentoring at a community level.³

Youth activity capability mentoring program has been conducted for three times from 2nd semester, 2012 to 2nd semester in 2014. In this program, students from university named A in volunteered as mentors. All mentors with understanding on youth activity capability and supporting theory and build a mentor-mentee relationship with the youth group. Mentors who were mature and had better self-knowledge encouraged and helped their mentees to grow intellectually and to be more mature through direct interaction. For three sessions of mentoring for the last two years, both mentors and mentees were able to bring about positive change in their lives and grow mature. Youth mentoring program can be designed in a various manner according to the needs of target groups ranging from the adolescent from multi-cultural family and the school dropout. For the success of customized mentoring, schools and organizations should ask for necessary human resources and a manager of the program should mobilize appropriate human resources in a local community.

4. Connecting the community with the youth through practice of youth entrepreneurship

I would like to suggest that entrepreneurship can be utilized to integrate the youth to a community and seek shared interests. Though the definition of the entrepreneurship is vary depending on scholars, the entrepreneurship is a pattern of behavior and thought pursuing personal goal making full use of given opportunity regardless of current owned resources or capabilities according to Jong Tae, Bae and Min Suk Cha (2009:113-4). Hae Sub, Oh indicated that while the mentoring program connects the young with a community through values development and mental support, the entrepreneurship contributes to improving a local community that the adolescents are able to have an access to valuable aids in practical issues.

5. Integrated model for operation and management of youth happiness community

Restorative justice can integrate community values with personal values so that youth-friendly community can be constructed and managed. In this process, mentoring program and entrepreneurship education and practice for adolescents will change perspective on the youth issues and bring practical changes in a community. The paradigm and case for management of youth happiness community we discussed above, can be displayed as a diagram below.

³The case mentioned above was extracted from an analysis about a mentoring program conducted by University A from 2nd semester of 2012 to 2nd semester, because it exemplifies a successful community-based youth mentoring.

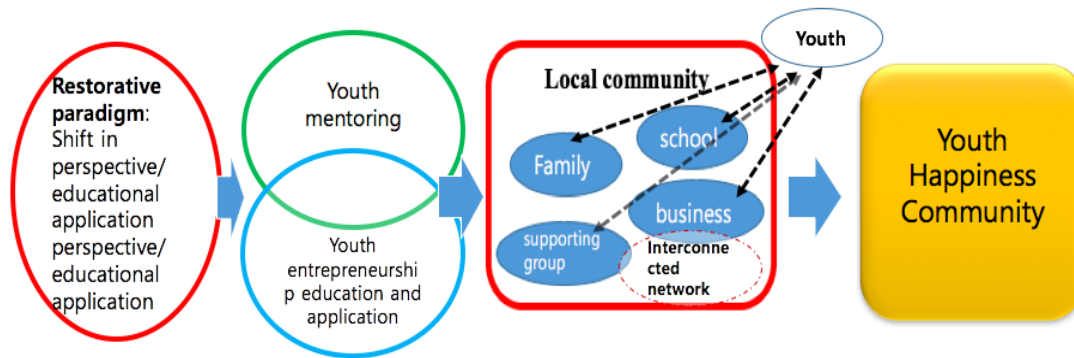


Figure 2. Youth happiness community model

The very first step to going to a youth happiness community is to redefine a community integration from a standpoint of restorative justice, and then youth mentoring and youth entrepreneurship education should be carried out at a community level. The community can be a field where all the family, school, youth supporting group and companies are closely connected to create a youth-friendly environment so that the young are able to reach their full potential and make contributions to a society. This is an integrated management model of youth happiness community.

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