

Comparative Study On Adolescent Political Participation: Participation Of Finnish Adolescent In Society And Its Application To Korean Adolescent Participation In Politics

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ABSTRACT

The Public Official Election Act of 2019 of Republic of Korea was revised to allow 18-year-olds to participate in politics. However, lowering the voting age is supported with a variety of efforts at the legislative, institutional, and educational levels to encourage adolescents to participate in politics. The purpose of this study is to look at the current condition and system of political involvement among Finnish adolescents in Nordic countries, with implications for Korea. First, Finland has a system that enables various political and social participation for children and adolescents, such as children's council, adolescent committee, adolescent council, adolescent election, party adolescent organization, and resident initiative. Second, the Finnish government actively executes adolescent policies that are based on systematic laws, systems, and policy systems, and it establishes and implements national adolescent activities and policy programs at the ministry level every four years. Third, Finnish school education provides opportunities to experience mock adolescent councils in connection with adolescent councils, and through this,

practical education on political and social participation is provided in the the curriculum. In terms of legislative and institutional aspects, Korea, like Finland, has children, adolescent councils, adolescent participation committees, and adolescent special meetings. However, proper and objective awareness of the effectiveness and importance of actual adolescent activities, as well as a concrete and diversified practical approach, are required

Keywords: Political participation, citizenship education, adolescent, Finish, Korea.

INTRODUCTION

Elections and voting provide opportunities for young people to participate in state politics. According to the Public Official Election Act of Korea revised at the end of 2021, only high school seniors can run for 18-year-old National Assembly members and local governments (Yonhap News 2002). There is also a belief that the possibility of infringing on school neutrality or lack of educational and institutional conditions is premature. There are also opinions that the domestic institutional conditions and environment have not been sufficient even though young people are participating in politics (Yonhap News, 2002). This suggests that the recognitional institutional establishment of adolescent political participation in Korea is not clear yet.

When young people in Korea are 18 years old, they can marry according to their own will (professionally amended December 2, 2007, according to Civil Code of the Republic of Korea), and join the military to fulfill their obligations to defend the country. In addition, they can fulfill their full civil rights and responsibilities by seeking jobs and paying taxes while working. Fortunately, on December 31, 2021, Korea enacted the National Assembly, which raised the age of election rights for legislators, local governments, metropolitan and local autonomous councilors to 18 years or older. However, the president's right to vote is still restricted to those above the age of 40, and he will have to rewrite the constitution to change the requirements. In the case of other countries, the age of the leading presidential candidate in France was 39 in 2017, and in Finland in 2019, a 34-year-old female prime minister was born. Four of the five political parties (the Social Democratic Party, the Central Party, the Green Party, the Left Alliance, and the Swedish People's Party) participated in the coalition, and four of them were filled with women in the early 30s,

so the world's attention and interest were focused on the background and factors that enable active political participation of women and young people in Finland (Seo Hyeon-soo, 2021)

As such, most countries in Europe, including France, can exercise their right to vote and vote for anyone over the age of 18, and can run for parliamentarians, presidents and cabinet ministers based on this. For reference, Austria has been giving voting rights to those aged 16 and over since 2007. The role of adolescent in establishing today's democratic foundation in our political history was great. The interest and participation in the historical consciousness and social reality of adolescents has already reached a very high level. The state is desperate to expand its opportunities by supporting our social beliefs and willingness to overcome the situation of our adolescent. Reflecting this, it is considered to be a very meaningful study to examine the political participation status and system for Finnish adolescent and to draw implications for Korea. The research question is what are the implications of the political participation of Finnish adolescent on the political participation of Korean adolescent.

LITERATURE REVIEW

The Meaning and Importance of Social and Political Participation in Adolescents

The contemporary perspective on adolescents has prevailed in the inclination to regard them as future resources of the state and society, but they are now actively involved as current leaders in a variety of domains, including home, school, and community. At this point, the values and consciousness of social and political participation formed during the adolescent period, which will play a pivotal role in the present and future, have a great influence on social activities through their life. (Loughran et al., 2021).

In this way, adolescent can be defined as "the existence of fulfilling their rights and responsibilities as a member of the human community such as a specific society, politics, and national system" from the viewpoint of citizens of our society beyond the dimension of simple society member (Jang & Park, 2011). As such, the position of citizens is mainly the concept of guaranteeing economic, social, and cultural activities in a total manner, including the right to participate politically in the community to which they belong, specifically, the right to exercise the right to vote and vote, the right to protect their survival as a member of the community, and the right to express their opinions without violating their lives. As a member of society and group, it can be recognized as a form

accompanied by responsibility and obligation corresponding to this.

Although each academic has different perspectives on adolescent's social and political participation, it can be defined as 'a series of activities in which adolescents actively express their thoughts through various channels and exert influence to participate in decision making and plan and implement determined issues independently'. The participation of adolescents at the national and community level can be divided into participation in the normed system and legal basis and the participation in informal and diverse forms. In any case, the participation of adolescents should be made according to the voluntary judgment and will of adolescent, not the recommendation or recommendation of others. Through the participation activities, the local community or organization to which they belong should exert substantial influence, and the contents determined should be reflected while sharing information related to decision making and process (Choi, 2018; Hwang, 2017).

Internationally, adolescent participation is one of the four important areas of the rights presented by the UN Convention on the Rights of the Child, but adolescent participation in Korea is still limited to some activities. Korean adolescent policy has been constantly presenting the national policy and vision on adolescent participation. However, the problem of adolescent participation is regarded as one of the programs that can be selected at a minimum level rather than an essential right due to the huge entrance examination system and lack of social consensus.

On the other hand, the study considered adolescent as citizens and examined the cases of operation in France, England and Finland among European countries on the contents of civil society and civic education.

First, France was introduced in 1990 to the secondary curriculum based on the principles of freedom, equality and human rights (Burton & May, 2015). And the goal of French adolescent civic education is to analyze individual rights and obligations accurately, to learn social community norms, and to establish individual identity by reflecting the past and present situation (Sim, 2011). The six goals of adolescent civic education are as follows. First, to share the awareness of the current social problems, second, to share the awareness of the past social problems to solve the social problems similar to the present. Third, to develop their ability to assert their thoughts by participating in discussions on social issues including educational problems. Fourth, it cultivates citizen consciousness that can properly elect

representatives of people such as members of parliament or the president. Sixth, it is to ensure that the correct understanding of the political system, function, and political power is achieved to achieve true democratic politics. The goal of civic education in the UK is to foster rights and obligations, including knowledge, technology, values, and responsible and active democratic citizens required to implement participatory democracy. The main contents of learning are: knowledge and understanding to become a knowledgeable citizen, as well as inquiry and communication skills, third, skills for participation and responsible behavior. The three important areas of civic education are social and moral responsibility, community participation, and political literacy. In this respect, the Adolescent Council of the United Kingdom is a political system that supports adolescents to create a world that has more energy and enthusiasm. The Adolescent Council is responding to adolescent opinions in all areas of the local and central government, including the community (Oh et al. ,2016).

Finland is implementing civic education to grow into a democratic leader through learning activities that critically understand the world and practice activities that serve the community for the citizenship of adolescent. It is similar to our country in that it does not deal with civic education as an independent subject in school, but deals widely in most humanities and social subjects. Finland education is a concept of active citizenship of adolescent by establishing human identity and promoting participation, activating various meeting chairs, and providing true consideration to others and communities. To realize this, we emphasize the practical experience of students and strengthen the activation of democratic civic education to grow them as citizens (Sim, 2011).

The Council of Europe proposed that democratic civic education be included in all levels of the education system in 2002. This proposal emphasizes the possibility of adolescents actively participating in social problems through education, providing high learning, attitude, and ability(Navarro-Median & de-Alba-Fernandez, 2015). The reason why the participation of adolescent in European countries is being activated is that the state, local governments, and schools provide institutional devices, programs, and spaces for young people to gather and share opinions. In addition, the adolescent councils of each country should be the place of various information on adolescent activities to support adolescent activities. It also allows young people to learn such things as discussion skills and responsibilities, cooperation, respect, and consideration that are essential for participation

activities. All of this is possible because of the financial and administrative support of the government.

RESEARCH METHOD

This study was carried out to raise the interest of adolescent in Korea, which plays a pivotal role in the present and future society, political fields, and to provide a turning point for political participation to actively express their opinions and participate. The method of this study is comparative research method. Comparative research method is a research method that describes the commonality and differences between two or more research subjects and generalizes them historically, socially and philosophically. The approach for this is to study the following contents through domestic and foreign related literature and information search, considering that there were limitations on overseas business trips due to the seriousness of the global 'Covid-19' situation this year.

First, the law and system governing Finnish adolescents and young people's political involvement were investigated. Finland has a political participation system for young people and is often regarded as a model country for practical political actions. In addition, various participating organizations and activities were analyzed and suggestions and application plans were proposed for Korea. In this process, the main contents of Seo Hyun-soo(2021)'s thesis 'Representing the Future: The Finnish Government's Adolescent Participation Policy' were reviewed and cited.

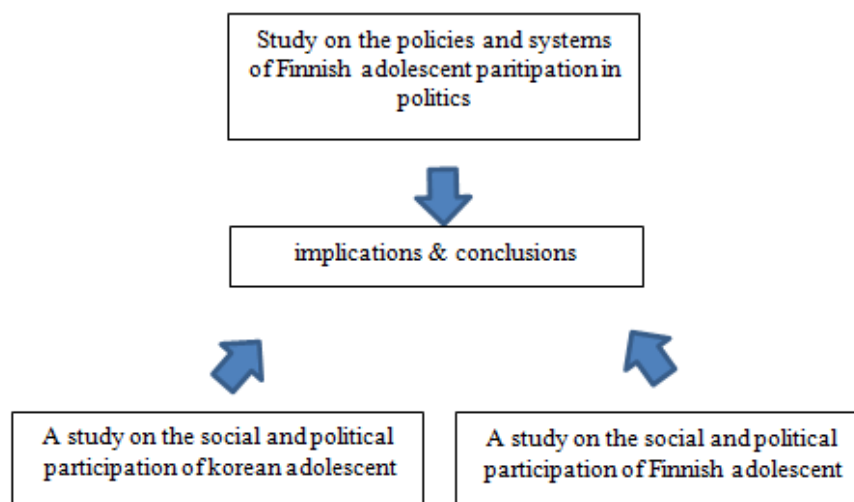


Figure 1. Research procedure

Second, the study conducted a discussion by comparing the factors related to social and political participation consciousness of adolescents, which are emerging as social issues, among the

results of the study on the change of values of teenagers in a post-millennial generation, which is the unique task of the Korea Adolescent Policy Institute in 2020.

Third, the study analyzed the performance and perspective of the Finnish adolescent political participation system based on the main contents of the 'Finnish adolescent social participation system (Routy)' in the 'Research on the Development of Adolescent Community Participation Model' conducted by the Korea Adolescent Policy Institute (Hwang Jeong & Jeon Hyun-jung, 2017). In addition, the implications of the Finnish adolescent law, policy system, and social devices that actively guarantee adolescent participation were presented (Seo, 2021).

RESULT

Law and Policy for Adolescent's Political Participation

The legal and institutional basis of Korean adolescent participation can be found in the Basic Law of Adolescent, the Adolescent Activity Promotion Act, the Elementary and Secondary Education Act, and the Basic Plan for Adolescent Policy. This Act and system's thorough regulations and enforcement regulations outline particular topics, and each local government enacts an ordinance to build a legal foundation for adolescent's social and political engagement.

The Act on Adolescent Participation stipulates that "adolescent is guaranteed legitimate treatment and rights as a member of society" in the basic ideology of Article

2. In addition, to expand the autonomy of adolescent, Article 5 stipulates that "1 adolescent is a legitimate member of society and has the right to participate in decision-making related to oneself" and "3 countries and local governments should take measures to guarantee adolescent participation or opinion gathering in policy-making procedures related to adolescent." The Adolescent Activity Promotion Act stipulates matters necessary to actively support various adolescent activities. and the establishment, organization, and operation of the Adolescent Steering Committee in the Adolescent Training Facilities based on the Committee. Through this, the legal basis for adolescent participation in the participation and monitoring process of adolescent training facility program operation was prepared. The Elementary and Secondary Education Act provides legal grounds for adolescent participation activities in schools by regulating and protecting adolescent self-government activities through student council activities (Choi, 2018).

Moreover, this study stated 'Cultivation of citizen consciousness of adolescent and diversification of adolescent participation method' in 'Enhancement of adolescent and rights' among the policy goals of the 6th Adolescent Policy Basic Plan (2018-2022). In addition, the 'activation of adolescent-led activities' suggested 'expansion of self-directed activities planned and operated by adolescent and establishment of a foundation for sharing activities and information through digital platforms. Local governments have established specific rules for adolescent participation through ordinances related to adolescent participation committees, ordinances related to the composition and operation of adolescent councils, etc(Choi, 2018).

In Finland, the adolescent business is divided into voluntary civic activities of young people and various public measures to improve adolescent activity conditions, and also has a system to provide services linking these two areas.

First, the Ministry of Education is responsible for the overall improvement of adolescent projects and policies by the Adolescent Act 72/2006), which is carried out by 12 full-time employees in the adolescent affairs of the Culture, Sports and Adolescent Policy Bureau. The Adolescent Act is the most important part of the financial resources for adolescent projects, and therefore, the following provisions are specified as a system to support adolescent projects and policies. Specifically, 1 to the local governments for the adolescent business, 2 to grant collective freedom in the adolescent field, 3 to operate and invest in the national adolescent center, 4 to approve the construction of facilities for adolescent, 5 to support adolescent research, 6 to support international adolescent cooperation.

The corporations that are helping the Ministry of Education in the adolescent work are the Advisory Council for Adolescent Affairs and Adolescent Organizations to promote active citizenship of adolescent. Adolescent projects focus on cooperation with academic communities, and the main partners are the general education department and the national education committee of the Ministry of Education, Science and Policy. Common interests of these institutions include after-school activities for school children, media and democratic education for young people, and various adolescent empowerment projects. Education and training in adolescent projects are held by general universities, junior colleges and vocational education departments.

The obligation of the Center International Mobility under the Ministry of Education also supports the European Union's adolescent programs and overseas travel by adolescent cultural missions. The State Adolescent Administration is obliged to

allocate government grants allocated by the Department of Education to adolescent workshops, after-school activities for school children (for students in grades 3-9), and the Local Adolescent Development Division is responsible for the projects of local governments, adolescent organizations and other organizations related to adolescent projects.

The basic unit linked to the delivery system of adolescent projects is the local government (local government). Their duties are specified in the Adolescent Act, but each local government has some self-governing decisions on the contents of the service. As stated in the Adolescent Act, there are 69 national adolescent organizations, national adolescent business services, and 37 national adolescent business organizations that have been granted management permission from the Ministry of Education to cultivate young people's civic activities and active citizenship.

The Adolescent Council in Korea and Finland

The Korean Adolescent Council is established under the name of 'Adolescent Council' or 'Children and Adolescent Council', which provides opportunities for adolescent to operate the council and experience mock councils, mainly in special cities, metropolitan cities, cities, counties and municipal governments.

In the basic local governments, we have created an infrastructure to learn the functions and roles of local councils and to learn democratic decision-making processes through the parliamentary experience classroom, along with introducing the homepage of the adolescent council and the work of the local council to the adolescent. Recently, we have been carrying out various activities such as presenting opinions on community policy (Hwang, 2017; Choi, 2018). Among the local councils, adolescents are elected adolescent council members through job elections in Gangdong-gu, Geumcheon-gu, and Gwangju Metropolitan City Adolescent Council. The adolescent selected as a member of the parliament will be provided with capacity building education such as legislative procedures, communication techniques, and conference procedures for the next year, providing a foundation for participating in the activities through agenda discovery, investigation activities and policy proposals.

The Seoul Metropolitan Government, which operates the Adolescent Council, is based on the UN Convention on the Rights of Children, the Basic Law for Adolescent, the Seoul City Adolescent Human Rights Ordinance, and the Adolescent-friendly City Ordinance. Proposals and initiatives related to adolescent; 2. Collecting participation or opinions in the course of establishing adolescent policies and budgets; 3. Establishment of a network

between the Office of Education and the autonomous Gu adolescent policy participation organizations; and 4 . Other matters required by the mayor are being reviewed (Lee et al., 2018).

In Korea, there is a Special Adolescent Conference in a different form from Finland, and adolescent representatives and adolescent experts selected from 17 cities and provinces across the country operate adolescent participation organizations that identify and limit adolescent policy tasks from the perspective of adolescent. The organization has held its first special meeting for adolescent since 2005 and has proposed a number of policy tasks since its launch. On the other hand, it is operated under the name of 'Korea Adolescent Council' in the form of 'corporate corporation'. The organization was launched in 2003 based on the grounds of adolescent social participation such as the United Nations Convention on the Rights of the Child (12th) and the Korean Adolescent Charter (Ministry of Culture and Tourism, enacted in 1998), and has been active in various activities to enable young people to express their voices in society and reflect their opinions in policies.

However, the Adolescent Council has already been flourishing as one of the school projects in 1998, but it has not been activated and disappeared. On the other hand, the Adolescent Council, which was formed in 2001, has maintained its history until now. The Finnish Adolescent Council complies with the values and ideology of the European Adolescent Council and dispatches representatives every year to represent the opinions of the Finnish adolescent in the European Adolescent Council. A total of 18 adolescent representatives are being sent to the European Adolescent Council (Oh et al., 2016).

The main activities are regular meetings held four times a year, and the gatherings of adolescent council members are held every year. Currently, 15 ~ 16 years old adolescent are targeted. Normally, they are employed through school and local council club activities. Representatives gather in the Finnish Parliament House in Helsinki. In the plenary session, the current chairman of the parliament will directly attend the society and the prime minister and ministers will directly attend the questions of the adolescent members and answer the questions of the adolescent members, and the process will be broadcast through the public broadcasting channel. The questions of adolescent legislators are submitted in advance to the online platform, and the list and order of questions are determined by a general adolescent vote (Seo, 2021). In the dimension of civic education, the Adolescent Council welcomes participants to the adolescent council or organizes adolescent

councils to encourage teachers in schools to participate. In other words, it is being used and introduced in Finnish schools as a tool to exercise active citizenship and engagement. If one of the school's curriculums is used, it is forced to practice adolescent participation through school hours or student councils, even if the school does not directly participate in adolescent council activities, while it is forced to practice adolescent participation directly through group discussions and understanding of citizens' rights and responsibilities(Oh et al. , 2016).

The Children's Council, along with the Adolescent Council, is a program that began in 2001 in the city of Tampere and spread to major cities across the country. Children's representatives from elementary schools under 6th grade regularly gather to deliberate on policies and agendas related to children. The basic goal of this program is to "teach children's voices to city policymakers, and to teach children how to meet their ages" We're on it (Seo, 2021).

The Korean Adolescent Participation Committee and the Finnish Adolescent Committee

The Adolescent Participation Committee in Korea is a adolescent participation organization established and operated by the Ministry of Gender Equality and Family and local governments. The government is promoting adolescent-friendly policies and promoting adolescent rights by institutionalizing adolescent participation in the formation, execution, and evaluation process of adolescent policy through the Adolescent Participation Committee. The Adolescent Participation Committee was started in 1998 when it was presented as a detailed project in the field of 'expanding opportunities for adolescent's policy participation' in the Second Five-Year Plan for Adolescent Development. In February 2012, the law on the expansion of adolescent autonomy in the Adolescent Welfare Support Act was transferred to the "Adolescent Basic Law" by emphasizing the importance of adolescent participation rights as a basic right.

Although the Adolescent Participation Committee differs somewhat in the operating subjects, it has various activities such as monitoring adolescent policy through regular and temporary meetings, suggesting adolescent opinions and policy advice, holding various discussions and workshops, and participating in leadership training programs. According to local governments, 234 are operated as of 2020. The operation size of each committee is about 10 ~ 30 people, and it is composed through various methods such as open recruitment, institutional recommendation, and adolescent election(Jung, 2020).

The Finnish Adolescent Committee is made up of 7th and 9th-grade students from comprehensive schools, high schools, and vocational institutions. The Adolescent Committee is an official organization specified in Article 26 of the Local Government Act revised in 2015, and is an institutional mechanism that reflects the viewpoint and voice of adolescent throughout the preparation, implementation and evaluation of the local government's work area. This aims to help young people understand the work of local policymakers and strengthen interactions between adolescents and decision-makers. As of 2020, 98 percent of local governments operate the Adolescent Commission. Although it is mainly composed of the form of dispatching representatives of each school student council, there are more and more cases of forming a adolescent committee through direct elections of adolescents under 18 years old in major cities such as Helsinki. For example, the Helsinki Adolescent Commission elected 30 representatives through the 2019 election; 72 candidates, with students voting at 35.4 percent(Seo, 2021).

The Performance and Implications of Finnish Adolescent Political Participation System

Since the introduction of universal suffrage, Finland has gradually lowered the age standard for electoral rights and voting rights to 18 years old. As a result, it shows a model of dynamic adolescent politics today, consisting of young prime ministers and key ministers in their 30s. The results of this achievement were possible because various political and social participation channels for children and adolescents such as children's council, adolescent committee, adolescent council, adolescent election, party adolescent organization, and resident initiative were actively operated(Seo, 2021).

The Ruuti program, one of the political and social participation systems of Finnish adolescents, is a community adolescent participation channel operated by the Helsinki city authorities. The program is an online (Lutinet) and offline system in which 13-20- year-olds in Helsinki organize small clubs to offer ideas for improving their lives or neighborhood environments as policies, which are then reviewed by policy officials and reflected in city regulations(Hwang, 2021).

The first feature of Luti is the high level of openness that all young people living in Helsinki can participate at any time to play the limitations of the existing adolescent council. Ruti can be active at any time by more than 10 adolescents forming an activity group for a specific issue to start participating in activities or join an interested group among the existing activity groups. Through this,

it is designed to make it easy for all young people to participate as well as excellent young people selected as core groups. Especially, it is evaluated that the fact that they provide opportunities for participation to minority groups such as adolescents in immigrant families or adolescents in vulnerable classes is a paradigm that is different from existing participation policies(Choi, 2018).

The second feature of Luti is that it operates support devices to reflect and realize the policies proposed by adolescent in municipal administration. When the operating body of Luti is the Helsinki city government and holds the Luti Expo and policy seminar, the policy officers, adolescents, and public officials participate in the discussion process, and establish a policy promotion plan and check the policy promotion process (Choi, 2018). The Finnish government is actively promoting adolescent participation in the reality of adolescent participation in Korea in that it guarantees that adolescent participation activities contribute to their community development and exert their influence on policy formulation.

Meanwhile, the Finnish government is actively implementing adolescent policies based on systematic laws, systems and policy systems. For example, the Future Committee of the Finnish Parliament advises the future generations to take into account the interests and perspectives of the future generations on major legislation and government policies. In addition, the Finnish government establishes and implements national adolescent activities and policy programs at the ministry level every four years. In this process, more concrete and practical agendas are drawn through policy consultation and opinion listening with a very wide range of adolescents and representatives of related organizations, and they are connected to policy programs. Furthermore, the Finnish government is taking various policy measures to revitalize adolescent participation in the process of preparing a separate national democracy policy program (Geumgangilbo, 2021).

The Finnish Social Studies Textbook defines democracy as “I participate in the process of policymaking that affects my life and influences it.” This is in contrast to our society in Finland's political system and culture to ensure active participation in multi-level policy-making processes related to their lives from the childhood and adolescents and to cultivate mature civil rights. In Korea, the social climate that prioritizes the level of higher school entrance examination and school grades and the civil rights are reserved until the age standards of 18 (such as members of parliament) and 40 (president) for the right to vote are reached. Considering our

reality, the case of Finland will provide important information and give implications for policy direction setting in the process of designing and practicing political and social participation of future Korean adolescent (Geumgangilbo, 2021).

DISCUSSION

The age of suffrage in Finland gradually declined from 24; it was lowered from 24 in 1944 to 21 in 1944, and again downgraded to 18 from 1972, when it was lowered to 20 in 1968. Finland also played a major role in the reform of the guarantee of suffrage for young people who returned to the battlefield after two major wars with the Soviet Union, and at the same time, the discussion of participatory democracy was highlighted due to the influence of the 68th Revolution and the premiere movement in Europe. Currently, Finnish adolescent groups are demanding that the age of the right to vote be lowered to 16 as in Austria to promote the right of participation of children and adolescents, and the Ministry of Justice, which is in charge of the election, is also reviewing it. The president, parliamentarians, and local autonomous councilors in Finland are all required to be 18 years old to vote (Seo & Choi, 2020; Seo, 2021).

As described in the main body, Finland has children's councils and adolescent committees for each local government. The children's council consists of representatives of first and sixth graders (elementary students) in the region, and the adolescent committee consists of representatives of 7th and 9th graders and high schools in the general school. The reason why the voices of these adolescent participation organizations can not be ignored is that the adolescent have the authority to initiate local laws. If you collect the signatures of 2% of the local population, you can propose residents. Finland is granted the rights from the age of 15.

In Finland, where political parties are active, the activities of political parties (boys) organizations are active. The Finnish Adolescent Council, on the other hand, creates and distributes activity materials for teachers so that teachers can actively guide mock adolescent council activities in connection with the school curriculum if they want. For example, it consists of two community work classes consisting of 75 minutes to 90 minutes, and a general assembly through one or two classes consisting of 45 minutes to 75 minutes. To make it difficult for teachers to conduct related classes, related materials are posted on the website of the Finnish Adolescent Council (Oh et al., 2016).

The biggest difference between the Finnish Adolescent Council and the Korean Adolescent Council is that it distributes and supports teacher education materials so that students can

experience mock adolescent councils at school sites. This may be criticized as a part of the adolescent council that can hinder the spontaneity and initiative of the adolescent, but on the contrary, it can be seen as an active support for public education to promote adolescent participation.

This is because obtaining the knowledge, skills, and attitudes that are the foundation of young involvement through schools and curriculums where adolescents spend the most time can be more relevant outside of school. In addition, it is expected that the results of adolescent participation will be maximized when information about various adolescent participation activities is shared through the school and actual dispatch or participation through active support of the school is available. What can be observed here is that adolescent participation is not a character that can be distinguished from school and school, but it is necessary to be done in all forms of life of adolescent so that true participation activities can be possible.

Compared with Finland, Korea also operates children and adolescent councils, adolescent participation committees, and adolescent special meetings based on the "Basic Law for Adolescent", "Adolescent Human Rights Ordinance", "Ordinance on the Composition and Operation of Children and Adolescent Councils" in terms of the law. However, because parliamentarians and local councilors must be between the ages of 18 and 40 to vote, there is a limit to ensuring that children and adolescents under the age of 18 can lead and participate in politics. Therefore, Korea should first allow the age of political party membership of adolescents based on the age of 9 as stipulated in the Basic Law of Adolescent, and efforts should be made to adjust the age of the right to vote to 18 years or younger. Furthermore, it should be an opportunity to cultivate its own competence and leadership through policy proposals and presentation activities through various adolescent participation organizations. It is necessary to implement strategies to step up the role of these adolescents' efforts to drive changes in the community and the country.

Table 1. The summary of the comparative analysis added

	Finland	Korea
Legal basis of adolescent participation	The Adolescent Act	Basic Law of Adolescent
Department in charge	Ministry of Education	Ministry of Gender Equality and Family

Adolescent Council	Dispatch the Representatives to European Adolescent Council	Adolescent Council' or 'Children and Adolescent Council
Adolescent committee	Adolescent committee (reflecting the viewpoint and voice of adolescent)	Adolescent participation committee (participating in the formation, execution, and evaluation process of adolescent policy)
Age standard for political participation	Electoral rights and voting rights to 18 years old	The age standards of 18 (such as members of parliament) and 40 (president) for the right to vote

CONCLUSION

In conclusion, it is necessary to recognize that the social problems and political participation of adolescents are related to the human rights of adolescents beyond simply spending leisure or meaningful activities. The participation of adolescent is a part of active citizenship required in a democratic society. It is only when participating in such meaningful activities from the adolescent period that various responsible participation will be possible even as adults. What can be seen in the case of Europe is that adolescent council activities are being dealt with within the extension of adolescent civic education. The adolescent council activities in Finland also have the ultimate purpose of cultivating the citizenship and identity of Finland. Therefore, what can be seen through this is that adolescent participation activities are activities that provide opportunities for cultivating the citizenship of adolescent and practicing them directly. In Korea, it is necessary to have a proper and objective awareness of the effectiveness and importance of adolescent participation activities, which are somewhat underestimated. Furthermore, it is necessary to try various approaches for future adolescent participation activities to be used as a practical method of civic education. In Korea, the political participation of adolescent is made only by institutional and formal participation. Finland has been continuously developing and making true adolescent political participation in schools and communities, but now Korea's adolescent political participation is not considered to be a practical political participation. This is because the opinions of adolescents are not actually reflected in the community, schools, and the National Assembly, and they are not actually participating in both the law and the institutional level.

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Authors' contributions

All authors contributed toward data analysis, drafting and revising the paper and agreed to be responsible for all the aspects of this work.

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Consent for Publication

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Declarations

Author(s) declare that all works are original and this manuscript has not been published in any other journal.

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