

청소년 교육환경 개선에 대한 탐색적 연구
- 학교 주변의 공간환경을 중심으로 -

An Exploratory Study on Educational Environment of Youth

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SUMMARY

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1. Introduction

Recently topic related with youth is becoming a continuous issue in the external and internal society. In this trend, projects like child friendly city and regional society for happy youth have been proceeded, and awareness that improvement of physical and nonphysical environment of surrounding youth could help to foster of them soundly is expanded. However, there are various spaces to be improved for youth, and both providing systematic spaces and application are not enacted properly. In addition, policies related with youth that are taken by the Ministry of Land, Infrastructure, and Transport have been limited because most of the policies are proceeded by the Ministry of Education and the Ministry of Gender Equality and Family.

In this context, this research suggests a spatial model project by reviewing literature and policies in the field of youth to improve their educational environment. The second chapter analyze space related researches among literatures related with youth, the third chapter considers internal and external acts, policies, systems and instances for youth, and the forth chapter would like to suggest project model in the level of Ministry of Land, Infrastructure, and Transport by seeking a cooperation measure between in the field of architecture–urban and youth researches.

2. Literature review to improve educational environment of youth

This paper restricts research range by operand definition because concepts of youth and educational environment are fairly comprehensive. The youth in this research means general middle and highschool student whose age is between thirteen and eighteen. Also, the range of educational environment is limited in physical facilities and space that provide safe and comfortable education, and it includes not only facilities and space within 200m of middle and highschool but also activity space where youth visit frequently like youth facility that is located in out of protection zone.

Even though this research explores literature related with youth variously, it selects three fields(school walkway, crime·safe surrounding, education·activity space) that are important in spatial issue, and it organizes related literatures according to the selected fields.

First, the school walkway field needs study of current state of region where youth visit mostly and improvement measure of the region, study of aesthetic landscape improvement of the school walkway that reflects youth characteristics, countermeasure of using electric mobility in the school walkway, and study of smart-phone for youth and safe of walking environment.

Second, crime·safe surrounding field needs study of juvenile delinquency area that out of school, CPTED model that can be applied to main visiting places, and study of effect on juvenile delinquency occurrence by youth harmful facilities effectively.

Third, education·activity space field needs study of detailed and original space where youth want, study of location of youth activity space, and study of demand of youth facility.

3. Policies and instances review for improvement of youth educational environment

This research analyze internal and external youth policies and instances, then deduces implications. The analyzed internal policies and instances are every kind of acts including 「Framework Act on Juveniles」, schemes like the sixth youth policy general plan, and facility expansion instance like youth training center. The analyzed external policies and instances are ‘School Zone Design Guide’, ‘National Teen Space Guidelines’ and ‘Parks for teens’.

First, the most school walkway project are proceeded mainly in safety of elementary school walkway, and it notices that youth walkway improvement should accompany with not only safety but also improving aesthetic and cultural landscape of school walkway. In addition, building school walkway environment project is necessary to vitalize various mobility measure, and it is urgent to prevent walking safety accident of youth caused by smart-phone.

Second, comprehensive and broad juvenile crime prevention project is needed, and crime-safe field should seek specialized CPTED project to youth. Also, more powerful regulation and post management is necessary to eradicate youth harmful surrounding, and consistency should be maintained between legislation of the Ministry of Land, Infrastructure, and Transport and legislation of other government departments.

Third, building activity space and spatial characterization that youth can have various activity are necessary in the field of education activity space, and it is needed to improve accessibility to youth activity space and to prepare autonomous and collaborative managing process. In addition, preparing detailed and continuous guideline for youth facility is necessary.

4. Conclusion

This research suggests seven project models based on deduced implication at second and third chapter under basic direction that is spatial design reflecting an adolescence characteristics.

First, it creates DB and platform of idle space to provide open space for improving physical-psychological health and quality of life of youth. The first step is analysis of open space by region where can be utilized by youth, and prepares measures like according priority to youth when idle space is opened to public. Then, it develops using platform of idle space in national level to make it easy to use, promotes idle space by association with school, and prevents safety accident. In this time, it prepares various measures like utilizing open possibility places of the Ministry of Land, Infrastructure, and Transport and affiliated organizations as youth education and job experience places.

Second, it prepares places where youth can access easily, make activity initiatively and cooperate with each other. Then it establishes guideline of operation measure and management.

Third, it prepares design standard by youth facility type through considering physical, psychological and behavioral characteristics of youth and distinct characteristics of each facilities.

Forth, it prepares effective and systematic legal base to protect youth from harmful environment. The first step analyzes acts related with youth harmful environment, and review consistency among the acts, then revises related acts or manages anew integrally in case of either provided duplicately on several acts or applied differently at the same issue. Also, it establishes detailed classification system to manage occurrence of new and varietal harmful wharehouse, and imposes managing system on existing urban district that is located already, even though current system has fundamental limitation that could not follow new environment era easily.

Fifth, it carries forward school walkway improvement project that ensures youth can commute to school safely and do various activity in daily life.

Sixth, it creates living environment that makes youth be active safely and be grown up as sound member of the public by preparing design technique that prevents occurrence possibility of youth targeted crime.

Seventh, it provides institutional base to make youth facilities and projects be planned systematically and be operated effectively. The base conducts pilot project about

(tentatively named) youth environment improvement district, institutes installation regulation of youth facility that is considered when development and improvement plan such as new town planning or redevelopment is established. Then, it assigns additional point if a urban regeneration project plans youth facility and district in the project area.

For these projects, the Ministry of Land, Infrastructure, and Transport supervises making project base plan, develops sustainable project model in national level that is not dispersed project on each regional governments, and cooperates with other departments such as regional government, the Ministry of Education and the Ministry of Gender Equality and Family according to necessity of each project.

Also, It composes executive task force(TF) along Architecture and Urban Research Institute(AURI) and National Youth Policy Institute(NYPI). The TF establishes executive plan, and fulfills bridge roll between government departments. In the TF, AURI conducts field related with space and design mainly, and NYPI conducts field related with youth behavior and characteristics.

This research has shortage of an in-depth liberal·sociological understanding about youth, and study on limited physical environmental factor among various environment factor that is related with youth education. Therefore, it is essential to cooperate with various research fields, and continuous study on nonphysical field.