

Implementing Global Education through Youth Activities in Korea

John Sang-Yup Lee

Wesleyan University, United States of America

Abstract

Global Education, an education that empowers students to live in the increasingly interactive world, has been implemented through various youth activities in Korea. One of them includes Model United Nations (or Model UN) that has developed rapidly in Korea since 1959. Nowadays about twenty national Model UN conferences are held in Korea and numerous organizations including school clubs host countless mini-conferences. However, as no one has researched and documented Korea's Model UN society, its history of developments is fading without any note in the knowledge domain. Therefore, this paper first documents diverse aspects of Korea's high school Model UN society for the first time to shed light on its structures. This paper then analyzes how UN initiatives were conducted through Korea's Model UN programs. Lastly, this paper compares Korea's Model UN society to other forms of Global Education such as debate and various government-led youth activities. By doing so, this paper ultimately aims to help provide background knowledge for educators to have more faculties in dealing with different forms of Global Education in Korea.

1. Introduction

After the 1990s, with Korea's sixth and seventh national curriculums to direct education appropriate for the globalized world, English education in Korea focused on English's communicative competence. Debate competitions became prevalent and an activity called Model United Nations (MUN) spread. Thus, to help educators interested in global education to utilize this activity, this research was designed to provide background knowledge about Korea's Model UN society in the context of other youth activities in Korea. Note that as there hadn't been any previous research conducted in this area, this study is largely based on the author's four years of empirical research in the field.

Model UN is simulation of the UN conference. It is one of the largest student activities in the world where 100~1000 students gather for one to four days to discuss each committee agendas under the stance

of one's assigned country. Through the simulation of a UN conference, students learn to perform extensive academic research in different fields in respective to committee agendas. Students also learn how to make public speeches and learn to work with one another to construct resolutions. Model UN's educational value is corroborated by Johnson as he states that Model UN's environment "formulates cooperative learning that generates higher achievement for students-both academically and socially" [4].

Although a program named Model League of Nations started before the United Nations was formed in 1945, Model League of Nations became Model United Nations in 1947 and has spread internationally as an educational tool [6].

Worldwide, World Federation of United Nations Association (WFUNA) and organizations like the United States of America-United Nations Association (UNA-USA) take leading roles in promoting Model UN. Both organizations sponsor numerous Model UN conferences and related education programs; in Korea, Kyunghee University is in affiliation with both WFUNA and UNA-USA and hosts Model UN camps and a conference named Global Classroom: Seoul (GC: Seoul) [5].

The first Model UN conference in Korea dates back to 1959 when Hankuk University of Foreign Studies (HUFS) organized its first HUFS International Model UN (HIMUN) for college students on the agenda of UN Disarmament [10]. The United Nations Association-Republic of Korea (UNA-ROK) also hosted its first conference named National Model UN-Korea (NMUN-Korea) with the Korea University in 1995. Twenty-five universities with 200 students participated in this event [9].

As can be seen above, Model UN in Korea had initially developed in Korea's university circuit. However, starting from 2004, high school students also started to participate in different Model UN activities. The first high school Model UN conference was called Model United Nations of Seoul (MUNOS) and was hosted by a company called Chosun Education. Though the first MUNOS had only 70 participants, more students started to participate overtime. In 2007 when interests in the UN rose in Korea largely due to the selection of Ki-

Moon Ban as UN’s Secretary General, over 500 students participated in the MUNOS conference [7].

High school students also started to organize Model UN conferences from 2010 for themselves; one of them includes GLIS Model UN that started off with approximately 300 participants [1].

Table 1. Development of Major Model UN Conferences in Korea

Year	Name	Type	Size
1959	HIMUN	College	N/A
1995	NMUN	College	25 Universities, 200 Participants
2004	MUNOS	High School	70 Participants
2007			500 Participants
2010	GLIS MUN	High School	300 Participants

2. Analysis

2.1. Developments during 2000~2009

Access to documented sources would be essential to analyze Korea’s Model UN society before 2010, the year when high school students started organizing Model UN conferences for themselves. There are currently a limited number of fragmented sources that simply imply the expansion of Model UN in the university circuit before the year 2010. UNA-ROK website states that only 150 students from 38 colleges participated in its 6th NMUN-Korea conference held in the year 2000. However, 420 students from 55 colleges participated in its 15th conference that was held in the year 2009 [9]. If the number of university students who attended other college conferences such as HIMUN is also counted, the total number of college students’ participation in a year would reach at least 1,000 students before the year 2010.

Along with college circuit conferences, MUNOS conference for high school students has existed since 2004. But almost all other existing conferences were aimed at university students before 2010. Hundred to five-hundred high school students that did participate in Model UN conferences were limited to students who attended elite institutions such as foreign language high schools [7]. Thus, it can be said that while the first ten years after the year 2000 was a time for Model UN to spread throughout South Korea, it was largely limited to the university circuit.

Note that in 2007 a Model UN book titled Korea’s Youth Model UN Pathway was published by MUNOS conference’s Secretary General and Deputy Secretary General. But because the book’s content was limited solely to the history of the MUNOS conference itself, it is not considered as a

comprehensive research on Korea’s overall Model UN society in this paper.

2.2. Developments after 2010

2.2.1. Region. From here on, this paper will focus on the high school circuit of Model UN society in Korea as high school Model UN pool has become larger than that of the college pool since 2010.

Model UN Program Distribution 2014

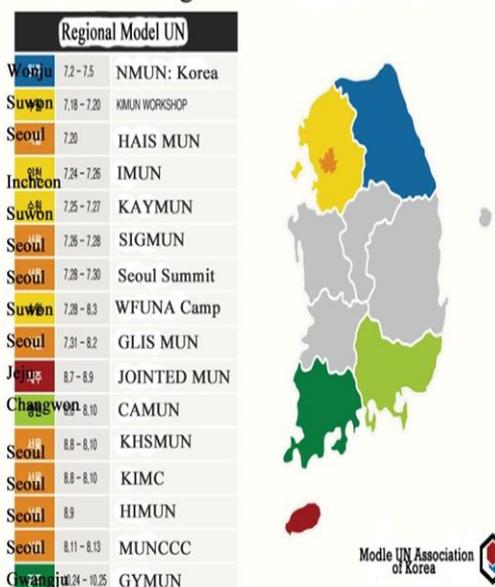


Figure 1. Model UN distribution in Korea

To begin, the year 2010 was when Model UN became accessible enough for high school students to also organize conferences for themselves. While Model UN conferences were initially hosted by universities and companies, Model UN such as GLIS MUN was organized by high school students in 2010 [1]. Starting from 2011, high school Model UN unions also began to form and the Korea International Model Congress (KIMC) Union became the largest student-run Model UN union with over 30 member schools [3].

The expansion of Korea’s high school Model UN society first took place in Seoul, the capital of South Korea. All Model UN conferences, including MUNOS, GLIS MUN, KIMC Union, NMUN-Korea, and HIMUN, initially took place in Seoul. This was largely because official languages for most Model UN conferences were set in English (conferences started to use Korean as its official language only after 2012).

Table 2. Member Schools of the KIMC Union

Year Added	Name
2011	1. Korean Minjok Leadership Academy
	2. Chungang University High School
	3. Dolma High School
	4. Hansung Girls' High School
2012	5. Gwangmun High School
	6. Daeil Foreign Language High School
	7. Doonchon High School
	8. Bugil High School
	9. Youngshin Girls' High School
	10. Sookmyung Girls' High School
	11. Ehwa Girls' Foreign Language High School
	12. Youngnam Sahmyook High School
	13. Incheon Daegun High School
	14. Incheon Yeonsu High School
	15. CheongShim International Academy
	16. Hanil High School
	2013
18. Gaepo High School	
19. Gwacheon Girls' High School	
20. Daegu Girls' High School	
21. Daewon Foreign Language High School	
22. Daejin Girls' High School	
23. Yangjae High School	
24. Seoul Yonghwa High School	
25. Daejeon Jeonmin High School	
26. Changhyun High School	
2014	27. Jungsan High School
	28. Joongdong High School
	29. Jinseon Girls' High School
	30. Jamsil Girls' High School
	31. Korea International School
	32. Global Vision Christian School
	33. Choongam High School
	34. Suhmoon Girls' High School
	35. Kyunggi Girls' High School
	36. Dongwoo Girls' High School
N/A	37. Daesung High School
	38. Songlim High School
	39. Youngil High School
	40. Eunkwang Girls' High School
	41. Ehwa Girls' High School
	42. Ilsandong High School
	43. Jinmyeong Girls' High School
	44. Posan High School
	45. Pyeongchon High School
	46. Hwanil High School
	47. Bucheon Girls' High School
	48. Sangwon High School
	49. Asia Pacific International School

Since the portion of students who were educated to use English fluently lived in the capitol of Seoul,

conferences naturally expanded from Seoul. As time went, Model UN has spread to other parts of Korea such as Jeju Island, Incheon, Busan, and many more as shown in Figure 1 above.

2.2.2. Participation. Region is an important factor to consider when analyzing the trend of participation. It would be difficult for someone to participate in a conference if that person lives far away from the venue. However, factors regarding the conference itself also determine whether a student would participate in a specific conference or not. 2.2.2. Will focus on the factors that lead to participation and see how those factors have affected the development of Korea's Model UN society.

First, the rules of Model UN make students decide whether to participate in a specific conference or not. There are two different forms of rules in Model UN: UNA-USA style and THIMUN style. The two styles have different rules and students who participate in a conference with one set of rules typically participate in further conferences that operate with that particular set of rules. And because almost all Korean conferences are UNA-USA formatted, most students tend to learn the UNA-USA method; only conferences like HAIS MUN, KIMC, and KHS MUN operate in THIMUN style. But many conferences are now integrating the THIMUN formatted rules with UNA-USA formatted rules. Having an opening speech, a unique rule for THIMUN styled conferences, in a UNA-USA formatted conference can be a typical example.

Participation is also largely influenced by the type of high school a student attends. Students who attend international high schools attend conferences hosted by international high schools while students who attend foreign language high schools attend conferences hosted by universities, companies, and by other students. Students who attend conferences hosted by Chosun Education usually aren't seen in other conferences as they benefit from continuous participation under Chosun Education's diverse programs. But because the awards are better in conferences hosted by universities and other companies, a diverse pool of students can be seen in famous Model UN conferences like Global Classroom: Seoul (GC: Seoul) and Model United Nations Conference on Climate Change Convention (MUNCCC).

2.2.3. Marketing. Because not many Model UN conferences existed in Korea before 2010, it had been relatively easy for secretariats to gather 300~500 participants per conference. GLIS MUN gathered about 300 students in its first conference in 2010 and MUNCCC gathered over 400~500 students in its first conference in 2011 [1]. However, as an increasing number of conferences were made after the year 2013, it came to be considered a success in

2015 if a conference had over 100 participants. Some conferences even had deficits of thousands of USD by not having enough participants to pay for the conference venue. To counter this problem, various Model UN conference secretariats came up with ways to promote their conference to gather more participants. Here, this research will explore those marketing strategies.

SIGMUN, a conference with about 120 participants, had about 10,000 USD deficits in its first conference. However, for its second conference, it had sponsors from a university in Korea, United Nations Development Program Seoul Policy Centre, a company called GTRO, and Georgetown University. By having concrete sponsors, SIGMUN gained credibility among participants and thus attracted a lot of participants. Not only did the conference come out of deficit but it also produced a profit of approximately 3,000 USD.

Although MUNCCC does not attract 400~500 participants it did in its early days, 200~300 students still participate in this conference annually. MUNCCC achieves this by having attractive awards. Unlike regular Model UN conferences that have Best Delegate, Outstanding Delegate, and Honorable Mention awards, MUNCCC has ministry awards, company president awards, university president awards, etc. KIMC also had these attractions in its 2013 conference and attracted a lot of participants. There were three premium awards in KIMC that gave each awardees 1,000 USD, 500 USD, and a full scholarship that included the air fare cost for attending a leadership camp held at Melbourne University, Australia.

Having attractive awards and concrete sponsors are great, but a conference needs more than that. They would need to show off their attractiveness through proper advertisements for potential participants. Therefore, most conferences in Korea worked hard to get in touch with prospective participants by running Facebook pages and Kakao Talk groups, a widely used social media platform in Korea. HAIS MUN, for instance, had events on Facebook where it gave out prizes for those who shared its advertisements. Some secretariats in other conferences showed how their conference was being organized by uploading pictures of chair training sessions, the venue of the conference, etc. To attract participants to the conference, secretariats also advertised delegate services such as registering for a hotel room for the convenience of delegates living far away from the venue. To have a professional ambience, many conferences also bought public domains on the internet and operated personally designed websites.

But despite these efforts, some students still couldn't participate since most conferences were at least two days long and students had to pay 200~400 USD for the conference fee. Therefore, starting from

2013, some conferences worked on reducing the cost.



Figure 2. HAIS MUN Webpages

CAMUN, a conference held in a local area in Korea, and HAIS MUN held in Seoul, can be examples of this phenomenon. Since CAMUN was a three day conference, it worked to eliminate expensive hotel venues and conference rooms and succeeded in reducing the participation fee to less than 150 USD. By doing so, the first CAMUN in 2013 succeeded by having over 100 participants. HAIS MUN, on the other hand, reduced the conference length to one day to attract students who were willing to spend less time and money on the conference. As HAIS MUN lasted for only one day, participating students only needed to pay 50 USD. In its third conference in 2015, HAIS MUN had over 200 participants; a large success considering that it was organized by high school students and there were many other conferences available for the participants to choose from.

Finally, it would be worth noting that several local conferences have changed their official language from English to Korean to make their conference more accessible to students living in local areas who aren't fluent in English. All these efforts have contributed to lowering the barriers to participating in Model UN conferences in Korea.

Table 3. Various Marketing Strategies

Marketing Strategies		Example
A	Receiving sponsors from companies, UN entities, and universities to gain credibility	SIGMUN
B	Preparing attractive awards from UN entities, government ministries, universities, and companies. Attractive awards were typically followed by generous accolades. They widely ranged from monetary compensation to funds for attending conference abroad to having a dinner at the British Embassy of Korea	MUNCCC, KIMC
C	Advertising through social media including Facebook and Kakao Talk	HAIS MUN
D	Lowering the cost and providing financial aid	CAMUN
E	Changing the language from English to Korean to attract students who don't speak English fluently	Local Conference

2.3. Model UN Resources in Korea

Although aspects of Korea's Model UN society have been written before, only a handful of Model UN books that have been published remain to show some aspects of Korea's Model UN society. The six Model UN book publications are *Model UN*, *Model UN: Handbook*, *Korea Youth's Model UN Pathway*, *Story of how GLIS MUN was made*, *UN Conference Guidebook*, and *Model United Nations: Unexpected Journey*. The *Story of how GLIS MUN was made* and *Korea Youth's Model UN Pathway* aren't available currently in 2017.

To talk about some characteristics of each publication, Model UN is a guidebook for the college Model UN circuit. It was written by a college student and people in UN-related professions. Model UN: Handbook is a book written by a professor who talks about the logistics of Model UN. The same professor also wrote the long book of UN Conference Guidebook. The most recent publication is Model United Nations: Unexpected Journey that comprehensively deals with the high-school circuit of Korea's Model UN society. All Model UN publications except Model UN: Unexpected Journey were published in Korean.

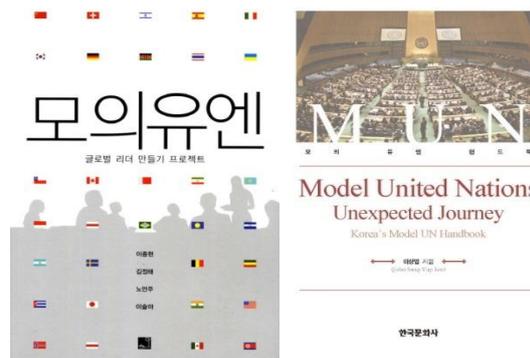


Figure 3. Model UN books on the college circuit (left) and on the high school circuit (right)

Table 4. Different Model UN books and their Characteristics

Book Title (Year, Language)	Characteristic
Model UN: Unexpected Journey (2015, English)	Specifically deals with the high school Model UN circuit in Korea with a focus on the role of the delegates
Model UN (2011, Korean)	Specifically deals with the college Model UN circuit in Korea with a focus on organizing a conference
Model UN Handbook (2008, Korean)	Written by a professor and deals with the logistics of Model UN
UN Conference Guidebook (2014, Korean)	Written by a professor and deals with the logistics of Model UN
Story of how GLIS MUN was made (2015, Korean)	Talks about GLIS MUN's history and different episodes in its findings
Korea's Youth Model UN Pathway (2007, Korean)	Talks about the MUNOS conference (held in Korea) and various international Model UN conferences abroad

2.4. Educational Values of Model UN

According to Kniep, "Global Education is an education which promotes the knowledge, attitudes, and skills relevant to living responsibly in a multicultural, interdependent world." And as Cates states, this type of education familiarizes students with both domestic and international issues that may occur in the 21st century [2]. But how can Model UN act as a part of this form of education? While there are various pedagogic methods in promoting "Global Education," the United Nations confirms that Model UN simulation is an experiential education that can educate students on what it means to be a global citizen [8].

Cates states that the goals of "Global Education" include acquiring knowledge, skills, attitudes, and

action [2]. Model UN incorporates all these aspects. Firstly, students who participate in a conference acquire specific knowledge on given agendas in each committee. If the agenda is about Syrian refugees, for instance, participants research the competing issues and share the different stances between nations in the conference room. By doing so, students ultimately gain a balanced view of the most up-to-date issues that are debated among the international community. Students who participate in Model UN also attain some specific skills which go beyond simple research on the agenda. Delegates who participate in a conference would learn public speaking skills and research skills. But secretariats who organize the conference would learn another set of skills about the logistics on how to organize an event. Thus, the educational values of Model UN aren't simply bound by the conference committee agendas. Knowing what's going on in the world and refining one's implementation skills by organizing conferences, students also learn to produce the ideals they have been taught in committees. High school students who participate in Model UN conferences in Korea has made different Non-Governmental Organizations (NGOs) to promote LGBT rights, justice regarding sex-slaves, etc. Students who have learned the UN ideal and have learned skills to promote them through Model UN's business models ultimately go beyond UN simulation and work as actual producers who make a positive contribution to our society.

3. Challenges and Prospects in 2016

3.1. Issues with Model UN Organizations

Various Model UN organizations were made since KIMC High School Union was organized in 2011. Some of them include Global Talent Raising Operation (GTRO), Model UN Association of Korea (MUNAK), and AKYD. For background information, GTRO is a non-profit company that has its base in the southern part of Korea that helps sponsor new-found Model UN conferences; it has sponsored over ten conferences since 2013. MUNAK on the other hand usually works in Seoul to generate a platform for discussion of Model UN society in Korea. It has the largest online Model UN platform with over 1,800 members and aims to facilitate interaction between Model UN secretariats and provide Model UN information to the public. Figure 1 in this research displays the information that was produced by MUNAK.

Despite the expansion of Model UN in Korea through various organizations, it has been difficult to maintain such organization for a long period of time. This is because while a student may make a Model UN organization and operate it for several years, if the student grows up and moves on to the college

circuit or into the job market, that student would no longer spend his/her time doing the necessary job to run that organization.

Table 5. Purpose and Status of different Model UN Organizations in Korea

Name	Description	Status
GTRO	Aids new-found Model UN conferences	Active
MUNAK	Shares information about Model UN conferences that takes place in Korea and facilitates the largest online Model UN forum	Semi-Active
Model UN Confessions	Posts Model UN contents when asked through Facebook message. Has reached over 4,000 likes by the end of 2016.	Active
AKYD	High School organization	Dormant
Model UN Workshop	Spreads Model UN through workshops	Dormant
KIMC	High School organization	Semi-Active

Organizations like Model UN Workshops, Association of Korea Youth for Diplomacy (AKYD), and others ceased to exist due to this issue.

Thus, there needs to be a central force like UNA-USA in the US or WFUNA in the UN to help aid Model UN organizations founded by students in order to benefit the Model UN society continuously. But currently, UNA-ROK in Korea only works with the college circuit to help NMUN-Korea and WFUNA simply organize a Model UN camp annually.

3.2. Issues with Model UN Conferences

Model UN in Korea has definitely expanded and numerous conferences have been made. But while it is good to have new conferences, many students are doing so to gain a positive leverage in the college admissions procedure. Students with three to four conference experiences are organizing their own conferences when in the past students who had experience with only three to four conferences worked as a chair. Unlike the past when participants were genuinely active in each committee, nowadays only 30~40 percent of participants are active. With too many conferences with too many nonchalant participants, the overall quality of Korea's Model UN conferences has degraded to some extent.

But on the other hand, as Model UN has become too common in college applications, students solely looking for admissions benefit are exiting from the

Model UN society. With its peak in 2014~15, the expansion of Korea's Model UN society has decreased in 2016. Deficits occurring in some conferences are signs of this phenomenon. Even the famous GLIS MUN had a deficit in its 10th conferences and changed its venue from a hotel to a university for the first time in its history in its 11th conference.

Coupled with the loss of merit during the college admissions process, cases on embezzlement of conference funds are bringing the downfall of several Model UN conferences. In one of the largest student run conferences in Seoul that is still operating as of 2017, one of the previous Secretary Generals used the conference fund for his personal use. Although other secretariats found this out the day before the conference and impeached the Secretary General, his embezzlement disabled the use of participants' fee for their benefit – thus degrading the conference quality. GLIS MUN that started the era of student run conferences also ceased to exist due to this very problem.

Complaints about how GLIS MUN was run had been going on for several years. Awards weren't sent on time and participation fees weren't refunded on time. But it was through a Facebook post in the Model UN Confessions page that students found out what had caused all the problem. Jeung Hyun Yoon, Kim Jung Yoon, and Kwon Shoon Ho, members of GLIS MUN Secretariat and the Board of Trustees, uploaded a confession on what had been going on in GLIS MUN. According to Jeung Hyun Yoon, InGook Cho, the CEO of GLIS Company, had used thousands of USD for his phone bill, girlfriend, and other expenses for pleasure [11]. Yoon states that only he had access to the disclosed budget and that secretariats had to proceed the conference without being able to pay 30,000 USD for the hotel venue due to the embezzlement.



Figure 4. Case presented by GLIS MUN secretariats and the board of trustees on the problem of embezzlement

Although Korea's Model UN society did expand from 2014~15, due to the problems present among Model UN conferences and the loss of admissions benefit, the expansion has died down significantly. According to MUNAK, while there were 30

conferences in 2015, only about 20 conferences remain as of 2017 [12].

4. Other Youth Activities in Korea

4.1. Korea's Debate Society

Information about Korea's Debate Society was attained through an interview of three highly experienced debaters: Jihoon Kim, a current Oxford undergraduate who was a member of Korea's National Debate Team in the World School Debating Championships (WSDC), Gahyun Kim who placed first place in the 8th YTN & HUFS Youth English Debating Championship, and Kathy Moon who elevated into the 8th round in the 8th YTN & HUFS Youth English Debating Championship, one of the largest debate competitions in Korea since 2015 [13].

4.1.1. Format and Languages. There are numerous formats of debate competitions around the world. In Korea, however, the Asian Parliamentary Debate format is most widely used among competitions that use English. Formats such as the British Parliament Debate and the Public Forum Debate follow the lead. Competitions are typically hosted by either government funded entities or private entities. Government funded competitions usually operate in Korean while most privately funded competitions operate in English. Some English-run competitions provide a separate division called the EFL round, or English as a Foreign Language round, for students who haven't lived overseas over a set amount of time.

4.1.2. Distribution and Size. According to Jihoon Kim, there are currently about 15 small and large debate competitions around Korea. Like Model UN conferences, well-known debate competitions including YTN & HUFS, KUDC, NSDC, and KEDC all take place in Seoul with the exception of Gwangju Youth English Debating Championship. Like Korea's Model UN society, the size of Korea's Debate society has also decreased significantly. For instance, while the YTN & HUFS Youth English Debating Championship had over 200 students per competition 4 years ago, it now has about 80 students per competition. However, it is worth noting that according to Kathy Moon, "Competitions that operate in Korean are still faring well."

4.1.3. History. Historically only debate competitions that operate in Korean were present in Korea. According to Kathy Moon, English debate competitions became available to high school students from mid 2000s and to middle school students since 2010. Gahyun Kim adds that education institutions like 'Debate for All' had contributed to spreading the debate culture. Jihoon

Kim also adds that two to three major competitions led the debate culture in Korea. He recalls that during the 2000s, students participated in NSDC since it was the first largest conference in Korea. He also recalls that KEDC marketed heavily by giving Samsung Galaxy Tabs to all awardees and that YTN & HUFs debate competition implemented a novel approach of broadcasting competitions live on the news.



Figure 5. YTN & HUFs Youth English Debating Championship broadcasted live

4.1.4. Participation. There are largely two roles which students can take part in a debate competition: debater and a judge. While some competitions have high school teachers and professors come in as adjudicators, college students who've had debate careers during high school also participate as adjudicators to judge a round. Debaters are largely divided into two categories. According to Kathy Moon, students who attend international schools or foreign language high schools can be found more in English competitions than those who attend public schools. She states that this is because one needs to first be fluent with English and this usually comes through private education. She adds that while students usually team up with friends in school to prepare for Korean competitions, they usually train in private education institutions for two to three weeks to participate in English competitions.

Highly successful high school debaters also participate in the World School Debating Championships (WSDC), an annual international debate tournament where national representative debaters compete. According to Jihoon Kim who was previously in the team, one needs to pass three rounds to be able to be selected into the national team. First, one needs to go through a blind application process. In the second round, a total of 12 students are selected through random team mashup debate – the selected students are now in the WSDC pool. The third round proceeds through a weekly session evaluation where five finalists are selected into the WSDC Team. He states that the major difference between domestic and international debate competition is that the atmosphere of domestic competitions is tense in contrast to the festival like atmosphere of international competitions.

4.1.5. Limit. Like Model UN, Korea's Debate society has problems that can be improved. The first problem is that a lot of students, in the interest of winning awards at tournaments, attend private education institutions to receive training. Although receiving training doesn't inherently affect the debate society negatively, private institutions spearheading the training of students to win awards prohibits others who can't pay for those trainings. This culture where students train and form teams in private institutions especially discourages low-income students from having access to debate tournaments. The second problem is that Korea has an enclosed debate society. As there aren't much incentives in terms of awards for novice debaters and since it takes time for one to increase one's skills, the entrance barrier is high. The third problem that could be worked on is that students use similar logic in competitions with similar motions. Although Gahyun Kim states that it is not a significant problem since different debaters may make different reputations, it is worth mentioning the limit.

4.2. Government-led Youth Programs

One purpose of The Ministry of Gender Equality and Family in Korea is to educate youths. To fulfill the 54th Article in the Law of Promotion of Youth Activities, it operates the International Youth Exchange Network in cooperation with the Korea Youth Work Agency.

Table 6. International Youth Exchange Network Programs

Programs	Description
International Events held in Korea	Since 2014, four international events were held annually in Korea such as the 27 th International Youth Forum
Youth Interaction Between Nations	Since 1979, 5~40 students were selected annually and sent abroad to experience one of the 34 nations that participates in the program
Korea-China Youth Interaction	Since 2004, a maximum of 500 students from each nation were selected to interact with one another
International Conference Participation	Since 2008, about 20 students were selected annually to participate in international conferences and forums
Overseas Youth Volunteer	Since 2005, 35~704 students were selected annually to participate in overseas volunteer works
Youth Friendship meeting between Korea, China, and Japan	From 2007 to 2012, 100 students were selected from each nation to interact with one another

The International Youth Exchange Network currently operates five overseas programs and one domestic program. Most of its overseas program have partial financial assistance and have age limits that widely ranges from 15~29 [14].

Other government-led youth programs can be found in the Youth Participation Portal. While the previously mentioned programs focused on providing an opportunity for students to interact with others from different countries, these programs emphasize youth participation in the process of making youth policies. Based on the 5th Article in the Law of Basic Rights of Youths, students in one of the three youth committees work under different government entities to help make the policy that effects themselves [15]. The first committee is the Special Youth Conference committee that works to form a proposal for the government to work on.

A total of 250 students selected from 17 different parts of Korea start their terms in March and end on December. The second committee is the Youth Engagement committee that advises government entities on their youth policies. Students are selected in either January or February and participate in monthly meetings for a year to advise their local government. The third committee is the Youth Operating Committee where students advise youth facility program operators. The motto of the committee is to make a youth facility that meets the demand of the students [15].

4.3. Other Youth Activities

There are countless youth activities in Korea. Programs suited for middle school to high school students may be found in an internet blog named 'Solmo's House' for further reference. Run by a current Yale undergraduate, the blog has a constant update of quality volunteer works, events, camps, and exams students may pursue. The blog had over 16,000,000 views and was designated as one of the recommended sites by the Korean Communications Commission in 2011 [16].



Figure 6. Solmo's House blog

Programs for college students may be found in an internet café named 'SPEC UP' for further reference. Founded in 2008, it currently has 1,715,197 members and is one of the largest online platforms where college students attain information for the job market.

5. Conclusion

This paper analyzed various aspects of Korea's Model UN society while also introducing other youth activities for further reference. As there hadn't been any previous documentation conducted in this field, this paper was largely based on the author's four years of empirical experience in the field of Model UN. The development of Korea's Model UN society before 2010 was described based on the fragmented sources found in conference web pages.

Model UN is an excellent education tool to teach students the diplomatic procedures of the UN and current international issues as well as communicative competence. Students participating in Model UN conferences can learn to perform academic research and practice public speaking. Also, if a student works as a secretariat in a conference, that student can learn vital skills needed to organize an activity. And students, by learning how to become the producers of their education, ultimately start to make changes in the field of their own interest.

Knowing the educational values inherent in Model UN activities, teachers may utilize this paper to exploit those values. They may help students understand how Korea's Model UN works and the means to participate in it fully. Since this research analyzes how one student activity named Model UN has developed over decades in a nation, researchers may also utilize it to compare Model UN to other activities that were dealt in this paper for further study.

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