Understanding outdoor education in South Korea:
The perspectives of current leaders

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ABSTRACT

Outdoor education includes the provision of outdoor learning experiences to assist youth's holistic development in relation to the outdoor environment. The formalised educational practice of outdoor education internationally derived mainly from the Western part of the world, with famous Western scholars and philosophers providing the root of the ideas and theories (Wurdinger, 1997). The practice is now widespread in different parts of the world, including South Korea. However, outdoor education in South Korea has not yet gone through systematic development (Lee, 2018). In-depth exploration to understand outdoor education through the eyes of current outdoor education leaders in South Korea and the key influences and social and cultural context that impacted the delivery of outdoor education is, therefore, timely. This study aims to understand outdoor education in South Korea, focussing on why and how outdoor education in South Korea has shaped as it is today.

This interpretive qualitative study was framed by critical realism and contextualism and used culturally responsive approaches to explore and highlight the perspectives and experiences of current outdoor leaders in Korea. One-on-one semi-structured interviews were conducted online with six current outdoor education leaders in South Korea from different backgrounds. Through thematic analysis, four main themes were identified. The first theme focused on learning outdoor education in South Korea, highlighting the challenges leaders face in learning and developing themselves as an OE leader. The second theme explored policies and regulation that impacts the operation and delivery of outdoor education. The third theme explored the perception of outdoor education from different parts of society, including parents, teachers, schools and organisations. Lastly, the final theme explored these current

leaders' ideas and perceptions of the future of OE in South Korea. Given the interconnection of each challenge identified through the analysis of four themes, for OE to flourish in South Korea, there was the need for clarification of outdoor education, investment in the development of Korean-style outdoor education and changes in perception. The research concludes with areas for further study, limitations and a summary of the entire research.

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Chapter 1   INTRODUCTION

Outdoor Education (OE hereafter) is a well-known educational practice in some parts of the world with underpinning theories derived from famous Western philosophers. According to Wurdinger (1997); Plato, Aristotle, Rousseau, and Dewey had ideas that later became the foundational philosophy of modern-day adventure education programmes. These ideas included learning through experience, learning through risk, building moral character, and developing a healthy body and mind (Wurdinger, 1997). The origins of the formalised practice of OE primarily began in Western countries, including the United States, the United Kingdom and parts of Europe. The practice has spread and is now found in different parts of the world, including South Korea. For example, a well-known OE provider, Outward Bound, has programmes in 35 countries across six continents (Outward Bound International, n.d.), and the Duke of Edinburgh's International Award that contains an OE component through adventurous journeys is operated in 130 countries (The Duke of Edinburgh's International Award, n.d.). Lastly, the Scouts centres can be seen in 173 countries worldwide (Scouts, n.d.).

Korea is geographically located in the easternmost part of Asia, with China in the west and Japan in the east. Korea was influenced by the Western world after World War Two and especially after the Korean War in 1953 when the country was considerably destroyed and damaged. For example, the United Nations and the United States offered massive aid as part of the recovery to South Korea (Korea hereafter) (Adams & Gottlieb, 2018). As such, it can be seen that the Western world has greatly influenced Korean society, and the same applied in the education field. With the help of the US military government, the modern education

format was formed, and the overall structure remains the same until today (Adams & Gottlieb, 2018; Clark W, 1994).

In addition to the overall education system, formalised outdoor education that began in the West also permeated Korea. The three internationally known OE providers, the Scouts, Outward Bound and the Duke of Edinburgh, also operate in Korea. Various initiatives and efforts have also been made under youth training, which can be classified as Korean-style OE. However, outdoor education remains an unfamiliar term in Korea. Although outdoor education remains an unfamiliar term in Korea, efforts to adopt it have occurred over the years. This includes the government issuing relevant regulations and the inclusion of OE in the formal curriculum. However, OE remains vague, misunderstood and misinterpreted education that does not draw any attention from stakeholders. This research study aimed to explore and understand outdoor education in South Korea.

1.1 Research Question

This research aimed to understand OE in Korea and focus on why and how OE in Korea has been shaped as it is today through the lenses of the current leaders. The research questions guiding the study were:

1. How does OE fit within the educational field in Korea currently?

2. What are the key influences and challenges that current leaders experienced, and how are these impacting OE provision in Korea?

3. What do current leaders foresee the future of OE might or should be in the current social and cultural context?

The first question addressed an overview of the status of outdoor education within the educational field in Korea. The second, explored key influences and challenges and how these

impacted OE in Korea. Lastly, the third aimed to examine the future of OE in Korea within the current cultural and social context and investigate leaders' observed hopes and the changes that needed to occur.

1.2   Research Context

Many scholars address that the term outdoor education is not easily defined. As Nicol (2003) described, "OE defies definition in terms of being a fixed entity of common consent, homogeneous over time and space" (p. 32). Thus, OE has a complex meaning and is complicated to present in a simple and universal term. OE in Korea is equally as complex as OE sometimes is called a different term or is not being used at all. The absence of clarity about OE can be seen at a statutory level, in training institutions, and with OE providers and current leaders.

Given the research context of Korea and the associated theory being proposed in Western culture, my study focused on the cultural context that may have impacted the current OE status in Korea.

1.3   The Researcher

My family came to New Zealand, Aotearoa (Aotearoa hereafter), from South Korea in January 2002. I was thirteen years old, in my second year at middle school in Korea and Year 9 in Aotearoa. I did not know what to expect and what would be ahead of me living as an immigrant in another country. Spotless blue sky and glazing sun welcomed our family upon our arrival. In 2006, during my high school years, I had an opportunity to join a trip to the Outdoor Pursuit Centre on Great Barrier Island; I would not say I liked every moment of being

on the island as I got wet from thunderstorms one night while I camped under the tarp. Frankly speaking, I hated every moment until I came home, showered, and sat on the couch. It was then I felt, "Actually, that was really fun". After a year of considering what to study and pursue for my future career, I finally decided to major in OE. While studying, I found Outward Bound Korea (OBK) and set my goal to work for OBK after graduation. As a fresh graduate with an OE major, it was a time when I was full of bravado and confidence, thinking that I knew all about OE, even more than anybody in Korea. After years of experience, I subsequently realised that this was an arrogant attitude and judgement that ignored Korea's history, cultural and social context and way of conducting outdoor education.

As I gained more experience and built my career as an OE leader, I began to wonder about what was happening in OE in Korea, why fellow local OE leaders struggled to make a living, why there seemed to be many barriers that impacted the delivery of OE and where they were they coming from, and why many Koreans think OE was just Scouts activities. Between my colleagues and fellow OE leaders, some assumptions were made about why OE had not gained much attention in Korea, but there was a dearth of studies and research on this issue. Eventually, I built the research question that is the focus of this study to inquire in-depth and find the 'whys and whats' that derived from my career. The experiences from my time in Korea as a leader and their impact on my perspective and assumptions will be referred to several times throughout my thesis.

1.4   Structure of the Thesis

The thesis is divided into five chapters. It begins with the current introduction chapter, presenting the background of the research and the research questions. The second chapter

reviews literature about Korea's cultural and historical background and education status. It then examines OE, including definitions, benefits and contemporary ideas. My personal experience is also reflected in forming my own perspectives on OE. Chapter 2 concludes with a discussion of the status of OE in Korea and other Asian countries. From this contextual framing, in chapter three, I describe the theoretical framework and methodology for my study. The recruitment process, data collection and analysis, and ethical considerations are also discussed. An introduction to each of the participants in this study is provided in this chapter. The findings chapter then presents four themes that were identified through thematic analysis. These address how people learn OE, the policies and regulations that impact OE, the perception of OE from different angles and lastly, the future of OE in Korea. In the final chapter, I highlight the key findings with implications for the future. In addition, I address the study's limitations and areas for further research and conclude with the thesis summary.

Chapter 2 REVIEW OF LITERATURE

In this literature review, I critically explore why and how outdoor education in South Korea has been established in its current form. Understanding how Korea was formed as a country and how and why people in current society perceive education provides an essential backdrop to considering the current status of outdoor education. In Part 2.1, a comprehensive review critically explores Korea's history, people, education and economy and how these are connected to outdoor education. The review briefly looks at the history of Joseon, which is the entire Korean peninsula geographically, including both South and North Korea and then focuses on South Korea after the Korean War. Part 2.2 focuses on outdoor education. Different scholarly definitions of outdoor education and claimed benefits are reviewed. To provide a critical review of outdoor education, I considered the critiques of traditional learning outcomes, benefits and different approaches from scholars that were concomitant with my own reflection and changes in perspectives during my career as an OE leader. Lastly, part 2.3 reviews the meanings of OE in Korea and other Asian countries. Then 2.4 concludes by noting the literature gap on OE in Korea.

2.1   History of Korea

2.1.1   Joseon Dynasty

Korea has a rich history beginning with small tribes who settled in the peninsula hundreds of thousands of years ago and continuing through the regimes of ancient countries and dynasties to what is now known as the Republic of Korea or South Korea (Kim, 2012a). Due to its strategic location, some historians argued that foreign aggressors invaded the country once every two years (Kim, 2012a) and that neighbouring countries have constantly threatened to

usurp sovereignty (Tennant, 1996). Amongst many historical moments, this review will begin with the Joseon dynasty. It explores the orthodox ideology the dynasty began under and led to the Japanese colonial period, the Korean War, and the military dictatorship period. In particular, it will closely examine its impact on people, society, and perceptions of education today in South Korea.

In 1392, a new Joseon dynasty began with the first king, Taejo Yi Seong-gye (Hulbert, 2014). The dynasty lasted nearly 500 years until 1897, when the country became the Great Han Empire (Kim, 2012b). Joseon was formed based on Neo-Confucian ideology that "envisioned an ideal society that lacks legal disputes and maintains social equilibrium" (Kim, 2015, p. 22). Given its location and being a close trade partner, China has had perennial influence in Korea since ancient states (Yao, 2000). Confucianism was one of the ideas pervasive in Korea, later determined as an orthodox ideology that influenced the start of the new dynasty (Lovins, 2006). Although Confucianism is notoriously hard to interpret as it is the unclear and ambiguous word of Confucius himself; the aristocrats, scholars, and politicians from Joseon interpreted Confucianism to legitimise their political approach and ways conducive to their own interests (Cartwright, 2016). At the beginning of the Joseon dynasty, the king implemented reforms that, according to Deuchler (1995), were "territorial consolidation, reconstruction of the bureaucracy, reorganisation of local administration, extensive land reforms, increasing agricultural productivity, and social regeneration" (p. 90). These tasks were to stabilise society by balancing people and land and introducing a new sense of order. Due to these tasks above, Korean Confucianism particularly emphasises social hierarchy. Kim (2009) stated, "Korea transformed its originally matrilineal social order into patrilineal one to establish a more hierarchical order, and at the same time to institutionalise the principle of

meritocratic promotion through the civil service examination system" (p. 860). Confucianism emphasises persistence and hard work as well as education, which is said to be linked not only to school but also to life (Paik, 2001). How has the meritocracy emphasised in the Joseon Dynasty influenced the present?

The people in the Joseon Dynasty were divided into three hierarchical groups, as Kim (2003) presented: "*yanban* as nobles and government officials, *yangmin* as commoners and *chonmin* as base people" (p. 155). The role of each class differed as yangban families were dedicated to studying and serving the country, and any type of manual work or artwork was regarded as shameful and looked down upon (Tennant, 1996). Not only did people's roles differ according to their hierarchy, but they also had different social and economic advantages and disadvantages. The majority of Korean families were commoners during the Joseon Dynasty, and they suffered from a series of hardships, exploitation, hard work and starvation, whereas yangban families had social and economic advantages (Yeom, 2014). Therefore, commoners and peasants wanted to obtain the yangban class to gain social and economic advantages (Kwon, 2014). The only pathway for a lower-class citizen to obtain elite and noble yangban class was to study hard and pass the civil service examination (Burt & Namgi, 2009). The social hierarchy existed until it was abolished through the Kabo reform in 1894 (Hwang, 2007).

Despite the abolition of social hierarchy and the civil service examination in the late 19th century, many scholars argue that Confucianism, which emphasises meritocracy, is still firmly rooted in Koreans and thereby influences their perception of education system (Choi, 2021; Fleckenstein & Lee, 2019; Jung, 2018; Kim, 2009; Kim, 2016; Krechetnikov & Pestereva, 2017; Paik, 2001; Shin & Koh, 2005).

According to Clark W (1994), this can be seen through the notion of becoming a successful entrepreneur by acquiring a higher degree and Korean students studying overseas for master's degrees to become a "complete human being" (p. 24). Jang (2014) also stated that though the educational system is different from the Joseon dynasty, "what they have in common is the fact that educational attainment was the key to gaining status and power" (p. 197). The notion of becoming a civil servant may not be as significant as it was in the Joseon Dynasty, yet the desire to become educated remains one of the biggest tasks for many in current society. The desire is also reflected in "education fever", which can easily be seen in the current society through highly motivated parents and students in education (Kim et al., 2005). Education fever can also be seen in the highly competitive university entrance exams; a high percentage of 18-year-olds graduating from high school in 2005 (97%) (Kim, 2009) and a high percentage of students enrolling in tertiary level education (69%) which is one of the highest in OECD countries (OECD, 2022) with a significant increase in private education (Kindicator, 2022).

Kim (2009) argued that Confucianism has led to both the success and failure of modernity in Korea. Deeply rooted meritocracy that had led to a highly competitive and exam-oriented educational system with the continuation of civil service examination that has been revived after being formally abolished in the 19th century has led to high competition among candidates (Kim, 2009). As seen from many studies, the common Confucian values of hard work, education, meritocracy, filial piety, loyalty, and respect for scholars and bureaucracy are still evident within Korean society. For this reason, the desire to be educated has been inherited over generations in Korea. It is believed that such a mindset has influenced sustaining industrialisation and modernity amongst people post the Joseon period (Kim, 2009).

2.1.2   Post-Joseon

The fall of Joseon in 1895, followed by Japanese colonisation from 1910-1945, the Korean War from 1950-1953 and then the military dictatorship from 1961-1987, all happened within 100 years. During this time, people's lives were indescribably painful. History shows that the hardship the Koreans had to live through is the reason why the nation manifested in economic development. Besides Confucianism in Joseon, the military dictatorship period is also closely connected to economic development and, in turn, directly connects to today's education status and perspectives towards education in Korea.

Education plays a critical role in every election and is one of the top agendas in the National Assembly in Korea. Since the baby-boomer generation has seen the changes through rapid development and realised the importance of education in improving life prospects, education has become an indispensable agenda for all families and the political scene. Korea is well known currently as one of the top scorers in Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA), the test that ranks students of different nationalities in essential skills at schools (reading, mathematics and science) (Australian Council for Education Research, 2016). However, the education scene was somewhat different when the modern education system was first formed and implemented.

During the 35 years of Japanese colonisation, Adams and Gottlieb (2018) noted that the Japanese government had four goals in their policy.

1.   Denationalisation – forcing Koreans to be loyal to the Japanese Emperor

2.   Vocationalisation – to train Koreans only to be low-skilled tradesmen

3. Deliberalisation – ignoring what the Korean schools taught about humanities and the advanced scientific and technical courses

4. Discrimination – limiting educational opportunities for Koreans.

(Adams & Gottlieb, 2018)

Clearly, the Japanese government was educating only to produce labour to contribute skills to the imperialistic plan of ruling the Asia-Pacific area. Education was structured to 'turn' Korean into Japanese by limiting education on traditional and cultural aspects and banning Korean language classes (Adams & Gottlieb, 2018). Only 5% of ethnic Korean graduates from elementary school carried on to receive secondary education (Clark W, 1994), and even if they made it to secondary, they were either to be a labourer or to train other Koreans to produce war products (Adams & Gottlieb, 2018). Adams and Gottlieb (2018) also argued that the Japanese worried that opening more opportunities for higher education for ethnic Koreans could potentially lead to the formation of a political group that could resist the colonial regime. Due to limited opportunities, and an intentional plan only to produce low-skilled labour for war products, Koreans were not trained and capable of forming a modern education system after the liberation from Japan in 1945 (Clark W, 1994).

The official government of the Republic of Korea was formed after three years of liberation from Japan in 1948, and the first national curriculum system was formed with the help of the United States military authorities. There was a huge shortage of teachers, and the illiteracy rate in 1945 reached 78 per cent. Postlethwaite (1988, as cited in Paik, 2001) stated the purpose of education in Korea:

To enable every citizen to perfect their personality, uphold the ideas of universal fraternity, develop a capability for self-support in life, and enable them to work for the

development of a democratic state and for the common prosperity of all humankind

(p.548)

Postlethwaite (1988, as cited in Paik, 2001) added, "hongik-ingan means education is beneficial to all human beings. It had been a slogan since its days of educational reform" (p. 548). The goal is still valid and presented in the current national curriculum (Ministry of Education, 2018). Unlike the Japanese colonial period, education emphasised building a democratic nation through the aspiration of education, which fosters hongik-ingan, which emphasises education and its contribution to the overall benefits of humankind (Ministry of Education, 2018).

The 6-3-3-4 school system (six years of elementary, three years of middle school, three years of high school, and four years of tertiary) was introduced when the first national curriculum was formed. The free and compulsory educational opportunity was first extended to all children from age 6 to 12, that is, up to the sixth grade at elementary school. With the implementation of the modern education system, more students could attend elementary and secondary schools. The number of illiterate was minimised, and elementary school enrolment significantly increased (Clark W, 1994). After the Korean War, the nation had huge destruction and damage to education facilities to the point where international aid was necessary to rebuild. Between 1952 and 1960, approximately 100 million dollars were given by the United States Agency for International Development and United Nations agencies, and more than half was invested in building primary and secondary school classrooms (Adams & Gottlieb, 2018).

Education fever was shown back then through the government investing half of the international aid in recovering schools and the high number of elementary school enrolments, despite the poverty and destruction that damaged the entire country. In the 1960s, Korea was still recovering from the war damage, and the country was classified as one of the poorest in the world. For this reason, the government firmly controlled reforming educational policies and implemented the economic education model to produce human capital and train the potential workforce for big corporates (Adams & Gottlieb, 2018). Some argue that one factor that directly contributed to industrialisation and rapid economic development was the increase in educational opportunities and heavy investment in education (Amsden, 1992; Cho & Chang, 2017; Han & Lee, 2020; Kim, 2002; Lee, 2007; Lee, 2000; Shin, 2012). More and higher educational opportunities opened as the entrance examination for middle school was abolished, and enrolment in primary education rapidly increased up to 96.4% in 1959 and 100% in 1970. This shows a higher percentage than the world average enrolment rate (62.1%) and even higher than some developed countries in North America and Europe at the time (Kim, 2000). During that time, education played an important role in training skilled labour and filling up the workforce needs of big corporations (Cho & Chang, 2017). As a result, the dramatic economic development in Korea was seen through an increase in GDP per capita from 156 US dollars in 1960 to 27,970 US dollars in 2014 (Chang, 2017) and 34,757 US dollars in 2021 (The World Bank, 2022b).

Likewise, educational fever was evident during and after the fall of Joseon, Japanese colonisation and even during the Korean War. During the Joseon Dynasty, education was considered and emphasised through Confucius ethics as well as for advancing an individual's social status. Through the Japanese colonial period and after the Korean War, education

played an important role in individual life and the development of the national economy. Regardless of the reasons for expanding educational opportunities, it was undeniable that expanding educational opportunities played a crucial role in economic development. It is undoubtedly one of the factors that shaped current perspectives on education and current academic life in Korea.

2.1.3 Post-Military Dictatorship and Academic Fever

When the first civilian government was formed in 1993, major educational reforms changed the direction of national education to focus more on nurturing democratic citizens and preparing them for globalisation. The student-centred curriculum was implemented (So, 2020). The increasing number of high school graduates intensified the competitive university entrance exams. Prolonged education fever over the last few decades has also intensified as education opportunities opened for all children in the fast-growing population that doubled between 1960 and 2021 from 25 million to 50 million (The World Bank, 2021). This has led parents and students to seek additional support in achieving higher grades. The private tutoring system, also known as 'hakwon', although not compulsory, became essential in studying (Kim, 2016). In the 1980s and 90s, private tutoring was illegal, and families tried to avoid the conversation as it was embarrassing (Kim, 2016). However, attending hakwon after school or during the school holiday is very common nowadays, and some students and parents consider the private tutoring system better than public schooling (Kim, 2016). Korean parents spend more on private education than any other parents from OECD member countries (Ministry of Education, 2022). In comparing private and public spending on education during high school years, the figure was the opposite of the average OECD score, with Koreans spending less than the average of other OECD countries for public education yet more for

private education (Ministry of Education, 2022). In 2021, a total of 23.4 trillion Korean Won, which converts to 28 billion New Zealand Dollars, was spent only on the private education sector (KOSIS, 2022).

An increase in private education expenditure is one of the side effects of education fever. This has caused learning inequities between households with different incomes (Yang, 2006). The high demand for education affects not only the cost of spending on children's education in a household but also profoundly impacts life as a student. Education goes beyond public school and expands into personal time through private education. It is natural for Korean students to be involved in some form of private academy after school to guarantee continuity of study Kim, 2016). They believe having a head start in education would help admission to top universities and improve life prospects (OECD, 2014); hence the average hours spent on education is scored 55 hours a week (Korea Statistics Research Institute, 2022).

Another key factor that increases the demand for higher education in Korea is the demand for a 'successful life'. As in the Joseon Dynasty, individual status cannot be changed through education. However, many think that tertiary education is necessary and impacts jobs and income after graduation. University is now perceived as an essential part of one's life as it can lead to a better job, better pay, and better social recognition (Clark W, 1994). This perception is still valid nowadays as the 2021 statistics showed the income differences by acquired qualification and the gap that has increased since 2019 (Ministry of Education, 2022).

Long study hours and pressure on academic achievement have impacted the lives of students in Korea, and academic pressure has become a social issue since the 1980s. Since the

introduction of the student-centred curriculum in 1993, many policies have been introduced to relieve academic pressure. For example, in 2015, as one of the policies, the government piloted the "exam-free semester" (So, 2020). Prolonged problems in student life caused by academic pressure concomitant with a highly competitive learning environment and inequity in learning opportunities have unfortunately led to the issues that the Korean government has tried to resolve (Kwak & Ickovics, 2019). Exam-driven and competition-oriented academic life was one of the reasons behind the rapid increase in the suicide rate among adolescents, which showed a 55% increase over the last four years (Park et al., 2020). This is not a new social phenomenon. According to Kwak and Ickovics (2019), "Korea has been ranked first in suicide mortality among OECD nations since 2003", and "adolescents have the highest rates of suicidal ideation and suicide attempt, with suicide being their leading cause of death" (p. 150). At the same time as being ranked as one of the top TIMSS and PISA scorers amongst OECD countries, Korea has also ranked top in suicide mortality and student unhappiness (OECD, 2017).

The country is now at a different stage than when it invested in human resources and a knowledge economy for economic growth. Perhaps there is a need for an outlet to mitigate the adverse effects of the old and outdated education method that once undeniably contributed to economic development but now impacts youth well-being. As I explore in this thesis, the place and role of outdoor education in helping offset and address these issues are important to ascertain.

2.2 Outdoor Education

2.2.1 Definition

Donaldson and Donaldson (1958) define outdoor education as being "...education in, about, and for, the out of doors" (p. 17). Some scholars have tried to define it in straightforward terms. However, it is also argued that OE cannot be defined as simply as above, as it contains various subjects, methods and practices. Wattchow and Brown (2011) stated that it is 'futile' (p. xvii) to find the universal definition that tells all, and Dyment and Potter (2015) claim that it is a "contested term" (p. 195) and "shifting definition" (p. 196) that can differ in various ways depending on the outcomes, location and process. Outdoor education is sometimes considered a method and process that involves direct learning experience and extension of the curriculum (Ford, 1986). Bisson (1996) presented a metaphoric model of outdoor education as the figure of an umbrella that contains different types of education that are categorised under OE. This included challenge, adventure, wilderness, and environmental education. It first started off with camping education identified by Sharp (1948) in USA which then stemmed out to outdoor education and spread out to different types of OE (Bisson, 1996). With rising concerns about the environment in the 1970s, OE turned its path toward environmental education and included subject matter focused on ecology and environment (Carter & Simmons, 2010; Hungerford, 2009). Also, experiential education and adventure education have been consistent feature in many scholarly discussions about the nature of outdoor education (Gilbertson et al., 2006). All these factors came together and have caused confusion and difficulty in presenting a universal definition of OE.

Given the difficulties of presenting a universal definition of OE, the contents and features of OE that are commonly cited are useful to consider. According to Priest (1986), OE features six main points:

1. It is a method for learning

2. It is experiential

3. It takes place primarily outdoors

4. It requires the use of all senses

5. It is based upon interdisciplinary matter

6. It is about relationships, not only involving people and natural resources (p. 14).

These features and statements identified above suggest that OE can fit into any educational circumstances as it is a method for learning. Outdoor education includes outdoor skills, interdisciplinary and experiential learning, and forming relationships between people and natural resources.

In sum, while there are subtle differences in views, the fundamental base of the idea is that OE encourages learning about oneself, others and the environment. It can be seen as a way of building moral character, helping to make good decisions, helping develop a healthy body and sound mind, helping work with others, and emphasising self-driven learning through outdoor activities (Wurdinger, 1997). Notably, well-known philosophers and educationalists like Plato, Aristotle, Rousseau and Dewey emphasise the importance of experiential learning and building moral character (Gilbertson et al., 2006; Wurdinger, 1997). The fundamental concept that early scholars mentioned can be seen through the early practices of OE.

2.2.2   Benefits of Outdoor Education

According to Donaldson and Donaldson (1958), outdoor education's methodology is "… as old as mankind (sic) – learning by using the senses out where the subject matter exists" (p. 17). It is not difficult to find evidence of its existence within the countries with which the researcher has a close connection. In the early days of outdoor education, different movements were introduced with similar philosophies and methods. The Scouts and the Outward Bound movement are examples of this. Baden Powell and Kurt Hahn are often suggested as key figures shaping the current 'Western' form of outdoor education. Baden Powell first formed the Scouts in 1907 to train young boys to be good citizens with the detailed purpose of producing a utilitarian concept of democracy and citizenship, contributing to bringing benefits to the community and country and equality between all citizens (Block & Proctor, 2009). Outward Bound programmes instigated by Kurt Hahn initially aimed to strengthen young men to overcome challenges that Great Britain faced during World War II and later continued to provide opportunities for personal and social growth (James, 1990). The Outward Bound movement claimed that participants who passed through the Outward Bound course would be able to have "independent thought and action, self-reliance, self-restraint, patience, endurance, determination, thought for others, and responsibility" (Price, n.d. as cited in Freeman, 2011). As participants greatly impacted self-awareness and self-confidence during the camp; thus, personal skills were one of the most effective components of the Outward Bound course (Martin & Leberman, 2005).

When both Outward Bound and Scouts were formed, the social belief and values were reflected at the time and were evident in their learning objectives (Brookes, 2015). Criticism by many scholars over the years on the initial learning objectives of the Scouts and Outward

Bound has followed. For example, Brookes (2015) highlighted the two concerning aspects of militarism and anxiety in the community. Adventure education is a sub-section of OE that had derived from military adventure for being in an unfamiliar environment with an emphasis on required skills and personal qualities rather than focusing on local knowledge and experience. The second aspect was anxiety in the communities and how it is derived from the decline in youth, specifically in masculinity, physical fitness, self-discipline, craftsmanship and service (Brookes, 2015). In these early practices, OE was formed on the basis of training and developing youth with militarism.

Along with many learning objectives and benefits claimed in early practices of OE through the Outward Bound and the Scouts, Gair (1997, as cited in Wattchow and Brown, 2011) stated that the claimed benefits of OE include "self-awareness, teamwork, decision-making, environmental awareness, spiritual and aesthetic awareness, relationship-building, taking responsibility, communication skills and physical, awareness teamwork, environmental awareness, spiritual awareness, responsibility, communication skills and physical ability" (p. xvii). This can be seen from the learning outcomes that were summarised in five broad categories by Asfeldt and Hvenegaard (2014): "personal skills, self-esteem, social skills, technical skills, human-nature relationships, and cultural and global diversity/perspective" (p. 134).

Hattie et al. (1997) found that some of the benefits were consistent throughout all major categories of outcomes. The most common outcome was relevant to self-control, including independence, confidence, self-efficacy, self-understanding, assertiveness, internal locus of control and decision-making. Social skills were also found to have a significant impact as

participants exposed themselves to the OE programme, which aided in a change of leadership and ability to adapt to a change (Harun & Salamuddin, 2014). This was also aligned with Hattie et al. (1997) statement that the OE programmes positively impact leadership, academic, personality and interpersonal relationship components. These learning outcomes were also claimed to be applicable to the participants' real-life situations, a process known as transfer of learning that is commonly linked to the experiential learning (Martin et al., 2012).

Given OE's claimed benefits, OE has great potential in educating youth. The following section now introduces a shift in the researcher's perspectives on contemporary outdoor education that reflects personal experiences in two countries as well as some of the ideas about the nature and purpose of OE already discussed.

2.2.3   Building on a Personal Perspective

As an immigrant to Aotearoa from Korea who has pursued outdoor education as a career for several years; outdoor education, Aotearoa, Korea, and the immigrant experience is deeply attached to my own life. Studying OE in Aotearoa significantly influenced my perspectives towards OE, given that this is a place where OE is valued and continually analysed for further development. It has acted as motivation and somewhat been a source of pride to then pursue OE instructing in Korea, a country where I have found that OE is rarely analysed, considered and practised. Although the majority of my experiences as an OE leader were in Korea, the base knowledge and perspectives were formed in Aotearoa. Seeing myself as an immigrant to Aotearoa, travelling back and forth to Korea to pursue research on OE practice, I know that the world we live in today is very different from when Baden Powell and Kurt Hahn introduced the Scouts and the Outward Bound.

Globalisation, rapid increases in global migration, industrialisation, climate change, and technology have developed and are still developing to make the world a different planet. The benefits of OE that are mentioned above have been claimed ever since the Scouts and Outward Bound were proposed. Yet, outdoor education has only undergone subtle changes in philosophy and theory over the last few decades (Brookes, 2003), with some arguing that it has failed to keep up with the changing world (Brown & Beames, 2017). After cumulating personal experience and judgement, McDonald (1997) stated, "We do not need independent research to prove the value of outdoor education; we believe in it" (p. 377). Perhaps many OE leaders, including myself, who believe in the value of experience have unintentionally adopted a self-righteous position and become a little anti-research or failed to see the usefulness of empirical inquiry. At the same time, a changed society and people demand more justification and evidence on OE.

During my years in Korea, my curiosity built up over time. Almost all the programmes I was delivering pursued similar learning outcomes that made assumptions that were hard to be convinced of. I reflected on my own experience through OE programmes that I was part of and found it challenging to present a justification for the methods used. I realised the foundational beliefs were somewhat illusory. The belief in transfer learning, risk-involving activities, and stepping out of one's comfort zone were justified as learning opportunities. I struggled to convince myself that these learning models enabled the achievement of the desired outcomes. Some scholars believe that OE's weaknesses are insufficient research and evidence from the field and a lack of educational discourse on its current practice (Tal & Morag, 2013). If the traditional purpose and values of OE have not been sufficiently justified and failed to provide evidence to the current world, I questioned, could OE be valid?

The place was commonly considered merely a location or backdrop where the group and individuals come for an outdoor experience to develop personal, social and technical skills throughout my OE career. One example from my experience was delivering programmes to Singaporean students in Korea in a freezing winter with at least 40 degrees of temperature differences. The programme purely focussed on overcoming personal and group challenges in a freezing climate by stepping out of their comfort zone. Another example was operating a high ropes course in the Hunua Ranges in Aotearoa. As an OE leader, I was unaware of the location or history of the place, and the organisation did not demand that instructors understand or promote learning about the place. Students were only there to participate in high ropes. This artificial course did not try to integrate or connect participants with the location. It was common to operate in an area where there was no connection between the place and instructors/participants, as character-building and moral education were considered the primary objectives at the institutes I worked at.

However, gaining 'outdoor' experience, fostering abstract goals and putting ambitious expectations on participants where they could internalise their experiences and apply them to real-world contexts no longer motivated me to be in the field. I wondered what students could gain through such an experience other than the immediate responses from participants that were only applicable at the camp at the time. What was the point of participating in the OE programme? What was a realistic and valid learning outcome? I could not confidently present the already-known claimed benefits of OE as I was not convinced of the proposed aims and objectives myself. I just hoped to make myself feel better and think the experiences were meaningful. In fact, my confidence in convincing others about OE only diminished after graduating with a degree in OE from university. As I gained more experience in the field, I

could not justify that OE would benefit the participants, which resulted in losing motivation to be an outdoor educator. Reviewing the literature and critiquing old and abstract objectives fully struck a chord that was already growing in me. One suggestion that appealed to me during that time was the place-based and place-responsive approaches.

2.2.4   Place-Based and Place-Responsive Approach

With the critique of the old traditional aims of OE of personal and social skills development, one of some different angles promoted here in Aotearoa and internationally was place-responsive pedagogy.

Places are a fundamental and inseparable part of our lives and lived experiences and can promote an emotional and psychological bond (Brown, 2008). Many contemporary OE programmes are still based on old traditional OE objectives (Dyment & Potter, 2015) which were reflected in my work experience as mentioned above. However, place-responsive learning states that the place is not just a training ground that only acts as a location for the programme. Instead, it is an essential source of identity for individuals and groups that build (Brown, 2008) on a sense of place, which Park (1995, as cited in Brown, 2008) states is "fundamental to human needs" (p. 14). However, Wattchow and Brown (2011) suggested three key points may contribute to the denial of place in OE programmes:

1. Romantic notion of nature: the romanticised perspective of the wilderness and nature (pp.29).

2. Adventure and the pedagogy of risk: the assumption that adventure cannot be separable from risk (pp.33).

3. Experiential learning cycle: the cyclic experiential learning models that are classified as transfer learning (pp. 44).

(Wattchow & Brown, 2011)

The three key denials of the place approach were typically what many OE organisations adopted and implemented in their programmes and were developed based on the self-development or character-building focus. I cannot deny that these were the main objectives and approaches that my organisation and I fostered in the field with the hope or assumption that participants could internalise and process the learning experiences and then apply them in real-life contexts.

While traditional OE is ambitious and fosters the abstract belief of achieving big tasks such as character building, the place-responsive approach instead tries to focus on nearby surroundings, being connected with the communities and places people belong to and learning to care for them (Cosgriff et al., 2012). Wattchow (2005, as cited in Brown 2008) stated, "Practice which is place-based and which seeks to guide learners towards identification with their significant places, and therefore questions of who they are, may not only save us from a life of placelessness but may go some way towards reviving and sustaining our places" (p. 21). In particular, OE researchers and scholars in Aotearoa are proposing a critique of old traditional OE that emphasises pursuit-based learning that utilises the environment as a backdrop. In response to the changing world, OE leaders are urged to be responsive to environmental and cultural awareness and place-responsive within their OE practice (Cosgriff et al., 2012; Irwin et al.,2012). As the world changes, it is clear that OE scholars continue to find concepts, definitions and methods that align with these changes, albeit at a somewhat delayed pace.

2.3   Acknowledging the Difference

2.3.1   Outdoor Education in Korea

Whether it is an old traditional method or the place-based approach of OE; the definitions, objectives, method and purpose of OE arguably have the components in which the Korean education scene is deficient and that the government has tried to resolve since the 1990s. This raises the question of whether attempts have been made to adopt OE to resolve youth-related issues.

Some form of OE has existed in Korea since the early days of the state, with the records of a form of OE traced back to the reign of the ancient states called Koguryo and Silla (BC57-AD935) (Cho, 2002). Youth in the two ancient countries learned literature, arts and martial arts by using nature as a classroom (Cho, 2002). However, as noted earlier, the introduction of the Civil Service Examination in the late Silla reign led to the beginning of exam-oriented academic life (Cho, 2002). During the Japanese colonisation period, an American-style youth group called YMCA was formed, with Park (2017) noting the aim as being the awakening of the youth spirit of resistance against the Japanese annexation. After liberation from Japan, the government focussed less on areas such as youth development to focus more on intellectual development (Cho, 2002). Investing in the knowledge economy and human capital was the priority. Nonetheless, various youth training organisations, such as the Scouts, were established in 1960 with the same motif as the organisation formed by Baden Powell (Park, 2017).

Rapid economic development increased interest in youth issues, and the Framework Act on Youth was announced in 1993. The Framework Act on Youth was the first statutory development that impacted OE in Korea. One of the terms that is worth highlighting here is 'youth activities'. According to the Korea Law Information Center (2020), the term youth activities' means activities necessary to ensure the balanced growth of youth and other various activities such as training activities, exchange activities and cultural activities" (Korean Law Information Center, 2020., para. 3). Furthermore, the Youth Activity Promotion Act which provided detailed guidelines to youth activity and other relevant legislation was first announced in 2004 (Korea Law Information Center, 2010) to 'guarantee' youth activities and create conditions for youth growth in society. In particular, youth training was a crucial sector of this plan (Park, 2017).

The term' youth training' is widely used in the official documents and legislation in Korea rather than experiential or outdoor education. In order to have a better understanding of how Youth training relates to OE, it is necessary to know the structure of the control body of youth training in Korea. According to the Korea National Open University (2022), youth training comes under youth education and includes basic education, understanding of youth, counselling, youth welfare, and youth worker component. The youth worker in Korea is also known as a youth leader or youth activity leader. 'Youth worker' will be referred to in this research as the official term presented by the Korea Youth Work Agency (Korea Youth Work Agency, n.d.-a).
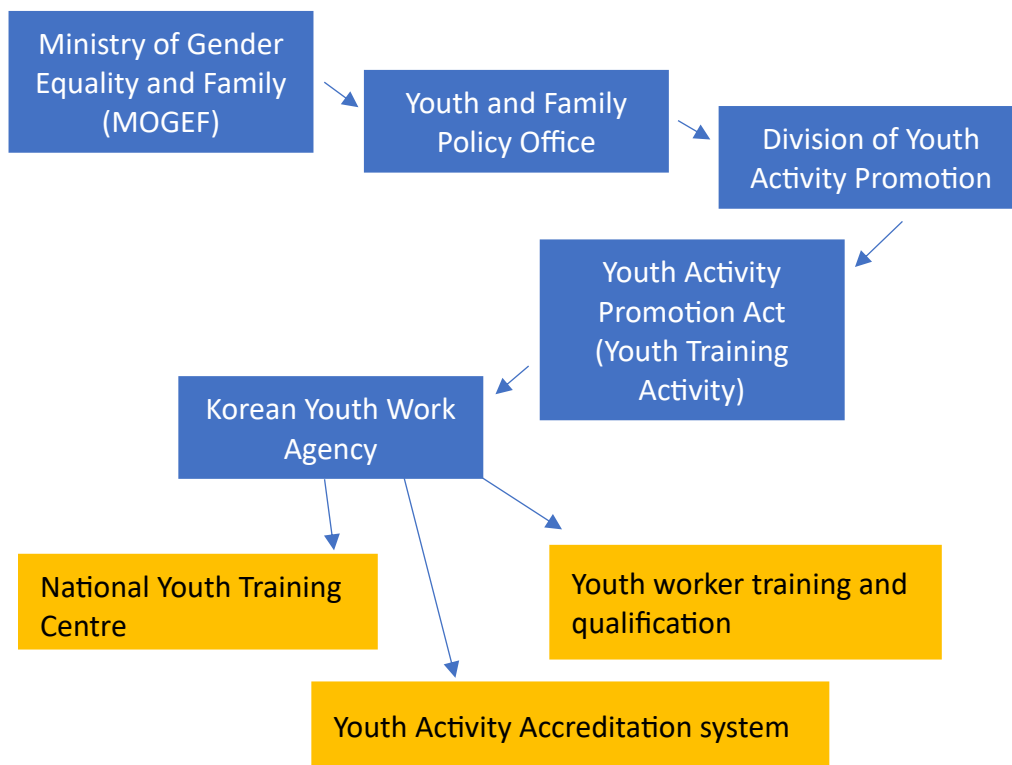
Figure 1 Structure of relevant education in Korea

Figure 1 above shows the ministry and departments that are in charge of youth training. The Ministry of Gender Equality and Family (MOGEF) is in charge of the division of Youth activity promotion that was formed based on the Youth Activity Promotion Act that was mentioned earlier. Under the division, the Korea Youth Work Agency controls National Youth Training Centres, Youth worker training and qualification, and the Youth activity accreditation system that is highlighted in orange boxes in Figure 1. Outdoor education can be observed in these three areas

1. National Youth Training Centre: Offers school camps, family camp, specialised camp, and free semester camps for youth as well as their families, and their activities include adventure activities such as hiking, rock climbing, rope courses, camping, rafting, kayaking and snorkelling (Korea Youth Work Agency, n.d.-b).

2. Youth workers: The instructors that deliver youth activity programmes at the training centres and youth organisations (Youth Worker Information System, n.d.).

3. Youth activity accreditation system: The system that regulates youth activity programmes to assure quality and safety (Korea Youth Work Agency, n.d.-d).

Youth training in Korea, therefore, contains a broad spectrum, including adventure education, environmental education, art and craft education, safety education, community service, physical training, and cultural activity. With environmental and adventure education being under youth training, OE in Korea can be categorised as below.

English	Korean
Outdoor education instructors	Youth workers
Outdoor education centre	Youth training centre
Outdoor education activity	Youth training activity

Table 1 Terms in English and Korean Language

Based on the youth training structure, more youth training centres have been established since the Framework Act on Youth was announced (Park, 2017).

Another important and relevant move was also made in the seventh curriculum reform in 2007 when outdoor activities were included to ease the academic pressure on students and align with holistic education (Park, 2017). Zajda (2018) claimed that holistic education emphasises human issues and relationships with others and the environment. Progressive education is another educational model that has been implemented in response to the rising issue of youth well-being that was caused by the economic educational model pursued in Korea for the last few decades. Zajda (2018) stated, "Progressive methods of instruction are

embedded in human rights, peace, social justice, liberation and environmental education" (p. 17).

Although the official curriculum and relevant Acts support outdoor activities for students' well-being, OE has typically not been implemented for various reasons and remains a perfunctory one-time experience (Seo, 2014). OE in Korea operates under the title of youth training programmes and many of the youth training programmes focus on physically demanding military-style training without theoretical background (Park, 2017). As a result, Park (2017) argued OE has failed to draw interest from institutions, teachers and students. Recently, even the national centres that are operating 'OE' programmes are facing some difficulties as concerns rise internally and externally regarding safety, operating cost, lack of expertise and unpredictable weather resulting in either minimising or cancelling the programmes (Park et al., 2020).

Other organisations and institutes offering OE include alternative schools and independent schools. These schools can operate and participate in OE programmes as they are not part of the public education system and operate with different curricula that are more receptive to OE as part of their programme (Park et al., 2020). Noticeably international schools have begun to adopt OE more than other local schools. For example, Chadwick International School Songdo has its own OE department and runs OE trips for Grade 4–12 students. Every programme is operated within Korea. However, instructors are recruited from abroad due to a shortage of local OE instructors. Other international schools run OE programmes either through local guiding companies or other OE providers that are hard to find in Korea. Some

international schools choose guiding companies instead of outdoor education centres because they are more capable of running a form of outdoor activities in English.

In summary, OE in Korea was adopted as a youth movement to resist the Japanese government in the 1920s, then as the Scouts in the 1960s and youth training centres since the 1990s to address youth issues (Park, 2017). However, contemporary Korean OE frequently shows a limited distinction between the military and outdated youth training style. The programmes that focus on holistic and experiential education are limited to students from certain schools and centres as other institutes face difficulties in sustainable operation. Critical questions arise as to whether the study culture that was mentioned earlier in Korea is a barrier to adoption and development. Alternatively, maybe it is a natural response of an East Asian country that speaks a different language and has been deeply rooted in Confucianism that focuses on a knowledge economy that does not embrace or use more holistic OE widely.

2.3.2   Outdoor Education in East Asia

The modern concept of OE and the critical thinkers who delineated ideas are from Western culture, raising the question of whether the culture of origin plays a role in adopting the idea. I briefly turn to introduce outdoor education practice in Singapore to consider this question a little more. Singapore is one of the eastern countries that have adapted OE nationwide. Singapore is somewhat similar to Korea as both countries are the leading and fastest-growing economies in East Asia and Southeast Asia (Sarel, 1996). Both achieve high scores in TIMSS and PISA (Mullis et al., 2019), have a similar life expectancy (The World Bank, 2022a), are known for being highly competitive societies with high academic pressure, and lastly, have issues with rising rates of youth suicide (Samaritans of Singapore, 2022). However, Singapore

has quite a different stance on OE, which began when British troops withdrew in 1967. The need to build a solid defence capability on its own was the trigger to beginning OE (Martin & Ho, 2009). The government encouraged all forms of physical activity, including adventure programmes at school, with Outward Bound School being established in 1967. The fundamental goal of OE at the time was to build a "rugged society" (Ho, 2014, p. 159).

Although Singapore has a relatively short history in OE in comparison to other countries such as Aotearoa, Australia, the United Kingdom and the United States of America, the Singaporean Ministry of Education pursued a holistic and student-driven centred curriculum (Atencio et al., 2015). Until the late 1970s, the educational policy in Singapore focussed on mass education for academic achievement and excellence that is best suited for national development. However, a significant shift was made in the late 1980s to aim at the education of each individual to achieve their maximum potential to develop creativity and flexible skills in the competitive global economy (Atencio et al., 2015). With the rising concerns about globalisation, Singapore took a step towards making changes in education policy in 1997, introducing the new educational framework called 'Thinking Schools, Learning Nation (TSLN). According to Koh (2004), "TSLN policy is also structured along these national imperatives: creating a citizenry with the necessary skills to go global, while maintaining its (local) roots and identity" and, in the simplest phrase, "new education for new times and old ways of doing education was for an old economy" (p. 338). The more recent framework, '21st Century skills,' is expanded from TSLN and infused life-ready competencies, which introduced OE as one of the components that link to the student-driven and exploratory learning pedagogies (Atencio et al., 2015).

The OE department was established at the Ministry of Education in 1999 (Ho, 2014). The most recent achievement was a plan called the National Outdoor Adventure Education Masterplan, proposed in 2016. The goal was to train quality staff, build quality programmes, and for all secondary school students in Singapore to attend the 5-day OE programme (Ministry of Education Singapore, 2016). As is evident in Singapore's case, with the government's support, Singapore has successfully adopted OE as part of its education.

2.4 Summary

Korea has gone through many traumatic events; the country almost vanished through colonisation and war. Poverty, starvation, and exploitation of human and natural resources were part of everyday life. However, the government and people in Korea had a great demand for education, and nothing became a barrier to the passion for learning. Korean-style Confucianism and the autocratic leadership of military dictatorship could have been the reasons for rapid economic development. However, the people and citizens of Korea took the primary role in delivering the change resulting in education fever that scored Korea top rank among OECD countries. Living in a country with a competitive and exam-orientated learning environment has influenced students' well-being and happiness. Korean students are top exam scorers but the unhappiest students, which is the reality of the current education scene.

Whether it is the old traditional adventure-based method or the place-based method of OE, it seems that the general objective of OE may help lessen the impact of academic pressure among youth in Korea. The Korean government's attempt to adopt a form of OE that is pursuit and activity based was a response to rising youth-related issues. However, the theory and concept are still alienated from many teachers, students and parents.

There is a dearth of academic literature on OE and Korea. No single piece of literature about OE and Korea written in English was found in the University of Waikato library search. The closest literature was about OE in Singapore and Hong Kong. One book, written in Korean, called "Outdoor Education – the Basics", was found in an external database. A handful of papers written in Korean were found through the largest Korean portal site called Naver when searched as 'youth training activity'. Kwon (2022) and Park (2017) state that several studies relevant to outdoor education were in Korea. However, clear terms, definitions and justifications were absent throughout the studies.

Thus, my research is to explore why OE in Korea has its current status through the lenses of current OE leaders from different backgrounds and their thoughts on the reality of OE and how OE can be more widely implemented in the education scene in Korea.

Chapter 3 METHODOLOGY

In this chapter, I outline the method and methodology implemented in this research. It begins with the theoretical paradigm underpinning my study, including the details of why and how such ontological and epistemological positions have been selected based on the research questions and aim. This is followed by an introduction to the methods for this study, including the type of interviews used and my stance as a researcher that influenced the overall methodology of the research. The latter part of this chapter focuses on ethical considerations, data collection, analysis of data, research participants, and limitations. Then I conclude with a chapter summary.

3.1   Methodology and Theoretical Paradigm Underpinning it

This qualitative study is based on the interpretative approach. Pathak et al. (2013) state that the "Qualitative method is used to understand people's beliefs, experiences, attitudes, behaviour, and interactions. It generates non-numerical data" (p. 192). The interpretive approach provides in-depth answers to questions about how participants constructed or understood their experience (Jackson et al., 2007). Patton (2015) also suggests many aspects of the qualitative approach, such as illuminating meaning, capturing stories and understanding perspectives and experiences, elucidating how systems function and impact people, and understanding context. Patton (2015)'s key elements aligned with my study; hence qualitative approaches were selected to seek an answer to the research question.

According to Grix (2018), "ontology and epistemology are to research what 'footings' are to a house: they form the foundations of the whole edifice" (p. 51). Grix (2018) also argues that it

is essential to carefully choose epistemology positions so it will lead you to select the appropriate methodology. Researchers' stances on ontology and epistemology may also lead to different perspectives on the same social issues. Braun and Clarke (2021) define ontology as being "about what it is that we think we can know" (p. 166), while "epistemology is about the nature of knowledge and addresses the question of what it is possible to know" (p. 26). Ontology refers to what reality is, and epistemology refers to how we know what we know in a simple description. My consideration of ontological and epistemological ideas in this research led me towards critical realism and contextualism. Critical realism admits multiple perspectives, interpretations and representations of a single reality (Braun & Clarke, 2021): "Our experiences and understandings of reality are theorised as mediated by language and culture" (p. 170). Culture and language are seen to be important systematic influences in this reality (Pilgrim, 2014), and researchers are understood to be "part of the world" they are exploring (Braun & Clarke, 2021). Critical realism allows for hearing the reality and highlighting cultural and social resources underpinning participants' understandings (Braun & Clarke, 2021), which aligns with my aim of being offered different perspectives on the realities of outdoor education in Korea. It has supported me to focus on the research participants' experience and their perspective on outdoor education and also recognise the cultural and social context that underpinned their perspective.

Contextualism aligns with critical realism and sees knowledge created by people in a contextual position and perspective. Humans cannot be separated from the context they live in nor meaningfully studied separately (Braun & Clarke, 2021). Understanding the context is another aim of the research, for example, where OE fits within the field of education in Korea, how society sees outdoor education, and why it is perceived in such a way. Reflexivity is also

required for contextualism as the researcher's values and thoughts contribute to shaping the knowledge and presenting the contexts of the study, which are viewed as local, situated and provisional (Braun & Clarke, 2021). Therefore the results can vary depending on the context that participants and researcher belonged to (Madill et al., 2000). As already noted, I spent most of my career as an OE leader in Korea, but I was educated in Aotearoa and currently reside here. Therefore, the Aotearoa context inevitably influences the understanding I bring to this study.

Culturally responsive methodology was also selected to keep the study aligned with the aim of being responsive to the people I worked with when ascertaining the comprehensive status of OE. According to Berryman et al. (2013), culturally responsive methodology (CRM hereafter) does not have one definition as one of the key aspects is that it "embraces cultural and epistemological pluralism" (p. 4). CRM is suggested to respect participants' cultural accounts that form the responses to the relevant questions. CRM fosters a research methodology that helps achieve socially responsible research outcomes for the minoritised groups and challenges the traditional research paradigm where the research participants can be devalued and dehumanised (Berryman et al., 2013). It was encouraging and essential to me to have a research stance to establish a respectful relationship with participants, which is crucial to both human dignity and research. It is rare to 'see' OE leaders' public commentary in Korea; the OE community is small enough to know each other directly or indirectly. As a minor group of society that does not draw much attention, even from the stakeholders, CRM was appropriate to my aims of hearing the responses from a minoritised group of OE leaders, who may be previously unheard and presenting the perspectives of 'Korean' OE leaders in Korea without

devaluing and dehumanising them and their experiences. Hearing the participants' version of reality and experience is thus another key aim of the research.

As a Korean immigrant in Aotearoa, I approached my study knowing my position of privilege as I was educated and majored in OE in my university studies in Aotearoa. Being bilingual and having worked for an international school, I experienced an institute with explicit administrative and operational support. The literature review mentioned that OE is widely practised and implemented in Aotearoa. Resources have been published regarding definitions and practice, and scholars from Aotearoa continue to foster what contemporary OE should pursue. For example, the Education Outdoor New Zealand (EONZ) website has a long list of publications and resources that the OE leaders can access. This includes the publication Te Whakatika which seeks to form a space to share good ideas, practice and critical engagement in outdoor education (Education Outdoors New Zealand, n.d.). Other books that significantly influenced my thought on contemporary OE were 'A Pedagogy of Place' by Wattchow and Brown (2011) and 'Outdoor Education in Aotearoa New Zealand by Irwin et al. (2012). Wattchow and Brown (2011) offer a different lens of OE practice centred particularly on place, its meaning and importance, and Irwin et al. (2012) helps to expand the possibilities and practices of education in Aotearoa in various ways.

While I have been privileged to learn OE in a surrounding environment with access to research and resources, this study is about something other than judging whether practices and status of OE in Korea follow the path that Aotearoa has paced. CRM focuses on the participants and their culture by establishing respectful relationships that lead to the co-constructing of knowledge (Berryman et al., 2013). Unlike traditional research paradigms, where researchers

may unilaterally dominate and exert power over participants, CRM turns the researcher into a learner. The participants' and researchers' lives are considered through the learning process, bringing collective resources that construct a significant meaning-making (Berryman et al., 2013). Combining my experiences and perspectives that developed over the years of being in the field of OE in Korea and participants' experiences and perspectives that developed through their careers leads to a richer picture of reality. According to Berryman et al. (2013), "culturally responsive researchers resist the appropriation of another culture's knowledge or ways of knowing and promote the uncovering of ideological frameworks to bring forth authenticity of mutual positionalities" (p. 17).

Overall, these ontological and epistemological positions combined with culturally responsive theory seemed to be the best-suited theoretical paradigm to underpin the study and meet my research aim.

3.1.1   Recruitment Process

The recruitment process utilised purposeful sampling. According to Patton (2015), purposeful sampling aims for participants who can provide "information-rich" (p. 46) understandings and insights into the phenomenon. The intentional selection of a 'type' of the participants is generalised to others of that 'type' (Clarke & Braun, 2013). The 'type' of people sought in this study were Korea's current outdoor education leaders with backgrounds in four different sectors:

- OE leaders from public youth centres,

- OE leaders from private youth centres,

- OE leaders from a public school, and

- OE leaders from private/alternate schools.

Other than private/alternate schools, the other three sectors were the sectors I had never experienced as an outdoor educator in Korea and recruiting participants from these sectors was necessary to have diverse perspectives.

In order to give a variety of views and perspectives on the OE in Korea, the participants' backgrounds were carefully planned for. With the researcher's past experiences in Korea, personal connections were particularly helpful in finding suitable participants. Another critical strategy for recruiting was to have an extended connection with my study's cultural advisor Jiho Lee. Jiho has been in the field of OE since the 1990s, published the first book about OE in Korea, and is an active writer who presents his work in a blog and web magazine. Although I planned and utilised social networks such as Instagram and Linkedin, my connections and the cultural advisor networks became the key strategies for recruiting the participants.

One of the concerns before recruiting the potential participants was the title of outdoor educator. At a meeting with Jiho Lee, he asked me, "Who would present themselves as OE leaders in Korea?" Jiho indicated that "a lot of relevant practitioners would not use the term OE and would not know they are practising OE". Relevant education leaders were reluctant to call themselves OE leaders, and thus, a clear definition of OE was needed as a guideline prior to recruitment. I have clarified the list of relevant leaders below as potential research participants.

- Outdoor skills development leaders, e.g. rock climbing instructors and canoeing instructors.

- Experiential education leaders, e.g. interpersonal development and adventure-based learning facilitators;

- Environmental education leaders, e.g. forest interpreters and ecological and environmental educators; and

- Adventure education leaders, e.g. Outward Bound, Duke of Edinburgh Adventurous Journey leaders, wilderness-based learning leaders.

Following Gilbertson et al. (2006) therefore, adventure educators, interpersonal development facilitators, and environmental educators, including nature interpreters, were targeted as potential participants. The detailed criteria for participants to join the study were confirmed as follows:

- Participants must be current outdoor and relevant education leaders in South Korea;

- Participants must have 1+ years of experience in outdoor or relevant education and/or have qualifications in a related field;

- Participants can be from a public, private, alternative institute, contractor, full-time, and part-time employment situations; and

- Participants could be Korean or non-Korean if the criteria listed above are met.

Having detailed criteria on OE leaders, albeit a rarely used term and practice, would narrow down the potential participants with perspectives that developed over years of experience. Although it may have minimised the number of potential participants for my study, having broader options on employment type (full/part-time, contractor, private, public, alternative institute) meant it was nevertheless realistic.

Another concern that I considered in the recruitment process was the country of residence. The study was conducted in Aotearoa, where I reside most of the time. Online communication

had to be planned and done carefully to minimise the risk of blocking the caller. Cell phones nowadays play a role in cybercrime and deter the receivers from answering (Costin et al., 2013). I first contacted potential participants through a social network, introducing myself and what I study. If contact was initially done through Jiho Lee, he called them first and asked about their interest in participating in the study. Once their interest was shown, I was copied to Jiho's email to ask their permission to share contact details. During this recruitment process in November 2022, fortunately, I had planned to visit Korea and could use a local SIM card with a local number. I made the initial contact and verbally shared my study. Email conversations sharing relevant information such as the information sheet, possible interview date, data collection (interview), and consent form then followed. An instant messenger called Kakao Talk was utilised to smooth and support our communication. Kakao Talk is one of the most widely used instant messaging services in Korea and has 41 million users, almost 80% of the total population of South Korea (Lee & Lee, 2020). When an email got sent, a reminder text was sent via Kakao talk and SNS as people tend to check this more often than email. In total, six participants were recruited for my study.

3.1.2 Interviews

My study used qualitative semi-structured interviews. Interviews offer opportunities to look at participants' inner perspectives, work with the assumption that their perspectives are meaningful and gather their stories (Patton, 2015). It also is important to point out the value of interviews as DiCicco-Bloom and Crabtree (2006) stated that the purpose of qualitative research interviews is to form a system of knowledge that is theoretical, conceptual, and based on the meaning of life experiences to participants.

A set of interview questions was prepared (Appendix I). However, as the interview was semi-structured, the questions did not strictly adhere to either wording of the questions or the order in which it was asked (Clarke & Braun, 2013). Depending on the participant's answer, order and wording got changed spontaneously. The interview process and design were carefully thought through to deliver a comfortable vibe and build trust and rapport (Clarke & Braun, 2013). Their experience, current work, and interest were asked during recruitment. When the interview began, I introduced myself. I added a comment that I hoped may attract the participant's attention—for example, commenting on my orienteering experiences to a participant who was an active orienteerer. Also, as they were current OE leaders, there were some common interests such as rock climbing, camping or, with the OE communities being small, mentioning someone they were familiar with.

I transcribed each interview in the language that was spoken during the interview. The transcribed interview was then shared with the participants to review and confirm what they had mentioned.

3.1.3   Empathic Neutrality and Mindfulness

During the recruitment process, some potential participants mentioned, "I am not sure if I can give any help", "I do not think I know much about OE", and "I think the way I talk is not so logical and coherent. It might be hard to make sense of". As mentioned in the literature review, deeply rooted Confucian mindsets have influenced contemporary Korean society and people. Confucius emphasised modesty as one of the two attributes and essential behaviour of good human beings (Kim, 2003). A reminder was given to the participants that their thoughts, comments, past experiences and current practices would not be judged.

According to Patton (2015), empathic neutrality and mindfulness in interviews foster the empathic attitude that inquires into understanding without judgement by creating rapport and showing respect and awareness. As an outdoor education instructor in Korea for several years, I had a huge advantage in building rapport and being responsive, sensitive and aware of the issues mentioned during the interview. I believe that giving a reminder of the aim of the research and the researcher's experience had a massive role in comforting the interviewee. These are all key strategies for empathic neutrality and mindfulness in qualitative inquiry (Patton, 2015).

3.2   Ethical Considerations

According to Guillemin and Gillam (2004), ethical concerns are inevitable in all kinds of research and necessary for research involving humans. The ethical focus can be divided into two areas; Micro ethics focuses on the research participants, and macro ethics focuses on the society where research is conducted (Clarke & Braun, 2013). Ethics can also be distinguished into the two dimensions of procedural ethics, such as ethics approval through the University committee to operate research involving humans, and ethics in practice which is every ethical issue that occurs daily in doing research projects (Guillemin & Gillam, 2004). The ethics application process used by the University of Waikato Human Research Ethics Committee was followed in this research. Many detailed ethical concerns, including micro and macro ethical concerns, were considered in gaining ethical approval from the committee (HREC(HECS)2022#39) that highlighted principles of respect.

According to Patton (2015), "Qualitative inquiry is personal" (p. 3), and understanding and building trust are considered essential to collect valid data. Ethical concerns also played a crucial role in recruiting the participants. The principle of respect involves general principles of maintaining privacy and confidentiality, informing and gaining consent, and self-determination in deciding to join and withdraw from the research (Clarke & Braun, 2013). The participation information sheet (Appendix C & D) and participation consent (Appendix E & F) form were examples of ethics in the process.

Providing information to potential participants is crucial to the consent process. At times, it can be a problem with lengthy and complex wording in the consent form, which decreases accuracy with the intended aspects of the study (Albala et al., 2010). A few strategies were implemented to be clear with the information provided and the consent form. For example, the information sheet was first shared with the potential participants after a brief phone conversation or prior to our face-to-face meeting and was followed by the consent form via email. The consent process notified how the participants could consent to the study with options for signing the document and oral consent.

This sequenced process meant participants were not overwhelmed with information, but privacy and confidentiality considerations and participants' right to withdraw were clearly stated from the start. I was assured that the limit of confidentiality was addressed as the outdoor education sector is a small and niche community in Korea, making it hard to guarantee to protect identity. Menter et al. (2016) stated that it is extremely hard to maintain the confidentiality of some participants and protect their identity; therefore, it is essential to be realistic regarding confidentiality, which is an integral part of building trust between the

participants and the researcher. In order to enhance confidentiality in my study, no names, identities or identifying information from participants has been reported. Also, I got participants to choose pseudonyms to represent themselves, and I only shared who the participants were with my academic supervisor.

As mentioned, being a Korean immigrant educated and residing in Aotearoa enhanced ethical concerns due to needing to respect participants from a different cultural context. As previously mentioned, my cultural advisor Jiho Lee, an experienced OE leader in Korea, acted as a consultant in approaching the study with ethical awareness. He provided information regarding how the term OE could be defined in Korea and about appropriate interview culture and protocols, including the recruitment criteria and the specific terms to be used. His advice became conducive to recruiting the participants and planning and conducting the interview.

The right to withdraw from the study was continually emphasised in various ways before, during, and after the data-collecting process. This included the consent form, the information sheet during the recruiting process, verbal consent during the interview (for those who agree to give oral consent) and when transcriptions of the interview were shared.

3.3   Data Collection and Analysis

3.3.1   Data Collection

Data got collected through Zoom interviews with the current outdoor education leaders in South Korea. Six interviews were conducted over a month-and-a-half period in 2022 and 2023. The first interview occurred in mid-December 2022, and the last was done in late January 2023. Each interview took around sixty to ninety minutes. The time of the year and scheduling

time were concerns as participants lived in Korea. The interview was planned to be conducted at the end and beginning of the year, and this period could be a busy period for some. Therefore, the interview schedule was initially confirmed by the week of the month and the day of the week with the exact available time. The four-hour time difference at the time of the year between Aotearoa and Korea was another consideration. The interviews were therefore conducted during weekdays and weekends to broaden the participants' options and accommodate individual needs.

The participants comprised five Koreans speaking Korean and one non-Korean residing in Korea who only spoke English. With the study aiming for diverse perspectives, a non-Korean OE leader in Korea was seen to be valuable. All participants were given a choice to speak their most comfortable language, which resulted in five of the six interviews being conducted in Korean. Given the language difference, careful translation of questions was done. For example, 'what' in Korean can be used in seeking much information, but it could be understood as the interviewer's negative assertion (Lee & Sohn, 2022). As age and social status play an important role when having conversations in Korean (Song, 2005), different word expressions were selected depending on the participants' age in relation to my age (mid-30s) and my social position of being a student who seeks out participants' perspectives. Minimising language errors in word choice were considered when forming the questions. The questions (Appendix I) and potential extended questions in Korean and English needed to have appropriate word choices when interviewing participants.

1) Lee: Lee started to teach in the outdoors in the mid-2000s as a climbing instructor. Lee started to study Youth education to help understand the age group better and has been working in the field since 2013. Lee's major was Youth Education, and she currently offers Duke of Edinburgh adventure relevant trips and programmes.

2) Jung: Jung has worked as a school teacher since 1990. Jung naturally got into taking his students outdoors while teaching as he was an active climber. Jung has been offering overseas trips for over ten years that focus on community service and environmental and sustainable education for Korean youth. Although he retired, he still actively provided his expertise in outdoor education at public and alternative schools by being an advisor.

3) Park: Park is a member and director of a cooperative group that provides youth education programmes, including outdoor education, to alternative schools and organisation that supports families in need. He started working as a sports instructor and counsellor in a youth non-government organisation for the last 15 years and got into outdoor education in 2015 to broaden educational opportunities for youth.

4) Graham: Graham is a teacher at an international school in Korea. He is also an outdoor education coordinator at school. He was born and raised in the United Kingdom near National Parks, where his love of nature began. He started his international teaching career back in the early 2000s in the United States of America and then moved to Korea. During his teaching years, he spent a few years in other Asian countries and got himself to focus more on outdoor education, which carried on through to his current work in Korea.

5) Kim: Kim works as a Youth worker at a public youth training centre in Korea. He had been working as a youth worker for the last six years. His main area of focus is outdoor

education within the youth training centre. He continually seeks ways to upskill himself as a better outdoor education leader.

6) Choi: Choi has been working as a youth worker since the 1990s. He worked at private and public youth training centres and regional youth centres and operated his own adventure school providing outdoor education to youth in Korea. Choi retired as a youth worker a few years ago and now is an active orienteerer and provides programmes to all members of the public.

3.3.3   Analysis of Data

In order to embrace the situated knowledge that underpinned my chosen theoretical paradigm, thematic analysis (TA) seemed best suited for data analysis in my study. According to Braun and Clarke (2021), thematic analysis is a "method for developing, analysing and interpreting patterns across a qualitative dataset, which involves systematic processes of the data coding to develop themes" (p. 4). Reflexive TA is one of the categories that Braun and Clarke (2021) proposed as a fundamental characteristic of TA. Reflexive TA values the "subjective, situated, aware, and questioning researcher, a reflexive researcher" (p. 5).

Braun and Clarke (2021) proposed six phases of thematic analysis that permeate TA research, which I used as a guide as described below.

1. Familiarising yourself with the dataset is about getting to know your data and contents deeply and intimately through the practices of reading and re-reading and taking notes about the ideas and insights I have that are relevant to each data item. Through the interview process, I had already been exposed to participant's ideas and had clarified intended meanings through questioning. Along with conducting interviews,

transcription of each of the interviews allowed deeper consideration of the data as it required listening, writing, trimming the comments, and getting the transcription confirmed by each participant.

2. Coding focuses on identifying the components of the data set that are potentially meaningful to your research and applying analytic-meaningful descriptions (called code labels). It is required in order to capture a specific single meaning. After the familiarisation phase, I read and re-read the transcriptions to generate codes and capture interesting ideas in the data. The codes from each data set were not shared until the coding of the last data set was completed to maintain flexibility and fluidity. Due to five interviews being conducted in Korean, as coding progressed, the responses were initiated to a code and translated into English.

3. Generating initial themes is beginning to identify patterns across the dataset by collating the codes identified in phase 2. This phase requires the researcher to construct themes based on the data, research questions and the researcher's insight and knowledge. During the generating initial themes phase, I organised each code into an Excel sheet with descriptions of how the participants described their insights. As I went through each code and looked at the data set as a whole, the codes that had similar meaning and thought combined into a code with a matched code title.

4. Developing and reviewing themes is about evaluating the initial themes and the validity of the themes developed from phase three. It often requires going back to the data set and, at the same time, considering the relations between the themes and existing knowledge and practice in the research field. During this phase, I went back and forth with each data set and reviewed the central concept that bound each code into sub-themes that consequently converged into a theme to ensure it met the

criteria of being a theme rather than a code. Having central constructed concepts assisted in reviewing and keeping the core meaning of each theme.

5. Refining, defining and naming themes: Clarifying the themes by clearly demarcating and constructing around a well-built core concept and beginning to write stories regarding the theme and how it is related and fits into the study occurs here. Also, each theme was named. In this phase, I drew the mind map of each theme with relevant codes and patterns that were evident in the data set as a whole. I identified sub-themes that overlapped with other themes to set boundaries for each theme. Through this phase, clear definitions and descriptions of each theme got worked out with boundaries.

6. Writing up is about finalising the themes and writing up in its finest piece. Although this was done as the last phase of TA, the analysis continued as "themes shift until the final manuscript was published" (Trainor & Bundon, 2021, p. 718).

(Braun & Clarke, 2021)

This six-phase TA process that I used assisted in identifying four themes;

- Learning outdoor education

- Policies and regulation

- Perception of outdoor education

- Looking into the future.

3.3.4   Limitations

In considering the limitations of my study, several factors can be discussed. Although a clear outline of what OE was defined as at the beginning of the study was given, in Korea, where OE is rarely practised and analysed, OE can be seen as a niche part of the relevant education

field. The participants were mainly recruited from youth training-based outdoor educators who implement pursuit-based personal development in their programmes. Recruiting leaders from various sectors of the OE field, including pursuit-based youth trainers and environmental education providers, would have entailed a broader perspective of OE leaders in Korea.

Another limit is the small number of participants. Six participants were recruited for the study to set a realistic data collection goal for this study and its timeframe. Having a more significant number of participants from various backgrounds would give richer data that reflect their own experiences.

As mentioned in the literature review, there is a dearth of studies published in Korean about OE. Most of the resources are cited from English-based studies done in Western culture. Some studies cited were from Singapore, where there are many similarities in culture, albeit they have a very different stance on OE. Referring to studies that were done in Korea by Koreans, if available, would have provided a different angle in looking for the answers to my research question.

3.4 Summary

The study's ontological and epistemological positions were selected based on the aim of the study of exploring OE status in Korea through the lenses of OE leaders and looking at their versions of reality. Critical realism, contextualism and culturally responsive methodology seemed well-suited theoretical paradigms to underpin the study as it allows one to look at lived experience, cultural and social accounts and their background to form such as position. Semi-structured interviews were employed with the participants, and strategies for recruiting

them were employed to account for diverse backgrounds. I noted that communication methods needed to be tailored to the Korean context.

With the study being cross-cultural research, ethical concerns that have influenced the planning of the research have been stated. The ethics plan, and the process was done by following the guidelines that the ethics committee of the University of Waikato approved. Finally, the study's limitations include the timeframe, a small number of participants, and a dearth of studies were highlighted.

Chapter 4 FINDINGS

The objective of the research was to understand outdoor education in South Korea by discussing how and why it has been shaped as it is today and what the future should look like through the lenses of current outdoor education leaders in Korea. This chapter discusses four themes that were identified during the thematic analysis of the data. The first theme focuses on learning outdoor education in Korea by exploring the available resources and training institutes. The second theme discussed policies and regulations that influence delivering OE programmes. The third theme explores the different perceptions of OE and how these different perceptions impact the current status. Lastly, the fourth theme looks at the future of OE in Korea with the critical view from the participants on what needs to be done at various levels of society.

4.1   Learning Outdoor Education?

Outdoor education is a complex term that cannot provide universal meaning. As noted in Chapter 2, the meanings shift dependent on the programme contents, objectives and method. Journals and articles can be found in university libraries, and tertiary-level courses have been offered to train professional outdoor education instructors in Aotearoa. The research participants from my study, currently based in Korea, identified a lack of available learning opportunities, which in turn linked to a shortage of qualified outdoor education instructors. This first theme, 'Learning to be an outdoor education leader', examines participants' perspectives on how the outdoor education training scene has been structured in Korea and how it impacts staffing and programme quality.

4.1.1   Learning to be an Outdoor Education Leader - "No Way to Learn."

All five Korean research participants acknowledged the lack of learning opportunities available in Korea. Interestingly, none of the participants had majored in outdoor education at the tertiary level. In noting these limited opportunities Park said, "There are many English journals and articles but not in Korean. So, I began to look at philosophy books on education, walking, and travelling to develop my philosophy on outdoor education... as there was no other way to learn". According to Park, searching for alternative ways to learn about what OE was needed to form a philosophy around the theory. The dearth of studies focusing on outdoor education in Korea appeared to mean there is also an absence of OE studies and development in Korea. Several studies relevant to outdoor education have been done in Korea. However, clear terms, definitions, and justifications were absent throughout these studies, and there has been a lack of systematic development (Kwon, 2022; Lee, 2018; Park, 2017). Instead, some studies focused on case studies of outdoor education in the physical education spectrum that only gets offered at a perfunctory level, and even this was minimised due to excessive safety concerns (Park, 2017).

Other participants also mentioned that due to the scarce amount of available resources published in Korean, a way to learn was to work at different organisations rather than having a formal education. Choi said, "There is no system in place, and there is only one book related to outdoor education. Thus, I think it is important to go around different organisations and have different experiences." Choi recommended that in order to learn OE, it is best to work for different organisations and gain as much experience as you can. Conversely, some participants chose to do a formal study on a relevant course that is adjacent to OE. Lee noted,

I did not get systematic feedback on my practice, so I felt I needed formal education. I chose to study Youth Education as I mainly dealt with the age group. I was one of the odd ones at university as no one had a similar interest to mine. (Lee)

A youth education major was common among the research participants, with three participants majoring in Youth Education and becoming qualified youth workers.

As briefly mentioned in the literature review, the title of the youth worker is equivalent to an outdoor education instructor. The critical point here is that youth workers instruct outdoor education activities that are part of youth training activities at Youth Training Centres, albeit the OE component is just a part of the programme. According to Lee et al. (2014), youth training activities in nature in Korea contain adventure education components but were not categorised under adventure education. Park (2017) stated that in Korea, the terms 'youth group activity' or 'youth training activity' or 'outdoor activity in physical education' or 'outdoor field trip' were used more than outdoor education. For this reason, and as participants made clear, universities offered youth education majors instead of outdoor education, because outdoor education comes under youth training activities that come under Youth education. For example, there are various activities at the National Youth Training Centre, and their 'environmental' and 'adventure' programmes are one part of their youth training programme (Korea Youth Work Agency, n.d.-b).
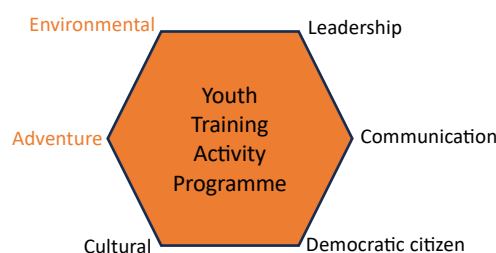
Figure 2 Youth training activity programme component (Korea Youth Work Agency, n.d.-b)

Considering OE is part of youth education in a broader context, it is valuable to note what has actually been taught in the university's youth education major. Myongji University was the first to offer Youth Education and Leadership. Their learning objective is to produce trained youth workers (Myongji University, n.d.). Although there was limited information about the papers offered to students, no papers were titled outdoor education, experiential education or adventure education. The two of the closest findings were from two papers about Recreation and Youth Activity in a four-year degree (Myongji University, n.d.).

There are other ways to become a youth worker who instructs OE in Korea. The person either needs to graduate from a tertiary institute and gain credits to become a nationally qualified youth worker or pass the national youth worker exam. Following the exam, an interview and workshop need to be attended (Korea Cyber Continuing Education Center, n.d.). As with Youth Education majors in universities, there are no subjects titled outdoor education or experiential education among the subjects that must be passed in the exam. The closest subject that could involve OE could be youth activity.

It is unknown what content Youth training centres train their youth workers on. However, based on the participants' view on a lack of learning opportunities, papers that are taught at Universities, and subjects that get tested on the youth worker exam, it is evident that the term OE is rarely used and studied.

4.1.2   Competency of being an OE Leader – 'I am, but I am not.'

Half of the participants expressed some doubt in themselves as OE leaders. Lee, Kim and Park were sceptical about calling themselves OE leaders during the research recruitment process

despite having been in youth education and outdoor education for six to fifteen years. For example, Park worked for youth-related non-governmental organisations as a sports instructor and counsellor for fifteen years before starting to learn and deliver OE programmes in 2015. Another participant, Lee, started to work for a climbing school as a climbing instructor and got into outdoor education in 2013. Lee described her experience, "To be honest, it had not been long since I operated what I can confidently call an OE programme… there were times when I felt a bit lacking or embarrassed about myself".

In the process of searching for reasons why participants think in such ways, an impromptu question was given to each to define what outdoor education is. All participants' answers and definitions aligned with what Gilbertson et al. (2006) presented: An experience in nature that requires all senses and teaches interdisciplinary curricula that emphasise relationships involving people and nature. Interestingly, one of six participants, the only non-Korean within the group, also added that definitions were shifting in contemporary OE. His answer aligned with Potter and Dyment (2016), who stated that "Outdoor education is a contested term" (p. 148) where the definition shifts depending on various factors such as outcomes, locations, processes and purpose. Graham said, "The definition has changed. I define it as the opportunity to develop the whole student, not just the academic side. It includes mental, physical and cross-curricular". Graham also added, "Actually, even the old fashion view of OE in the United Kingdom is 'come on, let us get these kids up the mountain, pushing them really hard". He was the only participant who acknowledged that the definition has changed and continues to change. Meanwhile, the other Korean participants focussed on learning objectives and benefits.

Graham and Lee worked at different organisations that offer the same type of programme (Duke of Edinburgh, adventure-based trips). Kim has been working at a Youth training centre that offers a youth training programme containing OE components. Through the research, a different perspective on calling themselves an OE leader was evident between the five Koreans and one non-Korean participant. As mentioned in the first sub-theme, 'learning to be an OE leader', it leads to questions of whether this is because of the absence of OE-related research, namely, clear definitions, terms, and shifting definition that are being actively discussed in English but not in Korean? It is common to think of an OE as an image of young people challenging themselves in outdoor adventure activities (Beames et al., 2012). Do the Korean participants have a fixed image of an OE that Beames et al. (2012) proposed, which they do not see themselves being part of?

Wattchow and Brown (2011) argued that the romantic sentiment of the outdoors was considered an original template of OE and influences the contemporary display of OE, which embraces temporary solitude from society, personal development, living in a small community and spiritual connection with wilderness experience in the quest for personal meaning. Although the Korean participants in this study did not refer to a particular image when they described their OE programmes, perhaps their programmes did not match their current or the original image of OE that Wattchow and Brown (2011) had described.

Youth training centres in Korea offer programmes that focus on large groups of students and foster a passive cramming approach to education that requires physical activity. Park (2017) suggested that these simple and tightly controlled programmes only entertain and excite the students without learning outcomes and meaning attached and also noted that, studies on

outdoor education in Korea have been neglected. This led to absences in their programme's learning outcomes, vision, comprehensive understanding and method. Another suggestion that Wattchow and Brown (2011) presented was that OE needs to be tailored to the needs of the students and be responsive to place, which was also absent in OE in Korea.

Kim expressed difficulties in defining OE as a leader, advice that was given at the beginning of his career:

> When I started OE, Jiho (the cultural advisor for the research) advised me on the importance of building my own philosophy, and it still remains within me strongly. However, I am still figuring out the philosophy that I should pursue and am still not sure. I think it is challenging to set a direction and how to philosophise OE. (Kim)

Philosophising about OE provides opportunities to review the experience itself and add layers to reasoning on things that are delivered (Quay, 2021). Quay (2021) also suggested, "Making improvement helps all involved. But making improvement cannot be done unless the reasons underpinning these practices are understood" (p. 16). Likewise, if there are no resources that help in understanding and articulating the current meaning and practices of OE, it is difficult to see how participants could have a broader perspective that embraces and includes themselves as OE leaders.

4.1.3   Lack of Experts – 'They do not do anything I cannot do'

Each participant talked about the problems derived from the lack of resources and lack of training institutes mentioned above in four directions. First, Jung, from an expert perspective, noted a lack of fellow experts: "Although I am retired, I help some schools operating OE as an OE expert. There are not many OE experts in Korea, so schools still ask me." Second, Kim

expressed concerns about the lack of interest among young leaders, including the participants' colleagues working in Youth training centres. When asked what he would say if someone asked how to become an outdoor leader? He noted, "I have not been asked that question by young instructors before", as his colleagues had not shown interest in learning OE. Third, Lee noted the lack of direction and role models to learn OE: "There is no role model or expert or organisation where the new instructor could go and learn OE." Finally, Graham said that there is a lack of OE providers in Korea: "To me, they do not do anything I cannot do. With the support of staff, as my Korean is not good enough to organise the logistics, there is nothing that I cannot do that provider does not do." From the participants' perspectives, it was evident that the OE field lacks not only training institutes but education providers, current experts and a younger generation interested in becoming an OE leader.

National Youth Training Centres (NYTC) that deliver youth training activities present their core competencies of youth activities that align with the six components that Priest (1986) proposed. Adventure and environment components are categorised as part of NYTC's programmes (Korea Youth Work Agency, n.d.-c). With the six components embedded within the programme contents, such programmes have been selected to achieve the learning outcome of personal growth. Along with the outdoor adventure activities, craft work, games, and cultural and sports activities were offered at each centre by qualified youth workers (Korea Youth Work Agency, n.d.-b). Considering the role of youth workers in the delivery of OE, arguably, they should be OE experts. It is evident that NYTC presents OE as youth training activities run by youth workers. If OE programmes are offered at the centres and Youth workers are trained with the skills to teach outdoor education, why did the participants express a lack of experts in OE? Jung highlighted how the centres offered uniform programmes;

thus, youth workers could only do what they did at the centre: "The students attend training centres, but what the youth workers do is run the uniform programme that the centre plans for all students disregarding their background". On the same note, Kim also mentioned the uniform approach: "I became a youth worker to pursue OE at the beginning of my career. However, I have been repeating the same programme, and I ended up developing mannerisms within myself." For these participants, what the youth centres present as OE programmes are very limited in what they offer, which is considered a uniform programme that gets repeated many times.

Considering the participants' explanations and thoughts about the lack of expertise, links can be drawn to four points that were suggested earlier by the participants.

1. Lack of training institute – There are no role model institutes or organisations to train OE leaders. Youth training centres only offer a standard programme; thus, there is no need for the institute to broaden its subjects and teach students things that are beyond this.

2. A lack of interest – Youth training centres deliver the same repetitive programmes, possibly impacting youth workers developing mannerisms or standardised burnout.

3. A lack of quality OE providers – Youth centres only offer the same programme without considering students' backgrounds, specific needs and learning outcomes. Therefore, there is no need for OE providers to develop and improve their staff and programme quality.

4. A lack of experts – Youth workers would not need to develop themselves as OE experts as they deliver the same uniform programme.

Consequently, all four points link to the other points and form the circular of lacks.
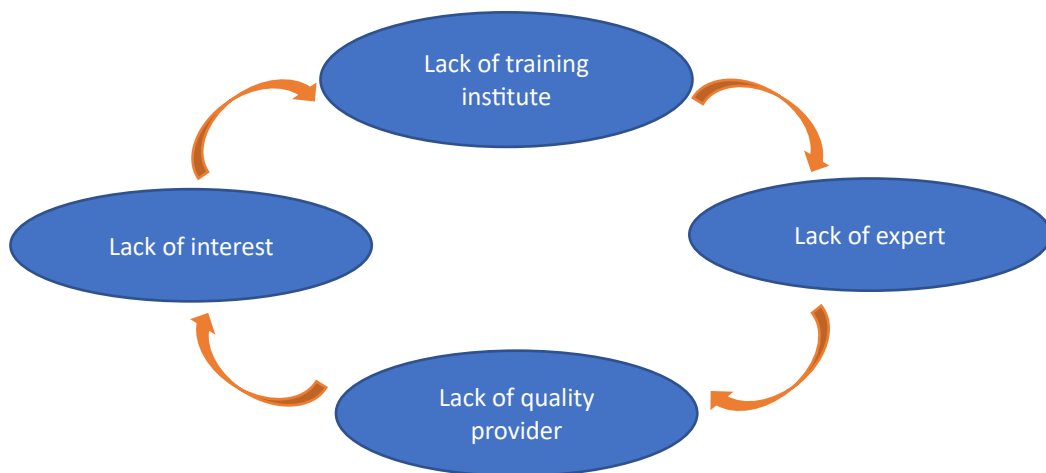
Figure 3 *The circular of lacks*

More factors that impact planning and developing programmes will be looked at later in this chapter.

4.2   Policies and Regulation

The second theme, 'Policies and Regulation', examines how OE is impacted by current policies and regulations in Korea. The majority of the participants agreed that policy could play a key role in operating and influencing OE in Korea, including its status. The need for change in youth policy had been recognised by the government since 1990; hence, the Framework Act on Youth came into effect in 1993 to ease the tension by offering various activities, including 'youth training activity', to ensure balanced growth (Korea Law Information Center, 2020). It has been over thirty years since the Act was introduced. In addition to the legal act (Framework Act on Youth), research participants' thoughts and concerns about how relevant policies and regulations have impacted outdoor education in Korea were identified.

4.2.1 Academic Pressure – 'They study for grades, not their life'

The barriers participants identified originated in various ways, with different aspects holding different limitations and emphases for different people. For example, it was as small as the family to as big as the whole society phenomena. The social phenomenon, in this case, is the story behind education fever, which was also mentioned in the literature review as it played a significant role in Korea's economic development. This first subtheme, education fever, addresses academic life in Korea and how it significantly impacts OE.

All participants raised concerns about academic pressure from the University entrance exam-orientated environment in a very affirmative way. The elementary and secondary school curriculum is planned to prepare for the University Entrance exam, as the ultimate goal for schools in Korea is to educate their students to score higher in the University entrance exam (Lee et al., 2017). According to Lee et al. (2017), the University an individual attends influences them getting a job and being promoted within companies. Thus, the University entrance policy in Korea maximises competition among students. A few participants used aggressive words such as "battle", "enemy", and "fight" to describe the situation. Academic pressure was seen as a fundamental problem by the research participants that has caused a lot of current issues, especially in youth, and its negative impact has been explicitly felt in OE. Graham expressed that there is a lack of available time due to study. He noted: "When you have that work ethic, longer hours than most countries, and push that work ethic to their children, where is the time for OE? It is just squeezed out, and that has been a big battle." Lee similarly noted, "During the school term, weekdays and weekends are all occupied with study plans...such a study environment is invading students' life."

Song and Lee (2020) stated that the average annual work hours in Korea per worker were recorded as more than 2000 hours which is more than the average 1700-1800 hours annually in OECD countries. Many policies have been implemented to reduce work hours in Korea by limiting the maximum weekly working hours to 52 hours. Youth life does not seem to have a different study ethic, and students are occupied with studying on weekdays and weekends. Graham's thoughts are supported by the research. In 2009, 18-year-old students who were preparing for the university entrance examination spent 58.61 hours a week at school, 8.2 hours in private academy hagwon and 12.56 hours self-study. The total study time adds up to 80 hours a week (Ahn & Baek, 2013). In 2019, the hours decreased due to decreased time spent at school, and the average time spent studying for a high school student was 55 hours per week (Korea Statistics Research Institute, 2022). However, limited hours for anything other than the study are reported in the National Youth Policy Institute publication as well. The 2022 Review of Korean Children's and Youth Rights report provided figures that support participants' thoughts on academic pressure and its negative impact on mental health. According to the review, the suicide rate increased every year, as mentioned in the literature review. Additionally, 33.5% of youth had suicide ideation, and 44.3% of the reason was due to academic pressure (Kim et al., 2022)

Another impact on youth life is hours of sleep time. For example, 67.8% of high school student sleeps less than 7 hours a day (Korea Statistics Research Institute, 2022), and 52.5% said short sleep time is due to study-related activity (Kim et al., 2022). Simply, there is not enough time to even sleep; thus, participating in other activities that may not help to enter a better University could be considered a waste of time. Lee felt very strongly about this, "I think that our biggest enemy is the University entrance-orientated environment and hakwon". The

seriousness of the problems caused by academic pressure has been recognised in a recent report. Korea has guaranteed educational opportunities for youth. However, the Korean Children's and Youth Rights report has recommended a thorough review to relieve academic pressure that is caused by private education and university entrance-orientated environment, along with encouraging more physical leisure time with more opportunities rather than relying on a smartphone or tablet PC as a relief (Kim et al., 2022).

If college and university admissions request experience other than academic grades, would it impact OE in Korea? This question was considered by Graham, who is teaching at an international school, highlighted how Universities from the United Kingdom and the United States of America requested the applicant to provide 'other' experiences:

> In terms of university application, if you go on the actual programme (application), the IGCSE exam is on the same drop-down as the Duke of Edinburgh certificate…The parents now know that it is an essential part of not only education but also the application for college and University. (Graham)

IGCSE stands for 'International General Certificate of Secondary Education', and it is recognised by universities and employees worldwide as an academic achievement (Cambridge Assessment Internal Education, n.d.). Many colleges in university admission have recognised the importance of participating in extracurriculars, and reviewing extracurricular involvement along with traditional factors such as test scores and grades is common when reviewing University candidate applicants (Kiersma et al., 2011). As it is evident from Graham's school, if extracurricular activities such as the Duke of Edinburgh programme can contribute to University application, it could impact the current OE status in Korea: "Over the last five years,

I built enough awards and pushed whole school trips. So this year, we have gone from fifteen kids to a hundred and twenty applying."

4.2.2 Lack of Understanding – 'It limits youth activity'

One of the challenges that was also identified by some participants was a lack of understanding of the realities of implementing OE from the policymakers and ministries. MOGEF and KYWA are charged with youth activities in Korea, including any type of outdoor education programmes operated in youth training centres and the Duke of Edinburgh International Award. Lee emphasised how the Youth Activity Accreditation System limits youth activity because "It is very complicated and requires a lot of administration work."

The Youth Activity Accreditation system aims to promote quality youth activities and has specified requirements for high-risk youth activities. Typical OE activities such as rock climbing, kayaking, canoeing, rafting, and tramping are included in the category. Therefore, it is required for most OE programmes to get accredited through KYWA in Korea. Different regulations and procedures need to be followed depending on the type of programme. The accreditation manual, which is 214 pages long, has a maximum of thirteen standards for organisations to follow when delivering OE activities. It includes:

1. Programme contents

2. Operational management

3. Staffing (general)

4. Facility management

5. Risk management

6. Accommodation management

7. Staffing (safety staff)

8. Nutrition

9. Transport management

10. Break management

11. Staffing (activity staff)

12. Activity site management

13. School group activity management.

Complicated processes and requirements appeared to cause issues despite the purpose of the accreditation system, with Lee's response supported by other research. According to Jeon (2018), the accreditation system has helped to form structured youth training programmes. However, Youth training centres failed to implement the purpose and values of the youth programme that KYWA first planned due to its complicated process and safety-centred programmes. The process and work require an extensive amount of administration work that made youth workers focus more on administrative paperwork than the programme itself (Lee, 2021).

Interestingly, Kim, who works for a youth training centre, claimed that:

Additional conditions must be met when operating as a KYWA-accredited program that falls under the Framework Act on Youth and the Activity Promotion Act. In the case of my centre, the KYWA accreditation system is not needed, as the Elementary and Secondary Education Act is prioritised. Therefore, the accreditation system has not been followed at my centre. (Kim)

Kim added, "This is what my centre does; there are some centres that adopt accreditation systems." In the case of Kim's youth training centre, they do not seem to implement an accreditation system as it is unnecessary for them to operate as their control body is not KYWA.

Another participant, Park, also highlighted inconsistency in the regulation of youth training:

> The ministries do not seem to be connected to each other…. Everyone is doing their own activities, they have their own budget, and they all use different terms. And the age that categorises youth is different… They have regulations and restrictions of their own. (Park)

According to the Framework Act on Youth, youth means a person between the ages of 9-24 years old (Korea Law Information Center, 2020), but according to Youth Protection Act, youth means a person under the age of 19 (Korea Law Information Center, 2022). It is not only the age difference that was inconsistent, but the accreditation system also differed by Ministries. For example, forestry education by the Forestry service that is targeted at youth in Korea does not present accredited programmes that are certified by KYWA. Instead, they present their own accreditation system in promoting their own programmes. The Forestry Service offers various programmes, including hiking, camping, orienteering, and rock climbing, which fall under high-risk activities.

The accreditation system was ostensibly promoted to foster safe and quality OE programmes. However, the accreditation system appeared to have only been made for large-scale centres, and small-scale centres face extensive difficulty acquiring it. In addition, it was evident that different ministries do not even have matched terminologies and have their own standard-

determined quality programmes. Given the complicated process of accreditation, it is expected that it could act as a big barrier for OE organisations that operate on a smaller scale with a minimal number of staff, as was the case for Lee and Park.

4.2.3   Limitations by the Policy and Regulation – 'One-size fits all'

The policies and regulations related to OE also created challenges. Jung commented on how the government have tried to implement different policies and regulation with varying impacts:

> The government introduced a youth activity accreditation system and legal regulation. The regulation is a 'one-size-fits-all' system that does not consider different schools and their background. There is no freedom, and much work comes along due to safety concerns, accommodation and food regulations. (Jung)

Jung thought policies limited youth activities by requiring extensive additional work, which aligned with what other participants said regarding the accreditation system. These issues are also evident internationally. Time constraints with teachers when organising Education Outside The Classroom (EOTC) trips were an issue in Aotearoa, as EOTC events caused additional work and documentation. Additional work on organising trips puts a high workload on teachers (Watson et al., 2020).

Jung added, "Korean education realised its downfall and tried to make a change by having new policies like 'Free semester', 'experiential education' and career education." Not only the government but also schools have recognised the severity of mental and physical issues and the importance of experiential education. However, as the policies heavily emphasise safety

and there is an extensive amount of work for teachers regardless of their school background (region and the number of students), schools have no choice but to attend the same centres that provide the same uniform programmes for all. Lee highlighted, "Due to safety concerns, outdoor and physical programmes have been minimised to the point where the students do not even clean up their own classroom." Park also commented on how safety policies limit and reduce schools from participating in physical and outdoor activities: "The school is concerned about accidents and these students' safety, so they try to block them in advance."

From the participants' perspectives, therefore, safety draws huge attention in operating OE-relevant activities. Safety is undoubtedly one of the most critical parts of OE programmes (Sullivan, 2006), and risk management has become an essential part of the organisation's plan (Hogan, 2002). However, the research participants and reflective literature in Korea highlighted the amount of duplicated administration work and heavy workload (Jeon, 2018).

Several research participants also commented on how major incidents impact OE-relevant programmes:

> When a major incident happens, such as the Sewol ferry disaster and the Itaewon disaster, the importance of safety education increases. Since my centre is an organisation the Office of Education operates, the management is sensitive to such issues and emphasises safety education. (Kim)

Three major incidents and two major influenzas, Middle East Respiratory Syndrome (MERS) and COVID-19, occurred within the last ten years in Korea. One of the three incidents happened during the youth training activity session. However, others were not associated with youth activity. Nevertheless, safety education was focused on in the youth training

centres. Kim added, "After the Itaewon disaster, a guideline from the Ministry of Education came to educate about CPR and gas mask education." Jung also backed up this, noting: "When an incident like the Sewol ferry disaster occurs, it impacts, so the youth training activities get minimised." Choi revealed how these incidents minimise OE activities:

> Due to Covid-19, things have been stopped for nearly three years. After the Sewol disaster, things stopped for one year, and after the Boot Camp incident, things also stopped for another year. More legal restrictions and regulations were added because of these incidents. (Choi)

This is also evident in Aotearoa and the United Kingdom, as incidents led to reviews and changes in legislation (Brookes, 2016). Although the accreditation system in Korea was first implemented to ensure a safe youth programme in 2006, the Boot Camp Youth Training incident, where five students drowned in 2013, was not prevented. A serious incident can provide an opportunity to look at not only the programmes but also the practices themselves (Brookes, 2016). The Boot Camp Youth Training incident gave a lens for the government to look at youth activity itself by discontinuing relevant programmes. However, other incidents not associated with youth activity have also impacted OE by adding regulations and discontinuing youth activities until the government proclaims so. Discontinuation, restriction, and more regulation of youth activity due to incidents that were not directly associated with OE seem to be evident in Korea. Kim also pointed out how irrelevant incidents impact and limit having other programme contents, "Due to the increase in safety education, it is inevitable for the other component to be minimised."

Graham, the only non-Korean participant, also suggested that policy limits OE. Graham claimed that international schools could drive the changes to the OE scene, as was seen in

other Asian countries like Thailand and Singapore. Graham said, "These schools in Hong Kong, Singapore, and Bangkok manufactured OE culture, and because there is money to be made, there are lots of OE providers. This does not exist in Korea". Graham thus thought that the existing international schools' role was crucial at this stage in OE in Korea, which he described as being in its 'infancy'. However, Graham added anxiously that the Bill that had been put forward to reduce the number of Korean pupils accessing international schools would have an impact:

> These kinds of policies will not help OE if international schools are reduced in size or even disappear, as it will strike them financially. That would be hugely damaging because I see international schools as an essential part of OE in Korea. (Graham)

Whether or not the policy specifically features youth activity, participants have clearly indicated that policy and regulation can impact the OE scene in Korea.

4.3 Perception of Outdoor Education

The third theme examines different perceptions that the participants claim to influence the status of OE. This includes schools, organisations, teachers, parents, students and youth workers' perceptions of youth activity and outdoor education and experiential education. In this theme, the perception of parents, teachers and schools/organisations will be looked at.

4.3.1 Perception of Parents – 'If they have not done It, how can they understand it?'

A few of the participants expressed parents' fear of their child potentially falling behind in the class from participating in OE activities for a number of days:

It is difficult to expect an understanding of OE from parents. They see it as an activity, and that is it. The university entrance exam environment tremendously impacts parents' perceptions and social awareness of youth activities that are not conducive to entrance exams. (Lee)

Youth activity and outdoor education do not draw much positive attention from parents as they are not perceived as helping their children get better grades and better universities. Jung recalled his memories of when he first started to take his students from school, "It was not easy at the beginning because of the safety and parents fearing that their children might fall out of competitive education".

Moreover, Graham highlighted the old-fashioned misconception of OE amongst Korean parents as being "that is closely linked to the army." As Graham discussed the perception of OE among his pupils' parents, he also pointed out that the nation pursues a subscription to military service, which further structures parents' perceptions. According to Korea Law Information Center (2021), the Military Service Act requires that all males from the age of 19 have to join the military service. The actual service can vary depending on their physical examination and psychological condition, but joining military service is the norm in Korea. The old image of boot camps shown in the media, where teenagers were designed to 'break down' through individual aggressive physical and emotional confrontation, was often portrayed as wilderness therapy (Russell, 2006). This old image lingers in Korea. A video on YouTube showed that youth training activity had an equivalent perception to the boot camp in the 1990s (KLAB, 2020). According to Graham, parents' misconception about OE was "Because when our parents went to school, they did not have it. If they did not have it, how can they recognise it? They never felt it." Unsurprisingly, this image of OE was formed, given that

military-style youth activity was the norm in Korea when parents went to school in the 80s and 90s. Such experiences might have influenced parents in developing their own perception of OE. The parents' perception of OE aligns with the learning outcome pursued by early OE practices outlined in chapter two when reviewing the early Scouting and Outward Bound. The perception of OE as military service was also found among teachers.

4.3.2 Perception of Teachers – 'Make student suffer'

The misconception of OE as military service was similarly noted in participants when they described teachers' perceptions. Choi described, "Sometimes teachers used the term 'boot camp'. Also, teachers back then asked youth workers to make students suffer because they do not listen to their teachers." Teachers' naming of youth workers and their perception of them was pointed out by Kim as well. "We are the people who work as qualified youth workers, but some school teachers still call us military instructors." Interestingly, Choi, who worked at various youth training centres since the early 90s, and Kim, who started his career at a youth training centre only six years ago, mentioned similar teacher behaviour and specifically highlighted being called 'military instructors' by teachers.

Given the old, outdated perception of OE from the teachers who see OE as a type of boot camp, Graham highlighted the difficulties of persuading teachers of the benefits of OE: "Parents, I can explain, but persuading teachers employed by the government is very tricky as they are civil servants, and their contract is complicated." Jung, who taught at public schools over the last twenty years, also added, "Teachers have to prepare class, and also prepare youth training activity programmes to send their kids to quality programme but they do not have the relevant expertise and skills, and there is too much work." Jung's comments

here link with Theme 1 discussions on 'no way to learn' and 'no experts' and Theme 2 on 'policy and regulation'. Even if teachers realised the importance of OE and relevant education, these factors come in as a barrier to delivering a quality programme.

4.3.3   Perception of School and Organisation – 'It is like a buffet meal'

It is not only up to the parents and teachers when it comes to delivering the programme. Jung said, "Safety is a particularly sensitive issue in a school environment, and as the administration is responsible for such incidents, they tend to refrain from activities that involve risk." According to Jung and Graham, the school administration is another hurdle to go over when operating the OE programme. Graham recalled his memories of the times when he was in a very awkward meeting, "I would describe it as a 'fight'. When I first set up Duke of Edinburgh, some meetings were awkward and uncomfortable". As Jung and Graham said, although some teachers were proponents of OE, the school administration constrained it by choosing an easier option that did not involve going outdoors and participating in activities involving risk.

Along with school administration constraints on OE-relevant programmes, research participants also focussed on the youth training centres. Choi, who worked at both National and private youth training centres as an instructor and manager, described current youth training as a "buffet meal":

> It is like a buffet for them to have a taste of each menu. There is no theme; therefore, students are experiencing various activities with no depth. That is why middle and high school programmes are similar in a way. That is the main problem. (Choi)

Choi and Kim also highlighted how the programme has not changed since the 80s: "Components of the programme may have changed a little, but the overall structure and flow

remained the same (Kim)." When the reason behind the unchanged programme contents was asked about, both thought this was due to limited time and the difficulty of running the programme. Choi recalled his memories of the 90s:

> We had a minimum of 200 students to a maximum of 800 students at a time. Thus, programmes had to be very structured and controlled. The actual contents of the programme were not a concern as it was difficult for us to manage students' safety. (Choi)

According to Kim, although the number of students has decreased, difficulties in changing the programme component still exist:

> Even if you make a programme with good intentions, other people should be able to do the same, but it is not easy. And since there are many students (200-250 students to 12 instructors), it should not be tiring. So I think there is no choice but to run the same program. (Kim)

Many changes occurred in accordance with the relevant legal Acts and accreditation system to ensure the safety of the youth programmes by reviewing facilities and programme contents. However, not many changes seemed to occur in staff to student ratio, which is also considered crucial when delivering the programmes. Supervision and ratio are presented in the New Zealand Outdoor Instructor Association Code of Ethical Practice for Outdoor Professionals, and organisations and providers are expected to set in accordance with WorkSafe and Adventure Activity Regulation (NZOIA, n.d.). Hearing the voice of youth workers, it makes sense why they deliver a 'uniform programme', as Jung mentioned and why centres did not provide a programme that Graham can provide, as mentioned in theme 1. Youth training centres found difficulties in changing the programme due to a large number of

students. It was also evident that Jung's thoughts on government policies had varying impacts in easing youth-related issues through youth training activities. Choi added:

> It is an event, not a programme. Considering that a program is to pursue change through a series of processes, the current practice in Korea is just an event. It is just an annual event or trip. No learning outcomes are expected, just spending time with their classmate outside the classroom is all. (Choi)

4.4   Looking Into the Future

A fundamental question for this research was whether outdoor education is really needed in Korea, and if it is, what form it should take. Participants listed a number of difficulties in delivering programmes and how these impacted the quality and contents. It is not a single problem that has dissuaded or challenged each instructor or teacher, but organisations and schools more broadly. Despite the many factors limiting OE programmes, participants also held an optimistic view of OE in Korea, and they acknowledged that Korea desperately needs outdoor education. The final theme examines the hope for the future of OE in Korea.

4.4.1   Is it needed in Korea? – 'Korea desperately need to move on'

All participants mentioned that youth issues only worsen due to high academic pressure. Increased suicide ideation and suicide rates, child depression, lack of experience, and child obesity are significant issues among Korean youth (Kwak & Ickovics, 2019). All participants highlighted how academic pressure impacts Korean youth's mental health and their lack of experience during their teenage years. All participants mentioned the need for resolution of such issues. Park used the word 'abandon' when he described Korean youth: "Regardless of their family background, Korean teenagers have been abandoned in this competitive

environment for the last 20 years." Graham similarly expressed, "When you look at the suicide rate in South Korea, it is frightening. The government should be adjusting it. One way they can address it is by supporting OE. Korea desperately needs to move on from that." Kim urged, "Teenagers live a life orientated to the university entrance exam, so their life circles from home, on their cell phone and school, but that is not all we need to live our lives".

All of the participants highlighted why OE is desperately needed in Korea. As Graham had mentioned, all believe OE could be a way of resolving youth-related issues. Jung also added, "In particular, I think that OE can compensate for the disadvantage of education in Korea, which is fiercely competitive." The potential benefits of OE, noted in the literature review, can be viewed as multi-dimensional. For example, young people can improve their academic aspects, cognitive function, self-discipline, mental well-being, and reduction in anti-social behaviour (Gustafsson et al., 2012). More specifically, regarding mental health benefits, Mutz and Müller (2016) presented how outdoor education had positively influenced participants in scoring high in life satisfaction, happiness, reduced stress and gains in self-efficacy. This aligns with the benefits and support that the research participants expected to have on Korean youth through OE programmes.

4.4.2 What is needed? – 'The government is very capable of achieving what they want to achieve'

One of the main questions of the research was to find out what the future of OE should look like and what is needed from organisations and the government to enable OE to flourish. Although there were subtle differences between participants' suggestions, a consistent idea

was the need for support from the government. Participants had three main suggestions in this area.

First, the need for a change in perception among public officials was targeted. Lee highlighted the important role that public officials have and how it could impact OE: "At least, I think the proposal on the need for outdoor education can start only when the public officials know that such education is necessary." Lee suggested that changing the status of OE would only begin if the public officials have the perception that OE is necessary for Korea. Graham noticed that the Korean government is prone to be receptive to what neighbour countries pursue: "If there are trends to follow, the Korean government will try to match that and move forward." Graham referred to China's plan to invest in developing OE and Singapore's stance on OE, which was mentioned in the literature review. However, while neighbouring countries have already promoted or are pursuing OE, Kim recognised the importance of developing a unique Korean awareness with specific objectives for Korean Youth:

> I heard our neighbour countries like Singapore and Japan are offering OE in public education. Rather than following other countries that run OE in public education, I think it is essential to realise the value, benefits and impact on cognitive development and growth within our youth. (Kim)

The second suggestion was a policy change. Graham referred to the government level as needing to make it happen: "I think it is policy and investment. It is not a choice. Some government has to push this through". He went on: "Basically, individuals can win the battles, but the war has to be done through Congress or the assembly. It has to be through policy". Kim similarly highlighted how OE should be part of public education through policy change so

that it would "make it into a course, not an annual event". Furthermore, Jung suggested how the government should train OE leaders: "I think there should be a governmental institution that trains OE leaders—perhaps, offering elective papers on OE at teachers' college. This will allow outdoor educators and teachers to access OE easier." Jung's point is also linked with Park's view on change in curriculum: "OE should be applied in the public education curriculum. This will allow centres to train OE leaders to deliver OE programmes without difficulty." They have suggested that policy and curriculum changes would allow OE programmes to expand, leading to training quality OE leaders in and out of school.

The third suggestion relates to adjusting OE programmes' specific needs and objectives. Choi highlighted the role of youth centres and their facilities funded by the government, which were built on a very large scale, meaning "subdividing the facility would be needed, and I think it would be nice for public centres to develop and offer OE-specific programmes." On a similar note, Lee mentioned operational support from the government to run programmes. Lee said, "I think it will be nice if the government support non-profit organisations that ensure the public interest in OE and allow them to deliver the programme."

As a way to resolve operation limitations, Choi shared his story of establishing his own 'adventure school' in the early 2000s'. He had a fixed contract through the government (Ministry of Education) and operated for three years. His adventure school was a mobile centre where Choi and his staff visited schools in rural areas and utilised the surrounding environment. The programme was delivered at a smaller scale where there was a smaller student-to-staff ratio than the youth centres he worked at. The surrounding environment, such as school grounds, forests and reservoirs nearby, was the venue for the programme.

Through the experience, the staff were able to focus on the quality of the programme as well as safety. The school and students were able to participate in the quality programme within the local region. His adventure school resonates with the place-based learning. Choi explained:

> For about four years, I ran a small program called Adventure School. It was operated in a small group for an outdoor adventure of three to four days. It was a small attempt, but I think that was the most rewarding time in my career. (Choi)

With government support and funds, Choi was able to offer a quality OE programme for students in a rural area, which unfortunately ended with financial support from the government ended. However, from listening to Choi's experience, it was evident that with government support, quality OE programmes can be made and offered in Korea.

4.4.3   Hope for the Future- 'Turning point to move in a good direction in Korea'

Interestingly there were common factors mentioned by a few of the participants. One of the common threads was social change. It was mentioned earlier how perception had been one of the barriers to delivering OE in Korea. However, Choi said such perceptions are changing at this point: "In particular, the perception of parents has changed a lot. Since parents are now very interested in the quality of life, it seems they are paying much attention to that aspect in raising their children." Jung had also seen perceptions change in schools, parents and teachers: "But as time passed, there were managers who understood these activities, there were teachers who sympathised with the disadvantage of Korean education. Moreover, many of them understood and recognised its importance."

Social changes in Korea have been witnessed in various ways. As mentioned in the literature review, becoming a developed economy was one such change (Gil, 2021). Jung highlighted

issues such as COVID-19 and global warming, which also contributed to changes in perceptions: "Through COVID-19 and climate change, I think people started to value nature. It seemed to generate more interest, so I think it will be a turning point to move in a good direction in Korea." The increase in the use of nature was seen to increase resilience within the urban population (Samuelsson et al., 2020), and the use of nature works in unpredictable ways to maintain health and well-being (Lachowycz & Jones, 2013). According to Jung, this was also evident in Korea during the pandemic. As a result, the younger generation was attracted to nature, which some participants thought OE could build on.

Another social change in Korea is the low birth rate. Korea is known for having the lowest birth rate in the world, with the rate decreasing to 0.78% in 2022 (Ahn, 2023). Schools are experiencing fewer students, and some schools in rural towns are shutting down. The 'rural extinction' risk has become a reality (Ma et al., 2018). Kim pointed out how the birth rate and social issues can impact OE: "In the 7th Youth Basic plan, the decreased number of students and global warming were highlighted. The need for such outdoor education is bound to increase." The 7th Youth Basic Plan was formed by the Ministry of Gender Equality and Family in accordance with the Framework Act on Youth and is renewed every five years; the seventh plan was announced in February 2023. The report presented a background story of a decreased youth population in Korea that seems to be of great concern. As a response to low-birth-rate, the plan has announced multiple goals that seem to have an impact on youth education for the next five years, such as expanding youth activity, developing a youth activity curriculum specific to the age group and objectives, developing environmental education, and expanding the forest education (Joint related Ministries, 2023).

One of the points that participants had contradictory opinions on was the infrastructure in Korea. Park, a Korean participant, highlighted a lack of available infrastructure in Korea, noting, "Most of the campsites are fully booked, even the one at National Youth Centres." He mentioned how his organisation had to compete with members of the public to secure the site on the weekend. On the contrary, Graham, the non-Korean participant, said, "Korea has got fairly good OE centres that the government runs and backs." They were both referring to the same National Youth Centre. Since Graham took his students during weekdays, he likely avoided the crowds. This difference highlights that the organisation participants belonged to influenced their thoughts. For these two participants, at least, the actual situational context of the programme influenced their challenges and perceptions of OE in Korea.

Lastly, a few of the participants mentioned changes in the younger generation. Graham recalled his memories from his earlier years in Korea. "When I first got here, Koreans did not camp. Now, people are massively into camping." Jung also highlighted seeing more young people in the outdoors:

> I think society is changing. I see a lot of young people in the outdoors. Suppose the young generation takes charge and becomes a central position in society and has a good influence on outdoor activities. Wouldn't schools and government policies change their direction in a good way? (Jung)

The positive impact of the increase in the general population enjoying outdoor activities was noticed by the research participants. However, the need for outdoor education was also seen due to increased users.

> Backpacking is trendy in Korea amongst the young generation. But as they have not received any education, I see many problems with them like trash management and

etiquette… I think that if they had experienced and learned from a young age, the

backpacking culture would have become more mature. (Park)

According to the participants, there has been a significant increase in the younger generation

enjoying outdoor activities. Given that the younger generation is spending more time in

nature, a better understanding and attitude towards nature could be fostered through formal

education. Therefore, the future of OE in Korea would be brighter than what it is now.

Chapter 5 DISCUSSION AND CONCLUSION

The findings chapter presented current leaders' experiences and challenges during their careers, and the needs and hopes for the future of outdoor education were also outlined. In this chapter, the four key findings are summarised, followed by implications for the future, areas for further study, limitations and finally, the overall conclusion of the study. Before discussing the key findings, I acknowledge that all four identified themes are connected in various ways. This chapter also presented how each theme integrated and interacted with other themes to become a key finding.

5.1   Key Finding

5.1.1   Youth Education vs Outdoor Education

During my career as an OE leader in Korea, it was clear that outdoor education was already in Korea. Although the term outdoor education was rarely used, it has been implemented at youth training centres since the early 1990s. As soon as I graduated from university in Aotearoa, I joined Outward Bound Korea with the expectation and attitude of myself possibly being a pioneer of OE in Korea. My thoughts back then presumably came from not seeing the term outdoor education in Korea. Twelve years later, I cannot confidently say that there has been an increase in usage of the term OE, but instead of judging this, I began to inquire in depth as to why.

To begin the inquiry, I needed to look at how OE all began. The origins of OE in Korea were covered in the literature review, including its history and structure. One of the significant shifts in OE in Korea identified therein was in the 1990s when the Framework Act on Youth came

into effect. Youth Training Activity was formed to foster balanced growth in youth. The term outdoor education was not found in the legislation. However, it was presented within the implicit term of the "various activities" (Korea Law Information Center, 2020). From this statutory beginning, outdoor education was classified as one of many youth activities. Similarly, the research participants consistently identified that OE was perceived as one of many youth activities which paralleled in the literature (Kwon, 2022; Park, 2017).

Starting from the government department, the Ministry of Gender Equality and Family (MOGEF) and the policy office manage and control entire youth education under youth training activity. Such a stance influenced training institutes such as Teachers' colleges and Universities that train potential youth leaders on the papers they offer to prospective teachers or youth workers. Also, outdoor education is not specified in the national youth worker exam that youth workers are tested for. The papers from Universities and the subject from the national exam offer the entire youth education in a broader context, including Youth leadership, youth education, youth development, youth counselling, youth psychology, and youth activity (Korea Youth Work Agency, n.d.-a; Myongji University, n.d.). Due to such a stance on OE from the Ministry and government agencies, the centres and schools perceive OE as just a type of activity that gets offered outside the school. Research participants' perspectives reflected this understanding. For example, Park formed his own programme as OE was perceived as only one of many activities from his old centre.

Another example was that the National centres operated by the government agency KYWA delivered outdoor education, art and craft, and cultural, safety, physical and leadership education. Not only did the centres that offer youth activities perceive OE as just one of many

activities, but the institutes that train youth workers and local schools seemed to take a similar stance on OE as being only one of many youth activity programmes. For this reason, the limited attention and focus from academics and stakeholders that participants highlighted can be seen as unsurprising. Otherwise, other youth activities would also claim their benefits and necessary place within youth development.

In this logic, regardless of the claimed benefits of OE and other activities, there is no reason OE should gain more attention than other activities. Therefore, at various levels of management, including government departments, training institutes, youth centres, teachers and youth workers, OE is not considered more important than other activities. This clarifies why training institutes do not offer OE-specific courses or papers, why centres do not invest in developing OE, and why there is a dearth of academic literature on OE in Korea. A few studies were found when searching for youth activity; however, due to the current status, OE has yet to draw sustained attention amongst academics in Korea.

Implication for the future:

In the case of countries where OE has been well established, it can be seen that OE itself received significant attention and became the primary method in youth development. As was mentioned in the literature review, Singapore began to invest in OE to "build a rugged society", and then a significant shift in curriculum emphasised outdoor education as a method to educate youth (Martin & Ho, 2009, p. 278). Outdoor education has continued to be a key player in educating youth In Singapore. Another example is Aotearoa, where formal OE began in the 19th century as a recreational activity and has pursued continual development (Lynch, 1999). A significant shift in the curriculum emphasised OE being one of the seven key learning

areas of the Health and Physical Education curriculum in 1999 (Zink & Boyes, 2006). Also, a broadening of teaching and learning premises led to the creation of the term Education Outside the Classroom at a similar time in Aotearoa.

For more formal recognition of OE in Korea, it appears that government-level investment is needed. As was seen in Aotearoa and Singapore, a significant shift occurred when major changes were driven by the government, either through policy or curriculum change. Although Korea underwent a formal statutory shift in the 1990s, which led to Youth education receiving more attention, the impact on OE was subtle, and the term Youth education has resulted in connotations of entire youth activities, including many other activities. With government investment in OE, it is anticipated that more studies and analyses would be able to progress, resulting in more available resources and a clarification of the needs and definitions and methods that reflected the social and cultural context. Also, the training institute would focus more on OE as it received more attention. Centres, schools, youth workers and teachers could more easily access quality OE programmes, which participants currently consider to be a challenge.

5.1.2   The Circularity of the Challenges

Participants in this study presented a number of challenges they encountered during their careers as OE leaders in Korea. Four major interconnected challenges were identified, which together comprised the full cycle of challenges. As proposed above, gaining attention for OE in Korea is one of the four identified challenges, followed by challenges in finding training institutes, experts and quality providers.

With the lack of interest proposed above, participants drew a clear link between other limitations and shortfalls. For example, OE is only one of many youth activities in Korea, which in turn, has resulted in a lack of empirical inquiry. The research participants lamented the lack of available resources to develop themselves as OE leaders. Only a few resources were available in Korean language for the current leaders to refer to, and the resources and the institutes where leaders and teachers could go and learn about OE were hard to find.

It was not only the youth workers that demanded OE resources. Jung insisted that some of his colleagues found the value in OE but could not make it happen. There were no workshops or training courses for teachers to attend and learn and practice OE with their students. This is derived from a lack of training institutes that train potential OE leaders, impacting the personnel and experts within the centres, organisations and schools. Three participants from the six in the study majored in Youth Education as it was adjacent to OE. Nevertheless, they showed hesitation about presenting themselves as OE leaders. The indifference to OE due to the distribution of interest in youth education has impacted its development more generally. Consequently, there has been an absence of clear definitions and terms and a lack of awareness of shifting definitions.

The next challenge that participants identified was one I am also familiar with: Challenges in hiring quality staff members. Lacking staff and experts and a staff shortage was a common experience for all participants. Staff hiring in Korea has always been a major task in organising and delivering programmes. In particular, hiring staff with appropriate experience or qualifications was tiring and exhausting, as only a few were available. In some cases, hiring staff from overseas was common. Due to a lack of experts, Jung, who is retired, still fielded

requests from schools and centres for a consultation on OE. Also, Lee insisted there were no role models for new instructors to look out for. From the centres and schools' point of view, no staff were there to develop and deliver quality programmes.

The fourth challenge was the difficulty in finding an OE provider. The situations above, combined with finding an OE provider, have caused hunger and thirst for learning material, making it harder for the participants to study and stay on track with developments in OE, like in some parts of the world. For example, none of the Korean participants mentioned shifting OE definitions, which are commonly talked about in professional communities in Aotearoa. Such ideas and theories had yet to be studied and analysed in Korea, presumably impacting the forming of a personal stance on OE. Without individuals capable of delivering quality OE programmes, it was natural to lack OE providers that provide quality OE programmes.

Implication for the future

Interrupting the cycle of the challenges that were identified in the research was considered important to determine what the future of OE should be in Korea. One of the suggestions I made above was to generate more interest in OE by separating it from youth education. However, it is also important to focus on staff and developing quality outdoor education leaders as they are essential to delivering OE programmes. Hill et al. (2020) mentioned that flourishing OE in a school culture and community in Aotearoa was dependent on individuals, the "EOTC champions" (p. 72) and small groups to drive significant contributions. Priest and Gass (2018) presented four paths as the best mix for developing the OE profession. These include individual certifications to have a minimal competency standard as an OE leader,

preparation and training programmes, University degrees and programme accreditation. Notably, three of the four paths are absent in Korea.

In addition to those four paths above, the so-called 'catching up' process with some parts of the world would make OE practice more valid and applicable to the current Korean social and cultural context. As a way to 'catch up,' some participants claimed the need for solidarity amongst OE leaders in Korea. At this point in Korea, no professional organisations or associations bind OE leaders together, and there are no regular conferences and workshops as there are in many countries worldwide where OE is strong in formal schooling. Professional development opportunities for the current OE leaders from different backgrounds to share their values, beliefs, and experiences are thus vital and would support them in developing themselves as OE leaders. An OE leader requires a continual long-term process that accompanies workshops, seminars, and mentoring with feedback on their performance as OE leaders (Propst & Koesler, 1998).

5.1.3   K - Outdoor Education

It was not hard to identify where the challenges derived from. One participant, Lee, described academic fever as the "biggest enemy" in Korea. Academic fever was identified as a key challenge to OE, and many of the youth issues are highlighted in the literature review and findings chapter. This is due to the current policy and curriculum that focus on educating students to have better grades for university entrance, which impacts schooling from as early as elementary school (Lee et al., 2017). The impact was also found at the family level, where the spending of money and time sending their children to private tutors was evident. Young people had no time to participate in other experiences.

The youth training centres currently offer youth training programmes at various public and private centres nationwide to foster balanced growth among Korean youth to resolve the issues associated with this fiercely competitive environment. The government had realised physical and mental health issues were increasing, and youth training activities became one of the strategies for them to ease the tension from a competitive education environment. However, the circularity of the challenges, which has impacted OE's status at various levels of society, appears to have also reflected a lack of comprehensive understanding in higher authorities such as the government and ministry. For example, participants noted that the accreditation system controlled by KYWA created an extensive amount of work for youth workers who were spending more time on paperwork than on the actual programme. Excessive emphasis on safety to the point where standards were being duplicated made it almost impossible for smaller-scale organisations to acquire accreditation. Although youth training activities, which include outdoor education, are being shared centres across the country, the research participants criticised current OE programmes. Choi referred to programming as a 'buffet meal' without learning objectives and a comprehensive understanding of methods and values. Jung referred to a 'uniformed programme' that is identical across groups, disregarding student, school and class background. This aligns with the research that noted OE programmes in Korea remained at uniform and perfunctory levels (Park et al., 2020; Park, 2017; Seo, 2014; Yi & Yun, 2014).

Operational issues were also identified by all participants, irrespective of their length of OE service. Although the conditions have improved, receiving a large number of students with minimal staff to deliver the programme was still an issue and a limiting factor at current youth centres.

Another factor that needed to be considered was major accidents, including epidemics. The research participants confirmed that youth training activities were reduced due to external factors, such as the COVID-19 pandemic and the recent Itaewon disaster. Due to the major accident, OE and other activities were replaced with safety education components per government guidelines. In addition, it also made changes in policy direction and regulation.

Implication for the future

Currently, the government's direction hugely influences youth training centres and their programmes. To ensure that factors, including major incidents, do not continue to compromise OE's status and potential; Korea-specific definitions, learning objectives, and methods need to be identified. It is necessary to analyse appropriate methods and clear goals for Korean youth rather than simply copying and pasting foreign activities, as is evident with the current programmes.

K-pop stands for Korean popular music, and since K-pop gained fame, the use of K has become common in representing unique Korean cultures, such as K-drama and K-film (Ahn & Kiaer, 2021). A Korean way of delivering 'K – Outdoor Education' is needed. As Jung urged, the current status of OE derived from society as a whole, requiring not only policy change but social change. Even if OE became the main learning method in youth education and the circularity of the challenges were interrupted; if definitions, methods and learning objectives are absent, it is likely to become just one of the many policies that the government implements to resolve the youth issues in the past.

More research will also be needed to overview current youth issues and how to resolve them. Nichols (1982) stated, "OE is neither a panacea nor an all-encompassing discipline" (p. 3). While outdoor education cannot be the panacea for resolving the current youth issue in Korea, without a clear culturally-specific method and learning objectives that underpin outdoor education in Korea, it may just remain a youth training activity that could get replaced at any time.

5.1.4 Perceptions Impacting OE

Reviewing the current policies and the youth training centres' programmes, it appears that OE is also considered one of many activities without much benefit other than offering time outside the classroom. This makes the actual stakeholders of parents' and teachers' perceptions also important to address.

The current leaders appealed to the limited understanding of OE from the parents. Some research participants mentioned that parents do not pay much attention to understanding OE and youth education as their ultimate goal is to help their child get a better grade and then enter a better university, which directly impacts their life prospects in multiple dimensions. In addition, some other participants claimed that parents' limited experience in OE as a student has impacted their perception of OE. The research participants observed that parents' perceptions were influenced by the physically coercive boot camp type of programming, which was common during the 1980s and 1990s, and national subscription to military service.

Teachers' perceptions did not seem to be much different. Given that the current curriculum ultimately aims at helping students enter a better university, participants suggested teachers'

and school perceptions of OE were similar to parents' perceptions. However, Jung, the retired teacher, asserted that there was a range of challenges that teachers have to resolve when they plan on joining the OE programme. First, there is no way for them to learn how to do OE. Second, it is hard to convince schools and parents. Third, it requires extensive additional work for them to join the OE programme. Fourth, there are no centres that provide quality OE programmes. The four challenges claimed by Jung are very similar to the cycle of the challenges that were identified in the findings.

The world has become a different place, and Korea has undergone many changes since the first civilian president was elected in 1993. This year was also significant for the education scene as the student-centred curriculum was introduced, and youth education took a significant move forward with the Framework Act on Youth coming into effect. Along with the social, economic and environmental changes; research participants, in various ways, highlighted how peoples' perceptions had shifted over the period. Some participants mentioned the increased number of people of the younger generation enjoying nature and the outdoors during the pandemic. Some others raised the changes that were made by global warming. Global warming has gained attention worldwide since 1960 (Weart, 1997), and in 1997 the Kyoto Protocol was adopted to aim to reduce the emission of carbon dioxide, which began international recognition of the significance of addressing the issue (Böhringer, 2003). The recognition of climate change also led to the United Nations presenting and adopting "The Sustainable Development Goals (SDGs)" as a strategy to act to protect the planet (United Nations Development Programme, n.d., para. 1). Korea was no exception, as it was one of the countries that ratified the Kyoto Protocol in 1997 and agreed to adopt SDGs in 2015. Regarding taking action on climate change, the president of Korea first announced the National Vision

for Sustainable Development in 2005. The vision was derived from the global trend in sustainable development and has been developed and implemented over the last three administrations (Sung, 2015).

As noted previously, many scholars categorised environmental education under outdoor education (Bisson, 1996; Gilbertson et al., 2006; Priest, 1986). In particular, place-based learning fosters students valuing and maintaining the cultural and environmental integrity of the place in which they reside or experience OE (Wattchow & Brown, 2011; Woodhouse & Knapp, 2000). Tooth and Renshaw (2020) claimed that place-pedagogy learning is crucial to developing the emotional interconnection between children and nature. Given the attention and focus that were driven by intergovernmental organisations, which different nations needed to act upon forging connections between OE and place-based learning and climate change action are timely.

Participants also highlighted the low birth rate in Korea. In 1982, there were 14.2 million youth that made up 36% of the Korean population, which in 2022 decreased to 8.14 million, only made up 15.8% of the entire population. The government predicts the youth population will continue to drop to 4.54 million, only making up 10.7% in 2060 (Jeon, 2022). These factors align with the reality of rural extinction, which may lead to national extinction. The low birth rate has become a major issue for the government to resolve and was highlighted in the 7TH Youth Basic Plan. The rural extinction and the impact on Korea's universities are major issues as Universities plan to decrease their entrance quota by more than 16,000 in 2025. Especially rural and low-ranked Universities have been impacted as they did not receive adequate applicants (Jang, 2022). Foreseeing what and how it will impact education and, more

specifically, OE is hard. However, hearing the voices of the current leaders, reviewing the recent Youth Basic Plan, and the social issues that were being highlighted suggest changes are likely to occur within the field.

Implication for the future

Although it is hard to foresee, Graham expected that if Universities in Korea request 'other experiences' besides academic grades, OE may gain more attention than now. This was seen from the increase in the Duke of Edinburgh's participation. Other research participants foresaw that social issues such as COVID-19 pandemics, climate change and low birth rates would influence changes in perceptions of OE. Changing parents' perceptions will be a long and enduring process, especially when all of these challenges are interconnected. A change in one identified challenge may not be sufficient to change all stakeholders' perceptions as a phenomenon; it is a phenomenon in the society as a whole rather than an individual and family matter that was also addressed. Although barely noticeable, nevertheless, the changes in parents' perceptions that the research participants witnessed showed hope for OE in Korea. The earlier implication focused on the changes that need to occur at the governmental and institutional levels. In addition to this, implications on the individual level also need to be considered.

There are many challenges that the current OE leaders encounter, yet champions of OE are recognised as essential in the ongoing development and flourishing of OE in Korea. Besides working as OE leaders, two participants had to work another job to make a living. Another two also noted uncomfortable meetings where they had to convince school administration and parents to OE programmes. The last two had to leave the programme's quality behind to

ensure a large number of students safely participated in the programme and had to motivate themselves not to fall into burnout in repetitive programmes. Despite the current leaders' hardships, their continual development and passion towards educating youth in Korea indicate that they truly are the Champions of OE. Given the reality of being an OE leader, it is hard to expect and ask current leaders for more effort. However, perhaps now is a good time for leaders to cooperate and prepare for the next step before changes occur.

5.2   Areas for Further Study

It was clear from this study that OE and youth centres and OE leaders and youth workers can be categorised as the same. Although youth centres and youth workers in Korea can assert a broader role; OE and its leaders bind with youth workers and centres. Some research participants have worked or were working at youth centres and were qualified youth workers. For this reason, further study on centres, including their structure, differences in private and public youth centres, operational system, programme development and administration issues, would be valuable to identify the backdrop of current centres' operational direction. Also, further study on youth workers, including the work ethic of being a youth worker, training and professional development and working conditions such as job description, pay and working hours, would be valuable to identify the nature of being a youth worker.

As important as youth workers in delivering the programmes, the research focus must also be drawn inside the classroom to teachers and students. As research participants noted, some teachers showed an old notion of OE. Hearing the teachers' points of view directly could be valuable in identifying the needs and misunderstandings from either side. Most importantly, the students who are the participants of OE also need to be heard and be part of research

endeavours. Students' voice is strongly recognised as important in developing empowering education and clarifying, challenging and redefining appropriate approaches to education (Brooman et al., 2015; Cook-Sather, 2014; Pearce & Wood, 2019). Therefore, students' perceptions and finding their demands will be valuable in navigating the direction of OE in Korea.

5.3   Limitations

Given that the study is a master's thesis with limited time and resources, several limitations were identified during the research project.

5.3.1   Number of Participants

The recruitment process was carefully thought through to achieve the research aim, and a total of six participants were recruited for the study. This allowed the voices of OE leaders' voices to be heard but limited the exploration of others' perspectives. It was found that the current OE status was derived from various parts of society. Thus, for gauging how OE is understood and experienced across different sectors of society, seeking different perspectives from other parts of society would be valuable. This includes government officials from MOGEF and KYWA, teachers from different grades and types of schools, parents of current youth, youth workers who deliver 'other' youth activities, forest and nature interpreters, and current and former students who have participated in OE programmes.

5.3.2   Research Duration

One year was available to conduct the research project. Thus, the research method and write-up had to be able to be completed within this timeframe. However, more time would be

needed to have an in-depth study on OE, observing participants' programmes and organisation. This would help to comprehensively understand how OE is operated and delivered. More time would also allow different forms of data collection. In this case, focus group interviews might have been useful. Patton (2015) presented a list of advantages of having focus group interviews, including the highlighting of diverse perspectives and enhancement of data quality.

With the study focussing on Korean OE, there were limited resources available in English. Almost all literature about Korea Youth education referenced in this study was written in Korean, which I then had to translate into English. These studies in Korean were not found in the University of Waikato (UoW) library or Google Scholar when searched in English, and they were only available in Korean Universities and databases, which the UoW library did not have access to. Also, five out of six interviews were done in Korean, which later had to be translated into English during the coding and labelling process. Extra time was taken during the coding and labelling process to minimise errors that could occur during translation.

5.4   Conclusion

All participants throughout the research emphasised the need for OE in Korea, with the mental health issues of youth a major concern. Both the literature and the research participants highlighted that mental health issues resulted in an increasing suicide rate. One additional factor that I also noted as being relevant was the youth crime rate. Youth crimes in Korea have been a rising issue, which resulted in the Korean National Police Agency starting to recruit specialised police officers with relevant degrees, such as counselling and youth education, to be stationed at schools (Han & Connell, 2021). Throughout the study, mental

and social issues, youth crime and changes in social and life values were identified. It indicates that Korea is ripe for a change.

The findings and discussion chapter represented the status and the stance of OE at each level of society from the participants' viewpoints. This analysis expands understanding of the nature and scope of OE in contemporary Korea. Unfortunately, more challenges and barriers to OE than an optimistic view of possibilities were identified. At the same time, it was also identified that all problems are interconnected, which showed that even if one problem is solved, the underlying barrier may well not collapse. Hence, the importance of systemic and structural change was also identified.

Nevertheless, hope was clearly seen through the slow changes that have occurred at various levels, and the need for OE was assertively argued by all participants. Above all, the current leaders' passion and genuine attitudes toward Korean youth and OE were particularly promising. What these leaders have consistently emphasised was that government support was a way to interrupt the cycle. This involved investing and finding their own value and method in OE and implementing accordingly, as was seen from Aotearoa and Singapore's case. As a result of an in-depth study of K – Outdoor Education, it was expected that more resources in the Korean language would be available for the current and potential leaders.

Smaller-scale centres could not afford to pay for instructors; thus, some participants had another job for a living. This was a further area where the participants thought that operational support from the government was needed. Basically, smaller centres have insufficient allocated budgets to operate to the point where they cannot afford to pay

themselves for the job. This can also form another cycle of challenges. Again, the underlying lack of interest in OE impacts a lack of participation, resulting in no allocated budget to operate. Due to a lack of budget, it is difficult to afford to hire staff, which makes it impossible to obtain the accreditation suggested by KYWA. Ultimately, offering OE programmes at both large and small centres and providing opportunities for all children, regardless of their school, region, and background were the wishes of the research participants.

OE in Korea might have gone through subtle and minimal changes and development in academic research. However, as was seen from the research participants' experiences and my personal experience, the leaders in Korea have undertaken different attempts to implement better practices of OE. This was seen through my days at Outward Bound Korea and international school, Choi's adventure school, Lee and Graham Duke of Edinburgh's adventure journey programme, Jung's OE trips with students, Kim's continual effort in philosophising OE within the youth centre and Park's formation of his own programmes. Although Korea has not yet achieved remarkable development like other Western countries and Singapore, OE has progressed and developed in Korea, and the OE champions continue to further recognition and seek its development.

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Appendix A: Recruitment E-mail (English)

To Whom It May Concern:

My name is Cho Rok Hwang, and I am a Master of Human, Sport and Human performance student at the University of Waikato. I hope this email finds you well.

What is the study?

I am currently recruiting participants to take part in the study to understand outdoor education in South Korea: focusing on why and how outdoor education in South Korea has shaped as it is today.

Who am I looking for?

- Current outdoor and relevant education leaders in South Korea (e.g. outdoor skills instructor, environmental educator, experiential educator, adventure educator, forest interpreter).
- Have appropriate qualifications and experience in the outdoor and relevant education field (
- Over 18 years old
- Able to participate in a 60 min online interview
- Speak Korean or English

How do I sign up?

If you would like to take part in this study, please send an email to chojada@gmail.com and tell me your interest. Once interest has shown, the information sheet will be sent for you to have a read and understand the study to help you make final decision about whether you wish to participate.

Any queries?

Please do not hesitate to contact Cho Rok Hwang for more questions and information.

Email: chojada@gmail.com

Mobile: +64 22 024 8140

Department: Te Huataki Waiora School of Health, University of Waikato
Researcher: Cho Rok Hwang
Research supervisor: Marg Cosgriff

Yours sincerely,

Appendix B: Recruitment E-mail (Korean)

참가자 모집 이메일

안녕하십니까:

저는 뉴질랜드, 와이카토 대학교에서 Human, Sport and Human Performance 석사 과정을 밟고 있는 황초록 입니다.

연구 과제

저는 현재 석사 학위 논문을 위한 연구 한국의 아웃도어 교육의 이해: 오늘날 한국의 아웃도어 교육이 왜 그리고 어떻게 형성되었는지에 대한 연구를 진행 중에 있습니다.

참가 자격

- 현재 한국에서 아웃도어와 관련 교육자 (아웃도어 기술 교육자, 환경교육자, 모험 교육자, 경험교육, 숲 해설가).
- 적합한 아웃도어 교육 경험과 학위를 가지고 있다.
- 만 18 세 이상이다
- 약 60 분 온라인 인터뷰에 참가할 수 있다
- 한국어 또는 영어로 소통할 수 있다

참가 방법

본 연구에 참여를 원하신 다면 아래 이메일 chojada@gmail.com 로 연락 주시기 바랍니다. 참여 관심 이메일 접수 후 참가자의 연구의 대한 이해를 돕고 참가 결정에 도움을 주고자 참가자 설명서가 공유될 것 입니다.

궁금한 점

연구와 관련하여 궁금한 점은 아래 이메일 또는 핸드폰으로 언제든지 연락주시길 바랍니다.

Email: chojada@gmail.com

휴대폰: + 64 22 024 8140

실시 기관: 와이카토 대학교, Human, Sport and Human Performance
연구자: 황초록
연구 supervisor: Marg Cosgriff

고맙습니다.

Appendix C: Information sheet (English)

Information Sheet

Human Research Ethics Committee

Postal Address: The Secretary, Human Research Ethics Committee

Private Bag 3105

E-mail: humanethics@waikato.ac.nz

Hamilton 3240

THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Understanding outdoor education in South Korea:

Focus on why and how outdoor education in South Korea has shaped as it is today

Research Information Sheet

Hi,

My name is Cho Rok Hwang, and I am a Master of Health, Sports and Human Performance student at the University of Waikato. You have received this letter because you have shown an interest in participating in a research project I am conducting. Thank you for showing an interest in participating in this research project. I have been an outdoor educator and instructor since 2008 in New Zealand and South Korea. As a Korean-born New Zealand immigrant, I am grateful to work in both countries as an outdoor educator. Sharing the modernised outdoor education that I have learned in Korea was such a meaningful experience for me. Throughout my ten years of experience in Korea, questions arose about how outdoor education was understood and practised in South Korea.

Aim of the project

The research project aims to understand Outdoor Education in South Korea, focusing on why and how outdoor education in South Korea has shaped as it is today. The research will consider past experiences, current status and how the future of outdoor education (referred to as OE hereafter) should shape.

Joining as a participant

I would like to ask you to attend a one-on-one interview with me. The interview will take approximately 60 minutes. It will be organised at your time of convenience via an online such as Skype or Zoom. The interview will be audio recorded, and you will be provided with a copy of the transcribed conversation. This allows you to confirm or clarify information obtained from the interview.

Your name will never appear in publications arising from this research. You will be able to choose your own pseudonym for representation in the thesis or any publication. The interview material will form the basis of my research thesis and publication/or conference papers.

I encourage you to read this information sheet carefully before making the decision to participate. The decision to participate is entirely yours. The consent form is attached at the end of the information sheet. You can either choose to sign the attached consent form or give verbal consent at the beginning of the interview. If you choose to withdraw from the research, you may request that your data be withdrawn up until two weeks following receiving your interview transcript.

If you choose to participate in this study, you have the following right:
- Refuse to answer any particular question.
- Ask any further questions about the study that occurs to you during your participation.

- You may request that your data be withdrawn up until two weeks following receiving your interview transcript
- Receive to change and comment on the summary transcript of your interview.
- Be given access to a 1-2 summary of the findings from the study, when it is concluded.
- Choose the language between Korean and English at your convenience
- As per University of Waikato regulation, research data will be stored for 5 years in a restricted access University of Waikato secure drive, after which time it will be destroyed.
- It will not be possible to withdraw participant's data from the project after it has been submitted, due to the anonymity of the data

I expect the major outcome of this research to be a full and complete thesis.

This research project has been approved by the Human Research Ethics Committee at the University of Waikato as HREC(HECS)2022#39. For any questions or concerns, please contact the Chair of the email hecs-ethics@waikato.ac.nz postal address, Human Research Ethics Committee, University of Waikato, Te Whare Wananga o Waikato, Private Bag 3105, Hamilton 3240.

I am supported by my supervisor Marg Cosgriff (Senior Lecturer) in Te Huataki Wairoa School of Health at the University of Waikato.

Thank you very much for your time and help in making this study possible. If you have any queries or wish to know more, please phone me or write to me at:

Cho Rok Hwang
Te Huataki Waiora School of Health
Te Whare Wānanga o Waikato - The University of Waikato
Private Bag 3105
Hamilton, New Zealand
Email: ch382@students.waikato.ac.nz
Phone: 022 024 8140

Supervisor: Marg Cosgriff
Email: marg.cosgriff@waikato.ac.nz
Office phone: +64 7 262 0540

Yours sincerely,

Appendix D: Information sheet (Korean)

논문 참여자용 설명서

Human Research Ethics Committee

주소: The Secretary, Human Research Ethics Committee

Private Bag 3105

E-mail: humanethics@waikato.ac.nz

Hamilton 3240

THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

한국의 아웃도어 교육의 이해:

오늘날 한국이 아웃도어 교육이 왜 그리고 어떻게 형성되었는지에 대한 연구

연구 설명서

안녕하세요,

저는 현재 뉴질랜드, 와이카토 대학교에서 Health, Sport and Human Performance 석사과정을 밟고 있는 황초록 이라고 합니다. 귀하께서 저의 논문에 대해 관심을 나타내 주시고 이 분야에 적합한 경험과 학위가 있다고 판단하여 이 설명서를 보냅니다. 우선 관심을 가져 주신 점 감사드립니다. 저는 2008 년부터 아웃도어 교육자로써 뉴질랜드와 한국에서 활동하였습니다. 한국 태생 뉴질랜드 이민자로써 한국과 뉴질랜드에서 아웃도어 교육자로 활동하는 것을 뜻 깊게 생각하고 감사하게 생각하고 있습니다.뉴질랜드에서 배운 현대화된 아웃도어 교육을 공유하는 것에 저에게 매우 의미 있는 경험이었습니다. 한국에서의 10 년의 경험을 통해 한국에서 아웃도어 교육이 어떻게 이해되고 실행되는 지에 대한 질문이 생겼습니다.

연구 목적

이 연구는 국내에서 활동하는 여러 배경의 아웃도어 교육자들의 인터뷰를 통해 과거, 현재 그리고 미래의 아웃도어 교육이 어떻게 형성되어야 하는 지를 고려하는 것을 목표로 합니다. 이를 통해 한국의 아웃도어 교육이 어떻게 자리잡아 왔고 앞으로 추구해야 하는 방향의 대하여 분석할 수 있을 것입니다.

연구 참여 방법

연구자와의 일대일 인터뷰 참석. 이에 대해 동의서는 설명서 끝에 첨부되어 있습니다. 첨부된 양식에 서명하거나 인터뷰 시작 전 구두로 동의를 할 수 있습니다. 인터뷰는 대략 60 분 소요 예정입니다. 인터뷰는 참가자에 편의에 따라 Skype 또는 Zoom 과 같은 온라인 플랫폼을 통해 진행이 됩니다. 인터뷰 내용은 녹음이 될 것이고 녹음된 대화 필사가 제공 될 것입니다. 이는 인터뷰를 통해 얻은 정보를 확인하고 명확히 하는 것을 위함 입니다.

귀하의 이름은 이 연구에서 언급이 되지 않을 것입니다. 논문의 출판물에 표현하기 위해 가명을 선택할 수 있습니다. 인터뷰 자료는 연구 논문의 기초가 될 것입니다.

참여를 결정하기에 앞서 이 설명서를 주의 깊게 읽으시기 바랍니다. 참여 결정은 전적으로 귀하의 몫입니다. 동의서는 설명서 끝에 첨부되어 있습니다. 첨부된 동의서에 서명하거나 인터뷰 시작 시 구두 동의를 제공하도록 선택할 수 있습니다. 연구에서 철회하기로 선택한 경우 인터뷰 필사를 받은 후 2 주 후 까지 참여 철회를 할 수 있습니다.

논문이 완성되면 완성된 논문의 요약 사본 1-2 페이지 분량의 (전자 카피)을 보내 드립니다. 또한 와이카토 대학교 도서관에서도 누구나 읽을 수 있을 것 입니다. 귀하의 의견과 생각을 참고하여 article 을 작성할 수도 있습니다.

이 연구에 참여하기로 선택하면 다음과 같은 권리가 있습니다.
- 특정 질문에 대한 답변을 거부합니다.
- 연구에 대한 추가 질문을 할 수 있습니다.
- 인터뷰의 필사가 공유되고 이주일 후 까지 참여 철회 할 수 있습니다.
- 인터뷰 필사에 대한 변경을 요청 할 수 있습니다.
- 연구가 종료되면 연구 결과 요약 사본 1-2 페이지 분량에 대한 접근권한이 부여됩니다.
- 편리한 시간과 언어(영어, 한국어)를 선택 할 수 있습니다.
- University of Waikato 규정에 따라 연구 데이터는 접근이 제한된 University of Waikato 보안 드라이브에 5 년 동안 저장되며 그 이후에는 파기됩니다.
- 데이터의 익명성으로 인해 완성된 연구에서의 참가자 데이터를 철회할 수 없습니다.

저는 이 연구의 결과가 완전하고 유익한 논문이 되기를 노력하겠습니다.
이 연구 프로젝트는 와이카토 대학교 Human Research Ethics Committee 에 HREC20XX#XX 로 승인 받았습니다. 이 연구의 윤리적 행위에 대한 질문과 우려사항은 윤리 위원회의 Secretary 에게 메일을 보내거나 humanethics@waikato.ac.nz, 우편 주소 Human Research Ethics Committee, University of Waikato, Te Whare Wanaga o Waikato, Private Bag 3105, Hamilton 3240 으로 문의하여 주시면 됩니다.
저는 Te Huataki Waiora School of Health at the University of Waikato 학교의 supervisor (교수)인 Marg Cosgriff 의 지원을 받고 있습니다..

시간을 내어 이연구를 할 수 있도록 도와 주셔서 대단히 감사드립니다. 질문이 있거나 더 알고 싶은 사항이 있으며 전화를 주시거나 아래 주소로 메일을 보내 주십시오.

황초록
Te Huataki Waiora School of Health
Te Whare Wānanga o Waikato – The University of Waikato
Private Bag 3105
Hamilton, New Zealand
Email: chojada@students.waikato.ac.nz
Phone: 022 024 8140

Supervisor: Marg Cosgriff
Email: marg.cosgriff@waikato.ac.nz
Office phone: +64 7 262 0540

고맙습니다

Participation Consent form

Human Research Ethics Committee

Postal Address: The Secretary, Human Research Ethics Committee

Private Bag 3105

E-mail: humanethics@waikato.ac.nz

Hamilton 3240

THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Understanding outdoor education in South Korea:

Focus on why and how outdoor education in South Korea has shaped as it is today

Consent Form for Participants

- I agree to be interviewed by Cho Rok Hwang at an arranged time online that is suitable.
- I understand that it is my free choice to participate.
- Ask any further questions about the study that occurs to you during your participation.
- I understand that I am free to withdraw from the study at any time and my data can be withdrawn up until two weeks following receiving the interview transcript
- I understand that I can declined to answer any question during the interview
- I understand that the interview will be audio recorded
- I understand that no names, identities, or identifying information from me will be reported in this study.
- I understand my individual and personal information will remain confidential at all times.
- I understand that although all efforts will be made to ensure anonymity and confidentiality, this cannot be guaranteed.
- I consent to the data obtained to be used as part of the requirements of the researcher's thesis and any subsequent publications and/or conference papers.
- I understand that it will not be possible to withdraw my data from the project after it has been submitted, due to the anonymity of the data
- I understand that I can contact researcher with any questions regarding the interview

Participant's Signature:_____

Participant's Name: _____

Date: _____

Participant's preferred email: _____

Cho Rok Hwang
Te Huataki Waiora School of Health
Te Whare Wānanga o Waikato - The University of Waikato
Private Bag 3105
Hamilton, New Zealand
Email: chojada@students.waikato.ac.nz
Phone: 022 024 8140

Appendix F: Participation Consent (Korean)

연구 참가 동의서

Human Research Ethics Committee

Postal Address: The Secretary, Human Research Ethics Committee

Private Bag 3105

E-mail: humanethics@waikato.ac.nz

Hamilton 3240

THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

한국의 아웃도어 교육의 이해:

오늘날 한국이 아웃도어 교육이 왜 그리고 어떻게 형성되었는지에 대한 연구

참가자 동의서

- 본인은 적당한 시간에 황초록과 온라인 인터뷰하는 것에 동의 합니다.
- 참여 결정 여부는 전적으로 본인에게 있음을 이해합니다.
- 연구에 대한 추가 질문을 할 수 있습니다.
- 나는 언제든지 연구 참여를 철회할 수 있으며 인터뷰 필사가 공유 된 이주일 후 까지 참여 철회할 수 있음을 이해합니다.
- 인터뷰 중 질문에 대한 답변을 거부할 수 있음을 이해합니다.
- 인터뷰가 녹음이 될 것이라는 점을 이해합니다.
- 저의 이름, 신원 또는 식별 관련 정보는 이 연구에서 보고되지 않는 것을 이해합니다.
- 저의 개인정보는 기밀로 유지되며 인터뷰 원본 데이터도 보고되지 않는 것을 이해 합니다.
- 나는 연구자가 익명성과 기밀성을 보장하기 위해 모든 노력을 기울일 것 하지만 이는 보장이 될 수 없음을 이해합니다.
- 나는 추후 연구자의 논문 및 후속 출판물 및 학회 논문의 인터뷰를 통해 얻은 정보를 사용하는 것에 동의 합니다.
- 데이터의 익명성으로 인해 완성된 연구에서의 참가자 데이터를 철회할 수 없음을 이해합니다.
- 나는 인터뷰와 관련하여 언제든지 연구자에게 연락할 수 있음을 이해합니다.

참가자 서명: _____

참가자 이름: _____

날짜: _____

이메일 주소: _____

황초록
Te Huataki Waiora School of Health
Te Whare Wānanga o Waikato – The University of Waikato
Private Bag 3105
Hamilton, New Zealand
Email: chojada@students.waikato.ac.nz
Phone: 022 024 8140

Appendix G: Participation Oral Consent (English)

Participation Oral Consent form

Understanding outdoor education in South Korea:

Focus on why and how outdoor education in South Korea has shaped as it is today

Oral Consent Form

Researcher:

Hi, Thank you for joining this interview. Before we begin, I would like to ask you to give me verbal consent to participate in this study. Please listen carefully and say that you have agreed to give consent in the end.

- I agree to be interviewed by Cho Rok Hwang at an arranged time online that is suitable.
- I understand that it is my free choice to participate.
- I understand that I am free to withdraw from the study at any time and my data can be withdrawn up until two weeks following receiving the interview transcript
- I understand that I can declined to answer any question during the interview
- I understand that the interview will be audio recorded
- I understand that no names, identities, or identifying information from me will be reported in this study.
- I understand my individual and personal information will remain confidential at all times.
- I understand that although all efforts will be made to ensure anonymity and confidentiality, this cannot be guaranteed.
- I consent to the data obtained to be used as part of the requirements of the researcher's thesis and any subsequent publications and/or conference papers.
- I understand that it will not be possible to withdraw my data from the project after it has been submitted, due to the anonymity of the data
- I understand that I can contact researcher with any questions regarding the interview

Researcher:

Do you consent to participate in this study? Please say yes or no.
Thank you for giving your consent to participate in this study.
Will start the interview.

Appendix H: Participation Oral Consent (Korean)

참가자 구두 동의 양식

한국의 아웃도어 교육의 이해:

오늘날 한국이 아웃도어 교육이 왜 그리고 어떻게 형성되었는지에 대한 연구

참가자 동의서

연구자:

안녕하세요, 우선 인터뷰에 응해 주셔서 감사합니다. 시작 하기 전에 이 연구 참여에 대한 구두 동의를 요청하고 싶습니다. 잘 들으시고 마지막에 최종적으로 동의를 하셨다고 말씀해 주시면 됩니다. 주저하지 마시고 더 설명이 필요한 부분에 대해 서는 더 질문해주세요.

- 본인은 적당한 시간에 황초록과 온라인 인터뷰하는 것에 동의 합니다.
- 참여 결정 여부는 전적으로 본인에게 있음을 이해합니다.
- 나는 언제든지 연구 참여를 철회할 수 있으며 인터뷰 필사가 공유 된 이주일 후 까지 참여 철회할 수 있음을 이해합니다.
- 인터뷰 중 질문에 대한 답변을 거부할 수 있음을 이해합니다.
- 인터뷰가 녹음이 될 것이라는 점을 이해합니다.
- 저의 이름, 신원 또는 식별 관련 정보는 이 연구에서 보고되지 않는 것을 이해합니다.
- 저의 개인정보는 기밀로 유지되며 인터뷰 원본 데이터도 보고되지 않는 것을 이해 합니다.
- 나는 연구자가 익명성과 기밀성을 보장하기 위해 모든 노력을 기울일 것 하지만 이는 보장이 될 수 없음을 이해합니다.
- 나는 추후 연구자의 논문 및 후속 출판물 및 학회 논문의 인터뷰를 통해 얻은 정보를 사용하는 것에 동의 합니다.
- 데이터의 익명성으로 인해 완성된 연구에서의 참가자 데이터를 철회할 수 없음을 이해합니다
- 나는 인터뷰와 관련하여 언제든지 연구자에게 연락할 수 있음을 이해합니다.

연구자:
이 연구에 참여하는데 동의 하십니까? 예 또는 아니오로 대답하시면 됩니다.
본 연구에 참여하는 데 동의해 주셔서 감사합니다.
인터뷰를 시작하겠습니다.

Appendix I: Interview questions (English and Korean)

Interview questions

Outdoor Education in South Korea

Interview Questions

1. Please introduce yourself / 자기 소개 부탁드립니다
   Name/ 이름:
   Age / 나이:
   Qualification / 학력:
   Years of experience in the outdoor education field / 아웃도어 교육 참가 연차 :
   Current work / 지금 하는일:

2. How did you get into working in the outdoors? / 아웃도어 교육에 참가하게 된 계기는?

3. Please tell me about your outdoor education experiences as a student and leader / 학생과 리더로서의 아웃도어 경험을 말씀해 주세요.

4. What was your most enjoyable moment? Have there been there any challenging moments when working as an outdoor and relevant education leader? / 활동하며 즐거웠거나 기억에 남은 경험은? 활동하며 어떤 점이 어려웠는지?

5. Have you worked in any other countries other than Korea? How is it differ from/or similarities between the countered you worked? / 한국 외 다른 나라에서 경험을 해보셨나요? 해봤다면 어떤 차이가 있었는지?

6. How would you describe the current outdoor education practices in South Korea? / 현재 한국에서의 아웃도어 교육 상황은 어떻다고 보시나요?

7. What do you see to be the future of outdoor education in South Korea? / 한국의 아웃도어 교육의 미래는 어떻게 될 것이라 예상이 되시나요?

8. What things might need to happen with what you describe to occur in question 7? E.g. Leadership, organisation, government / 위에 언급하신 미래의 예상대로 흘러가기 위해 리더십 또는 정부 조직 차원에서 어떻게 해야 하기를 기대하십니까?

9. Do you think OE is needed in Korea? Why? / 한국에서 아웃도어 교육이 필요하다고 보십니까?

10. Anything you would like to add? / 위에서 못하신 말씀 중 더 하고 싶은 이야기가 있는지?