

A Case Study of Career Education for Youth Using Community Networks – Focusing on the Mentoring Experiences of the Founders on ‘Ggumridan-gil’

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Abstract

This study was conducted to explore the meaning of the community network of career education and identify development directions through the experiences of mentors who participated in the ‘Ggumridan-gil Project: One-Day Class’, which provides career education to young people. For that purpose, the researchers conducted interviews with seven Stores founders who had previously participated in the project, and the following study findings were obtained in four major areas based on the gathered interviews. First, in most cases, the study participants participated with ‘sympathy for the purpose and intention of the program’, ‘a sense of their own calling’, and ‘expectation for community revitalization’. Secondly, the participants played the roles of ‘class experts’, ‘career leaders’, and ‘emotional supporters’ during the programs. It is said that through this, ‘the happiness of giving and sharing’ was obtained, and the participants themselves had an ‘opportunity to grow and change together’. For the continuous development of the program, a unit of meaning was derived that ‘a systematic foundation for the program’, ‘appropriate use of college student mentors’, and ‘efforts to expand the participation of teaching-learning members’ are necessary. To promote this project and improve the direction, first of all, the purpose and intention of the project will be recognized positively by many people and it will be necessary to make efforts to strengthen them more firmly. Second, various efforts will be needed to improve the quality of the program. First, it is necessary to establish a more systematic basis for the program operation so that the purpose of the Ggumridan-gil project can be effectively achieved. Finally, efforts to expand the participation of various subjects will be needed to revitalize the project.

Keywords: youth, career education, community linkage, mentoring

1. Introduction and Background study

Our society focuses on the ‘newness’ that has been out of the way due to the necessity of cultivating future talents required by the era of the Fourth Industrial Revolution and the long-lasting Corona 19. One of the phenomena in this social trend is the interest of youths in their career and start-up. Especially, the change of industrial structure due to the 4th Industrial Revolution is said to lead a lot of changes through the process of creating new jobs and the disappearance of existing promising jobs (Choi Young-soon et al., 2018). Therefore, various attempts are being made to cultivate the talents required by the future society from the national level to the local community, universities, elementary and secondary education sites.

In the direction of the career education in 2021, the Ministry of Education announced that it is necessary to expand the career experience program as a task to increase the satisfaction of career education by reflecting the interest, aptitude and parents’ needs, and to strengthen cooperation with local community related organizations in order to educate entrepreneurs’ spirit (Ministry of Education, 2020). It is true that the career and entrepreneurship education in the school has been implemented and expanded by the Career Education Act in South Korea. However, compared to the purpose of the Career Education Act, “to provide students with various career education opportunities” and “to

actively cope with the changing career world", efforts and innovations are insufficient. The state-led education, the Ministry of Education of South Korea, is mainly focused on career classes and career counseling only in classrooms. Based on the 2021 Elementary and Secondary Career Education Status Survey Results of South Korea (Ministry of Education, 2021), over 60% of middle school and high school students wanted to have filed experiences for their future careers. The statistics indicated that there were only 34.1% of job shadowing programs in middle school and 15% in high school and rest of the programs were lectures or online programs. 70-80% of the students couldn't choose the program that they wanted to participate, because schools were not able to find the places where students can experience the programs. Currently, the first year of middle school has a free semester system (Gap year), but the age of the students who have the gap year are too young compared to the students in Europe and no actual work experiences are being conducted. This result also shows that the school's authorities in Korea tend to be reluctant to link schools with the community. However, in general, even though schools seek career development of students through various activities, there is a lack of support for career activities tailored to each student. Previous studies also point out that it is difficult to expect meaningful educational effects from career education in schools (Kim Ki-heon et al., 2011). Therefore, as there is a realistic limit for schools to handle all career education, it is necessary to propose career education activities in the community as an alternative. In terms of overseas cases linked to the local community in career and entrepreneurship education, first, there is 'NAV-secondary school cooperation', a case of cooperation between Norwegian schools and local communities. This is a complementary cooperative model in that the school and the community work together to overcome the limitations of the school's career and start-up activities, thereby securing professionalism, qualifications, and stability. Next, the model of the linkage between schools, communities, and businesses through the CEC of the National Institute for Career Development in the UK is presented. In addition, the UK has been continuously recording career education activities that students have learned and participated in since elementary school through the Career Development Portfolio program and using it as data for developing career competence of students when entering a higher school (NAV, 2018). On the other hand, Article 2 of the Career Education Act in Korea defines career education as an activity that provides "through cooperation between schools and local communities so that students can understand the career world based on their talents and aptitudes and explore and design their own career paths". This suggests that career classes, career psychology tests, career counseling, career experience, and employment support in schools should be implemented through school and community cooperation (Career Education Act, 2022). Therefore, the government has established a national career education center and a local career education center to operate various career experience centers for students. Moreover, Article 18 of the Career Education Act states that "the state and local governments can provide administrative and financial support to corporations, institutions, and organizations that provide career experiences to schools and students so that students can experience various career experiences." In other words, the state should provide career education with corporations and private organizations as well as cooperation with schools and local communities in providing students with various career education opportunities.

Therefore, this study aims to explore the meaning of career and start-up education linked to the local community by studying cases where youth career and start-up education are being conducted by utilizing the local community network and propose a better way to develop it. For this purpose, this study aims to examine the case of 'Ggumridan-gil. In particular, we will conduct a qualitative case study based on the perspective of founders, which have experience in providing career and start-up support education to young people by directly participating. This study is not intended to promote any specific program. As described above, it is not easy to find examples of career education in South Korea connected with the local community. There are few career programs connected with local communities in Korea. There are many data on mentoring and student experiences in career education research. However, there have been no studies of the experiences of ordinary citizens of the community as mentors for students in South Korea. It is not easy for citizens of local communities to have the experience of participating in the career education of students. Therefore, the researchers judged that it could be a good model for career education in Korea. This type of career education was also the first for small business owners who were participants in the study. It is considered significant to study those experiences.

2. Research Method

2.1 Research Outline

In Korean, 'Ggum' refers 'Dream'. And 'Ggumi Rumi', which is a youth support organization that founded in 2006 in Goyang City, Gyeonggi Province. It means the people who helps youth's dream come true. This organization has renovated 25-seat buses to provide shelters and activities for young people on the street at night in downtown as well as provides psychological, emotional and material support for young people. The project, 'Ggumridan-gil ', is a

career and start-up education support program using a community network operated by this organization, Ggumirumi. In order to provide more practical career experience education for young people, local small business owners became the program operators for young people. The organization encouraged out-of-school youths to participate in the programs. During the program, college student mentors also participated programs to support both youths and shop owners. The system of the project is as followed.

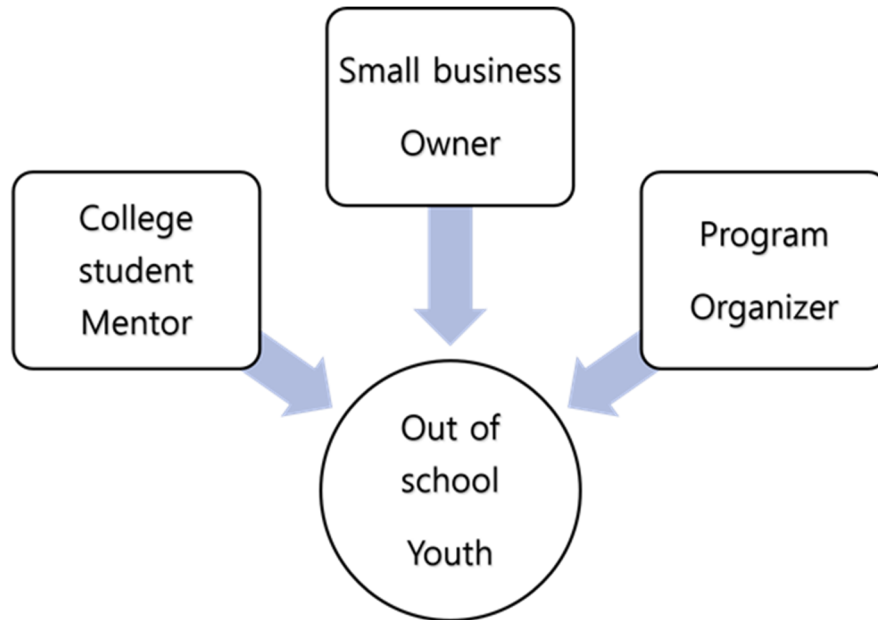


Figure 1. Concept of the Program

The purpose of this study is to explore the meaning of this project, which provide career and start-up support education to adolescents by utilizing community networks, from the perspective of program operators, and to propose a better way to develop them.

2.2 Participant Characteristics

The participants of this study were seven local founders in the community who had experience operating the Ggumridan-gil Project and agreed to participate in the study. They each opened program classes with their own specialty and provided education for young people to support their careers and start-ups. The participants then were interviewed the experience of program operation through in-depth interviews with researchers. The general information of the participants and the contents of the program are as follows.

Table 1. A Mentor and Program for Participation

NO.	Participant	Gender	Field	Program content
1	A	Man	Guitar class	Basic level guitar performance class
2	B	Woman	Flowerpot workshop	Fern plant terrarium making
3	C	Woman	Ceramic workshop	Make a pot/cook
4	D	Man	Guitar repair	Other repair and performance classes
5	E	Woman	Independent publisher	Writing, Publishing work experience
6	F	Man	Coffee shop	Experience of barista, experience of operating cafe
7	G	Woman	Leather workshop	Make leather card wallets and other props

2.3 Data Collection

Data collection for the study was conducted through interviews with seven participants at the end of August 2021. For the interview, researchers developed semi-structured interview questionnaires. Questionnaires were composed of four areas. The first question was about the background of participating in the program, such as the motivation and purpose of participating. Second, the questions about the experience of practicing classes were asked. In detail,

questions about the program operation and college student mentors who participated for the program support. The third question was what efforts and modifications are needed to improve and revitalize the program from the perspective of the program operator. Lastly, the requirements for improvement were asked. Before the interview, the researchers explained the purpose and method of the interview, the protection of personal information and confidentiality. The whole interviews were recorded under. All the recorded interviews were transcribed and used for analysis.

2.4 Data Analysis

The collected data were analyzed by the method of Hatch's (2010), 'inductive analysis' and 'analytic analysis'. The basic analysis framework was used as an inductive analysis method, and researchers found a small meaning from specific and detailed based on the collected data, and integrated it through the process of discovering the relationship between them and searching for meaningful patterns. In addition, the analysis of the meaning of the data was conducted in parallel with the making of reasoning, giving importance, detailing understanding, and drawing conclusions. This is to draw the results of the study more abundantly and persuasively by combining the two methods. For the result of the data analyzing, three researchers did continuous repeating and intensive reading, crosschecked one another several times. The interview with four questions was categorized into four areas and meaningful results were derived.

Table 2. Research Area and Comprehensive Overview

Research area	Comprehensive overview
1. Program participation background	1) Empathy for the purpose of the program 2) A sense of their own calling 3) Expectations for Community Revitalization
2. Role for program operation	1) Role of class expert 2) Role of career leader 3) Role of emotional supporter
3. Meaning through program participation	1) Happiness of giving and sharing 2) Opportunities to grow and change together
4. Further requirements	1) Systematic foundation of program 2) The Appropriate Use of College Students Mentors 3) Efforts to Expand the Participation of Teaching-Learning Members

3. Research Results

3.1 Program Participation Background

The background of the participants' participation in the program was largely derived from three categories: 'Empathy for the purpose of the program', 'A sense of their own calling', and 'Expectation for revitalization of the community'. First, most of the participants expressed empathy that this program was intended to provide opportunities for career and entrepreneurship education to local youths and to support youths to experience emotional stability and bond in the process. So when they were invited to participate in the project, empathy and positive perception about the purpose and direction of the project were the factors that enabled them to participate actively in the program. Especially, it was found that the project was positively recognized in that it was an opportunity to give young people various opportunities for experience related to their jobs and to provide them with the help they needed.

- *At first, I was introduced by the shop in front of me and I participated. Because of that, teaching children wasn't that hard for me. It's something we've been doing. The purpose is... I thought it was good, so I gladly said yes. (Participant C)*
- *Motivation is to give children some experience now. About the workshop experience and as an item that children can experience in relation to a practical job. ... I'm interested in teenagers, and I thought it was a good idea, so I took it like this. (Participant D)*
- *I really liked the purpose of the program, so I said I would do everything. ... I think it'd be good for kids to grow up through these various situations, not just attending classes at school or at academies. I really liked the composition where they can easily access these programs. So, I think it's really good because it's a way*

for children to experience various occupations through the experience. (Participant A)

- *Anyway, I don't have chance to interact with the students personally. I think it's okay to do it with a good purpose. ... I don't know if it's a big deal, but we can help students with various experiences. (Participant G)*

In addition, most of the participants in this study had a sense of calling to give help and comfort to the youth by utilizing their talents and given environments. Their calling consciousness was expressed as adults, whether they have their own children or not, with the worries about the future of children in the country. They all wanted to influence youth in good ways and they also willing to listen to children's stories, most of them were out of school youth, to fill their needs, and to provide a healthy and meaningful job creation experience. They wanted to provide their time and space for healing and rest to youth.

- *Just study first. We keep asking for it to them. The society itself has its own culture, so children don't know if they have to do this or not. I was like them, too. But once in a while, how should I say this? I think we need some space to make them rest and catch their breathtaking. (Participant C)*
- *Kids are very tired these days. They went to academy, went home, and went to academy. When I'm looking at them...So, the kids who are tired over there... The apartment village... There are workshops and there are a lot of trees here. So I thought it would be nice to come here and rest and get some healing That's what I thought. (Participant B)*

Meanwhile, the participants are small business owners who have no prior experience with operators or educators. So they hoped that through the project, their business could be established as a beneficial space for local youths, while also expanding the floating pedestrians of the street and activating the local commercial area more.

- *Without this floating population, it's very difficult. And when you think about it, you have to create an influx of people, and if you create a circle, you can bring what's consumed there to work, and if you consume culture here, businessmen here can do good and useful things, and local children can find that dream again. (Participant B)*
- *Originally, I was opening a one-day class here... And I don't know how I'm going to tell you this, but I'm also a person who was a little interested in community and stuff. (Participant E)*

3.2 Role for Program Operation

The roles of participants in this study were 'class expert', 'a career leader' and 'an emotional supporter'. First, the participants had to play a role in properly changing the existing educational programs to run the program. They were class experts who reconstructed the curriculum as an expert on their own classes to provide a little more helpful education for young people. In addition, the participants of the study tried to take charge of the roles that provide the youth with various jobs in our society through the process of running the program, the roles that inform them that there are various ways in one field, the roles that inform that certain paths that the world speaks are not happy paths, and the roles that serve as a model for the future of children, such as the roles that serve as a model for start-up or founding. In other words, they were acting as role models for adolescent career development. While running the program, the participants were also shown attempting to fill the emotional and educational needs of the children. They attempted to provide emotional support by taking advantage of natural opportunities to communicate with children. Throughout the program, they attempted to make time to share small stories with the children, such as 'what do you want' and 'what are you dreaming about.

- *I guess I needed some guidelines then. If you're an adult, in that regard, you'll be able to decide your career path because you have some sense of values, but they don't... So, we talked about the difficulties of guitar repairing, and sometimes we have to endure it. I think it's good to choose when you can handle it. Rather than saying that it's good to make a guitar, it can become your reality and your job, so it's not that kind of dream. It's about your pros and cons. (Participant D)*
- *There was a part that I was worried about, but I was worried about how to decide on a realistic one. It's not a world where you can make money by selling books realistically. It's not a world where you can only live on dreams if you give them too much. So I thought a lot about how realistic I should be to students. I rearranged programs. (Participant E)*
- *First, you have to enjoy it's fun. I found something that's not boring and fun for the kids. I didn't just make soil and color it. This time, I made a pattern with the colored paper. The friend who came to the studio told me that it was his first time doing this. So I'm just trying to figure out what I don't think kids would have been able to do when they were preparing for the curriculum. (Participant C)*

- *Kids don't have time to think these days, don't have time to think. I think it's our problem to be pressed for time and not know what they likes. ... I think it's a process where children come to make small things, heal them, restore self-esteem, become interested in certain jobs, learn economic concepts, give back economic ideas, and live together. (Participant B)*
- *One of the things I do is life coach. ... When kids come first, I teach them and think a lot.. This is the counseling section. Kids get hurt themselves and have these difficulties. ... From what I can tell, through this process, children... In a more diverse field, for example, I want my child to have fun in something, but I want him to instill some value and specifically lead to self-development. ... Since it's only one day, rather than a normal lecture, I want to talk a lot about how we're having fun. I want this kid to look at his life positively. I think I'm always more interested in things like this. (Participant F)*
- *As for our kids, elementary and middle school students, they all have new jobs. If 70 existing jobs disappear and hundreds of new jobs are created, I think you should be sensitive to those jobs. So what's the new job? That job is a kid. In fact, if I learn an economic concept, I'll look at what my talent is, think about what I'll learn with this talent, and if I can't do it, I'll become a small business owner, and I'll make it and sell it. I think it would be nice if each of you think that you can become a businessman.(Participant D)*
- *As I lived my life, studying wasn't everything. Since we're all knowledgeable these days. One time, I went to a class at the welfare center. He came in in Bolantier and he told me. "I don't know what I want." I'm a little sad about that. But I can only say it through words. I can only say it to my friend. I can only say it like that. But I think it's going to be a solution. I just want the kids to have fun at my studio. I said it was so much fun. I liked it so much. (Participant C)*

3.3 Meaning Through Program Participation

The participants stated that they had gained the meaning of 'happiness of giving and sharing ' and 'an opportunity to grow and change together' through the program and youth mentoring. As we have seen, the reason the shop owners participating in the project was because of the empathy and calling of the program. This internal motivation of the participants was affecting the practice of the actual program. They mentioned that they felt happy and proud in themselves that they could help the children in community in any way. They also felt great pleasure in being able to help their community. Through this program, they hope that their workplace will become a safe haven and a basecamp for children in the community and become a mentor for children's life. This process has a positive effect on the research participants who have not only been given to children but also shared with them. They said that they were able to grow and change together in the process of running the program. Especially, when the participants had a meeting with out-of-school adolescents, they could experience a relatively bigger change in the perspective of their views and perception. It is stated that it was an opportunity to break the prejudice about the out-of-school teenagers.

- *They followed me in a fun way. That's why it was so meaningful. It could be a bright person through my class. It could be a bright person. But through that class, the kids had a lot of fun. It could have been a bright time during this hour and a half. But if it was bright through my class, it would have been meaningful. So, when the kids come, bright friends may come, or friends who are having a hard time may come, but I hope you do more for them. I had this thought a lot. I think that's what it meant. (Participant A)*
- *It felt like I was having some kind of rest. So, I think it was about two hours. It was nice to have a chance to experience and share my interests with her. I think it's time for parents to learn good things for their children to like and healthy study. I think parents should be thankful and stable. And of course, I think he's taking some time off. It's time to learn, but it's also time to rest because you're doing what you like, so I think you really liked it. (Participant D)*
- *First, I was proud. It affects someone more. Think more carefully than adults. I did a lot, but I felt more proud than other one-day classes. I think he'll say he's proud. It's much better than far-off teenagers that he's helped teenagers in the area where he lives. It's a place that you already know and it's a place where you live, so I really liked it. (Participant E)*
- *I think I've changed. I think my perception of children has changed a lot. I'm thankful if the students changed, and it's even better if they felt a lot. I think the kids just did it once and had fun If I feel this much, I'm thankful for the change. I think it'll be a time where the instructors and bosses will feel more and have that kind of change while conducting the class. If you do this kind of class... (Participant A)*
- *I was a little afraid. I heard he is out of school teenager. But when I met him, he was very calm. I realized that I was prejudiced against those young people. (Participant E)*

3.4 Program activation requirements

The participants emphasized that 'establishing a systematic foundation of the program', 'appropriate use of mentors for college students', and 'efforts to expand participation of teaching-learning members' are needed to activate the program. The Ggumridan-gil Project: Job-shadowing Class is a one-time program for this time. The participants of the study saw that one-off education was not enough to provide more in-depth education for adolescents. They thought that professional and systematized education was needed from a longer-term perspective to be an appropriate education to support youth's career or start-up. Therefore, they could see that they wanted to establish a systematic foundation of the program and to expand the program by participating in various members of the community.

- *The kids are already starting out as a project. When I made this work, I sampled it and made it commercial, so we're going to do this on a flea market on a certain month and sell it on that day. If you do it like this, we will guide you. Then he will already know about the local economy and learn how to donate and return it. So I teach that part from the beginning and make it. I'll make it and. If you sell it together, you donate it. So I thought it would be great to have a virtuous cycle like that. (Participant B)*
- *These days, adults and children are used to stimulation, so they're just chasing fun. There are a lot of things. So these days, classes that end in a short period of time don't have a lot of classes that I regularly take. It's rare. Rather than just having fun, I watched it for a long time. I think it'd be good for kids if the program was long enough to do something in depth. I can teach in depth from the perspective of teaching, so wouldn't it be good to proceed in that way? (Participant C)*

The significant difference between the Ggumridan-gil project and other career education programs is not only that it is done in connection with the local community, but also that there is a special operation method with college student mentors. College student mentors has served as mediators and bridges between out of school youth and small business owners while participating in the class. They were all volunteer mentors who are currently having activities in the Ggumirumi organization. So, the shop owners can operate the program easily thanks to mentors. Most of the participants thought that the existence of mentors was positive, especially when the youths were passive or they were first in class, the existence of mentors was more helpful. They expected that if they were accompanied by proper education for college student mentors, they would have a better effect on the program activation.

- *Since the teacher has a face with her child. It's going smoothly when it comes to teaching. He was a bit shy. Please act as a bridge in the middle. ... I don't think it's bad to have a mentor teacher. It's not a class where kids come in as a group. For example, if the mentor teacher is missing and the child and I are the only ones who are one on one, it's our first. So I think they might find it difficult. I think it could be difficult even if you're a little old. The mentor teacher is kind of... How should I put this? I think they play the role of making the atmosphere softer. ... The mentor kept playing that role in the middle, so I think it was a lot easier for me to conduct the class. (Participant C)*
- *I think it's okay for a college mentor to come with me. Especially, I don't know about students. Even if it's the first time seeing students, if they're good at it's like this. It's okay if it's not that. We have a short class. We meet and talk together. It's a short time to get used to each other's class. It could end like this. Someone you know. I think it'd be better if a close friend came and stayed with me. (Participant G)*
- *Our mentor, the student guided us. After that, they watched us for a bit and in the middle of the class. They might feel uncomfortable, so they leave for a bit. They came back when it's over. They asked me how it was when it was over. And then they did a survey. ... I liked it. Since the mentor teachers are the ones who communicate with the kids. Honestly, I feel more comfortable with teachers. Those kids will be more familiar because they are teachers who contacted and exchanged with each other. And you're not in the whole class. It doesn't matter if you participate together, but don't make me uncomfortable. I think it was really nice that they left in the middle. ... I think it's really good for each other. The mentor teacher, this friend, and the friend who came to me, so I think this system is good. (Participant A)*

Finally, the participants of this study thought that more diverse and many people needed to make efforts to participate as teaching-learning members of this program. They were hoping that the small business owners would participate in the program, which would be more diverse in education, and that more young people would participate in the program, which would double the program when they were together. When that happens, the program will be more continuously activated and stable.

- *There are a lot of people around me who are hosting this class or who want to do it but don't have space. We don't know about them. People who don't have space don't know, so I'll think about ways to promote it to*

those friends. I'll have to check the contact with the owners of the workshops who have space. We're going to have to promote it. And I think it would be good to think about how to promote it to friends who don't have space. And I think it would be good to think about where it would be good for friends who don't have space to take classes. (Participant A)

- *Kids. I'm teaching them because I have a child, so I said I'd do it with permission from each other. But I think other people can recommend children to have career experiences, "This is a project that will last a long time," "We can be of help like this," and "We can help like this." (Participant C)*
- *I hope that a lot of companies (around) will be linked like this, and I hope that there will be more publicity. That was a bit disappointing. (Participant D)*
- *There are a lot of people around me who are hosting this class or who want to do it but don't have space. We don't know about them. People who don't have space don't know, so I'll think about ways to promote it to those friends. I'll have to check the contact with the owners of the workshops who have space. We're going to have to promote it. And I think it would be good to think about how to promote it to friends who don't have space. And I think it would be good to think about where it would be good for friends who don't have space to take classes. (Participant A)*
- *Kids. I'm teaching them because I have a child, so I said I'd do it with permission from each other. But I think other people can recommend children to have career experiences, "This is a project that will last a long time," "We can be of help like this," and "We can help like this." (Participant C)*
- *I hope that a lot of companies (around) will be linked like this, and I hope that there will be more publicity. That was a bit disappointing. (Participant D)*

4. Discussion and Acknowledgements

The project is a type of ideal community-linked career and start-up support education that provides education to support the career and start-up of local youths by voluntarily cooperating with the youth nonprofit organization 'Ggumi Rumi' and the founders of local small business owners and helps children's cognitive and emotional changes and growth. Therefore, it is believed that this project needs to be continuously developed and carried out in the future. In order to improve the better direction, this study proposes the development plans for the revitalization of the project, which is required from the perspective of the founders of small business owners who are program operators.

First, the project's purpose and intention will be recognized positively by many people, and efforts will be required to strengthen them even further. As we have seen, most of the mentors of small business owners have talked about their participation in the program operation with sympathy for the purpose of the project. In addition, the direction that the project pursues in the current social flow can have a positive impact on the whole of our society members and can be considered as a way to develop the community at the same time. Therefore, as the project clearly has valuable purpose and meaning, it will require conscious interest and effort of the members concerned so that the meaning and purpose of the project will not fade.

Second, various efforts will be needed to improve the quality of the program. First, it is necessary to establish a more systematic basis for the program operation so that the purpose of the Ggumridan-gil project can be effectively achieved. One participant was concerned about the fact that our society has been increasingly provoking and pursuing interesting things, and that many programs focused on one-off interest and fun have been created in education due to the impact of this. We should not forget that education is essentially an area that needs to be dealt with in the long term. Especially, education to support youth's career and start-up should be done in a more practical and realistic direction while being professional and in-depth for a longer time. Therefore, the project, which is currently being conducted in a single and fragmentary manner, should be reorganized into a systematic curriculum so that each program can be professionally implemented over a multi-session period and various programs can be linked to each other. In addition, in order to operate a high-quality program, it is necessary to provide appropriate educational support before and after the program so that various members participating in this project can handle their roles well. Looking at the members of the project, there are dream-shop founders who run the program, youths who participate in the program, and college student mentors who act as bridges among them. Therefore, the Ggumirumi that organizes the project should make efforts to establish a specific education system based on the roles and support that each member needs. It is believed that when each person performs their roles and functions well, the society that they naturally achieve will change and grow in the ideal direction harmoniously.

Finally, efforts to expand the participation of various subjects will be needed to revitalize the Ggumridan-gil project.

As mentioned above, in order for the Ggumridan-gil project to be activated, various educational providers should participate, and at the same time, more youths need to participate in the program with interest. In other words, it is necessary to pursue 'small business', an approach that can be found in previous studies and cases related to community-linked youth career support activities. Small business is a local business led by residents that makes the area where they live healthy. It refers to solving local problems by utilizing local resources and starting from a face-to-face relationship. This means that local members voluntarily find work that fits the characteristics of the community and share positive results by utilizing local resources (The Hope Institute, 2013).

Therefore, in order to prevent the project from becoming 'our own league', active publicity in the community must be made. It is also necessary to find materials or support that will attract the attention of various small business owners located in the community, but it is also necessary to provide spatial support for those interested in the project to participate in the program operation. In addition, it is necessary to appropriately utilize face-to-face promotion such as small-scale career and start-up fairs, special lectures, events, and non-face-to-face promotion using SNS so that more young people can participate with interest. It is necessary to make efforts to promote and support each other's programs that will help young people through linkage with youth organizations in the community. As the project becomes more and more active, it is expected that it will be a driving force to lead not only the mutual growth of participating members but also the activation of local communities.

5. Conclusion

This study was conducted to explore the meaning of career education linked to community networks and to suggest the direction of development through the experience of mentors who participated in the 'Ggumridan-gil Project: One Day Class' which provides career and start-up support education to adolescents. For this purpose, the researchers interviewed seven founders who had experience in participating in the project of Ggumridan-gil, and derived 11 semantic units in four areas based on the collected interview contents. First, in most cases, the study participants participated with 'sympathy for the purpose and intention of the program', 'a sense of their own calling', and 'expectation for community revitalization'. Second, the participants played the roles of 'class experts', 'career leaders', and 'emotional supporters' during the programs. It is said that through this, 'the happiness of giving and sharing' was obtained, and the participants themselves had an 'opportunity to grow and change together'. For the continuous development of the program, a unit of meaning was derived that 'a systematic foundation for the program', 'appropriate use of college student mentors', and 'efforts to expand the participation of teaching-learning members' are necessary. As previous studies revealed above, Korea's school career programs for students are focused on only programs. There is lack of real activities or virtual experiences for each student. Previous studies also point out that it is difficult to expect meaningful educational effects in school educations (Kim Ki-heon et al., 2011). Therefore, schools and communities should cooperate and connect for the education that reflects students' interests, aptitudes, needs, experience-oriented education, and career education that reflects the changing career world. This is because the local community is a space where youth's daily life, play, leisure, and learning occur, and is recognized as a major factor influencing youth's sustainable career development. The local community is a positive developmental asset and is a key factor for the healthy development of children and adolescents (Benson et al., 2011). In addition, local communities have the strengths of being accessible to students, providing various job environments and career information, and being able to form continuous relationships with residents who can serve as positive models (Kim Ji young, 2016). From this point of view, the local community has sufficient research value as a sustainable support system for youth career education and a base for youth career activities. In addition, local communities have the strengths of being accessible to students, providing various job environments and career information, and being able to form continuous relationships with residents who can serve as positive models (Kim Ji young, 2016). From this point of view, the local community has sufficient research value as a sustainable support system for youth career education and a base for youth career activities.

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