

# Comparative Study on Volunteerism of Youth in Japan, Korea and Canada: Civil Society and Volunteer Problems

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## Abstract

It is very important for us to study about the Volunteer Problem in order to promote a healthy, safe and peaceful civil society. We can understand about the Volunteer Problem from three aspects. Voluntary sector has its own weaknesses, which could be called as “Voluntary Sector Failure”. It cannot pursue equality and stability in the supply of voluntary services. Other sectors sometimes intrude upon or override the voluntary sector. Statism, Bureaucracy, Marketism and pursuit of private profit come into conflict with volunteerism and they undermine sometimes the value of volunteerism. There is a structural conflict inside the voluntary sector. Volunteerism faces conflicts between the traditional mutual support system in the old type of community and the democratic mutual support system in modernized society.

Each country has its own volunteer problem from its social condition. We should study volunteerism in each country respectively by sociological analysis. This paper is a first step in my attempt to study the “Voluntary Sector Failure” in a demonstrative manner.

Among the cultural apparatus, the school system is the most influential factor for volunteer culture. I have carried out a survey on the students' volunteer sense at universities and high schools from 2000 to 2011 in Japan, Korea and Canada. In this paper, we are focusing on the function of mandatory volunteer education programs in school. By such data analysis, we are trying to know the distinctive features of volunteerism of youth in each country and analyzing the volunteer problems which each country is facing.

**Key words:** Comparative Study on Volunteerism, Voluntary Sector Failure, Volunteering Culture, Cultural Apparatus, Mandatory Volunteerism, Educational Effects

## 1 . Introduction

Our society can be considered to be composed of three sectors, namely government sector, market sector and voluntary sector. Not every sector is perfect and each has its

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own weaknesses. This fact is well known as “Market Failure” and “State Failure”. We are also facing volunteer problems, which should be called “Voluntary Sector Failure”. As the government sector is accused of inefficiency and the market sector is accused of human alienation and economic inequality, the voluntary sector cannot also pursue equality and stability in the supply of voluntary services. Therefore our problem is how to design and manage society in order for each sector to cooperate well with the other sectors and also to strengthen each sector’s merits and to diminish their demerits.

Among the three sectors, the function of the voluntary sector is very important for our society. Even though the voluntary sector has its own problems, it is the only sector that can discover the hidden social problems and raise them to the public. This sector is taking the initiative to solve new social problems. We must study how it becomes possible for the voluntary sector, which contains volunteer groups, NGOs and NPOs, to work as the pillar to support a healthy, safe, and peaceful “democratic society”. Statism, Bureaucracy, Marketism and pursuit of private profit come into conflict with volunteerism which depends on democratic mind, and they undermine sometimes the value of volunteerism. Volunteerism also faces conflicts between the traditional mutual support system in the old type of community and the democratic mutual support system in modernized society. We should study volunteerism as a way to achieve a healthy democratic life.

By the way, why is society accompanied with a certain culture? This question can be explained by using the sociological idea of “Cultural Apparatus”. For example, through a religious system of Protestantism as cultural apparatus, Capitalism cultures penetrated into the society. Through the modern school system as cultural apparatus, a nation was born in the modern nation state. When we focus on volunteerism, we can make a list of the cultural apparatus as follows, the religious system, school system, family system, company system, community associations and NPOs/NGOs/volunteer groups. Among this cultural apparatus, we should pay attention to the “School System”, because its manipulability is higher for us than the others. By analyzing the function of volunteer education in school, we can understand the volunteerism in each country.

I have been conducting research on the volunteerism of youth in Japan, Korea and Canada for ten years. By focusing on the young students’ sense of volunteering, we can make an invisible “volunteering culture” visible by numerical analysis and understand volunteer problems of each country.

At first, I must explain why I chose these three countries. The report of comparative study on the voluntary sector (*The Canadian Nonprofit and Voluntary Sector in Comparative Perspective*, Imagine Canada, Toronto, 2005) shows us that Canada has one of the largest and most vibrant nonprofit and voluntary sectors in the world. This

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comparative study was carried out by *Imagine Canada* collaborating with the Johns Hopkins University's Comparative Study Project on Nonprofit Sector. Figure 1 shows the percentage of workforce of the voluntary sector for the total workforce in each country. In Canada, its ratio reaches 11.1%. In contrast, Japan's ratio is 4.2% and Korea's ratio is 2.4%. From this data, we understand that both Japan and Korea are still "developing countries" in the field of the voluntary sector and that Canada is a first class country where the voluntary sector has developed well.

Figure 2 shows us the participation rates in volunteer activities (namely, the rate of people who did volunteer activities at least one time in the past year. The definition of "volunteer activity" is a little bit different in these countries) based on different age groups in Japan 1996 & 2006 (*Survey on Time Use and Leisure Activities in Japan 1996, 2006*), Korea 1999 & 2006 (*Social Statistics Survey 1999, 2006*) and Canada 1997 & 2007 (*NSGVP 1997, CSGVP2007*).

Volunteer activities in Canada are spread relatively evenly among all age groups in both the 1997 data and the 2007 data. Compared to this, activity rate in the 1999 Korea data is high at 23.1% for the younger age group, but much lower for the older group (the

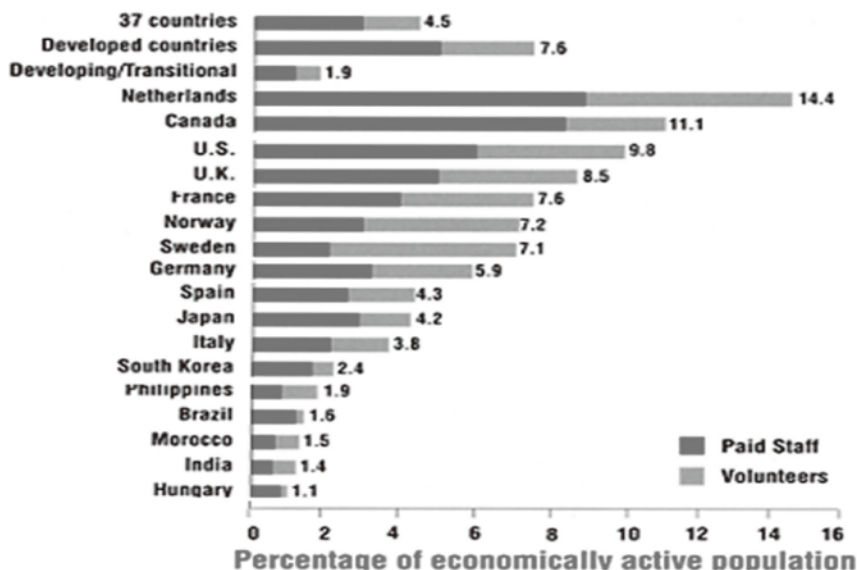


Figure 1. Nonprofit and Voluntary Organization Workforce as a Share of the Economically Active Population, by Country  
(*The Canadian Nonprofit and Voluntary Sector in Comparative Perspective*, Imagine Canada, Toronto, 2005)

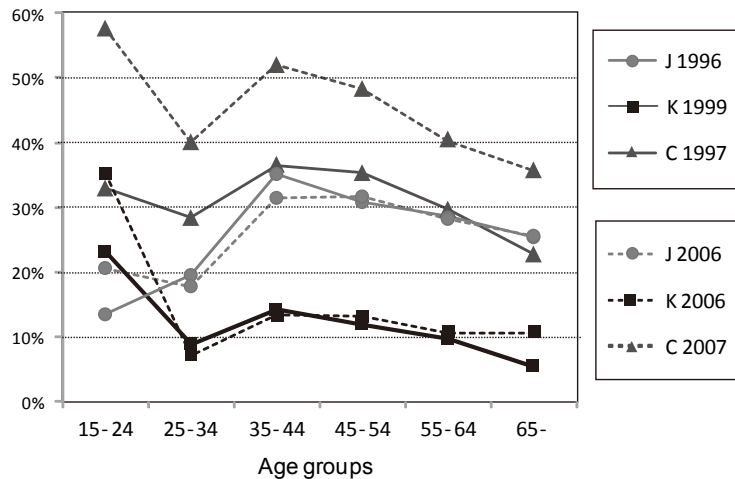


Figure 2. Participation Rates of Volunteer Activities of Japan, Korea and Canada

national average is 13.0%). In contrast to Korea, the 1996 Japan data shows a low activity rate of 13.4% for the younger age group (the national average is 25.3%). We can understand that these three countries have very different types of volunteering culture.

When we observe the change of volunteer participation rates during this decade in each country in Figure 2, it is surprising to see an increase of the volunteer participation rate of the youth generation. This decade, there was an educational reformation in each country. Mandatory volunteer educational programs were beginning to be introduced into the school education in this decade in Korea and Canada.

I have carried out a survey on the students' volunteer sense on seven occasions at the universities and high schools from 2000 to 2011 in Japan, Korea and Canada. In this report, I focus especially on the function of mandatory volunteer education program in school to understand well the distinctive features of volunteerism of youth in each country, using mainly university students' data in 2000/2001 and 2010/2011<sup>1)</sup>.

In Korea, the mandatory volunteer programs were beginning to be introduced, at first, into the junior high school education by the School Board of Seoul from 1995. Since the 7<sup>th</sup> curriculum has been introduced nationwide, mandatory volunteer activities have become required in high school in Korea. In Canada, from 2000, 40 hours mandatory volunteer activities were introduced into the curriculum in Ontario in order for students to receive a high school diploma. From the 2000 survey of university students, we are able to discover the attitudes of students which were not so influenced by such a new curriculum. So we can understand the effect of the volunteer education program introduced into school by comparing the data of 2000/2001 and 2010/2011 toward university students in

three countries.

To explain about my research, the 2000/2001 survey of university students contains 1023 students' data from three universities in Japan (Kyoto & Tokyo area), 500 students' data from two universities in Korea (Seoul), and 243 students' data from two universities in Canada (Ontario). The data collection rate is almost 100% in Korea and Japan, but it is very low in Canada, almost below 20% <sup>2)</sup>. The 2010/2011 survey contains 474 students' data from three universities in Japan (Kyoto & Tokyo area), 382 students' data from three universities in Korea (Seoul) and 266 students' data from two universities in Canada (Ontario). The rate of data collection in each country may be almost 100%.

## 2. The change in this decade of volunteering activities level of university students in 3 countries

Referring to the change of volunteering activities level of university students, Figure 3 shows us the 2000/2001 university student data, which was not yet affected by the mandatory volunteer program. In this graph, activity level means the number of times volunteered in the past by students. About ten years ago, the activity level of Korea and Japan were very similar. On the other hand, in Canada, there were a lot of earnest and active youth volunteers. Figure 4 shows us the 2010/2011 data. Comparing these two graphs, we can see the change in three countries during these 10 years. Please pay attention to the rate increase in Korea. It is a result of the implement of mandatory volunteer education system. Looking at the rate of students with no experience, it rapidly declines from 30% to 5%, and the rate of students, who have experienced volunteer activities more than 10 times, increases greatly.

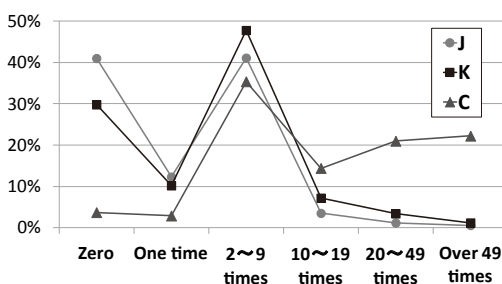


Figure3. University Students' Volunteer Activity Level (Number of times volunteered) 2000/2001data

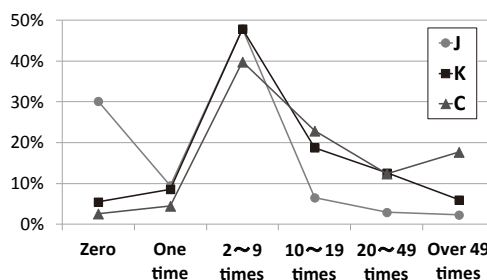


Figure 4. University Students' Volunteer Activity Level (Number of times volunteered) 2010/2011data

As I mentioned above, in Korea, the mandatory volunteer program had been introduced into the nationwide junior high and high school curriculum. At the same time, many universities began to make much of the students' volunteer experience in the entrance examinations. Moreover, when the screening of a scholarship is carried out, the selection committee has begun to account the students' experience of volunteer activities.

In Canada, the change of activity level is below our expectations. I think the reason for Canada's case is the effect from the low rate of data collection of the 2001 survey. Because of the low rate of data collection, the volunteer participation rate is inclined to be higher than the true rate <sup>3)</sup>. On the activity level of Canadian university students, there may be little change over ten years, even though the rate of students, who have experienced volunteering from 10 to 19 times, has increased.

In Ontario of Canada, the mandatory volunteer program is called "Community Involvement Activity". The high schools are required only to count the hours of volunteer activities of students. There is not usually any pre and post education induced for this program. Many scholars and teachers criticize this defect of the education system. Instead, "Civics" became a compulsory subject from 2000. "Civics" text is based on the educational philosophy of Citizenship Education, namely Informed Citizenship, Purposeful Citizenship, Active Citizenship and Global Citizenship. Through this compulsory subject, high school students must contemplate the meaning of an "active responsible citizen" in the local field, national field and also the global field.

In Japan, looking at the rate of inexperienced students, it decreases from 40% to 30% and the experience rate increases slightly. This may be mainly due to the effect of the instruction of the Ministry of Education in Japan that the volunteer education program is desirable to be introduced into the curriculum of elementary school and junior high school. A big controversy broke out on the mandatory volunteer program in 2000. However, such a mandatory system had been delayed to be introduced in Japan, because of strong opposition forces including academic associations as well as volunteer groups <sup>4)</sup>.

What type of volunteering are the university students doing at present? Table 1 shows us the top three of types of university students' volunteer activities in Japan, Korea and Canada. In 2010/2011, 12.8% of the Canadian students are carrying out volunteer activities to support NGO/NPO and volunteers. 7.9% did this in relation to culture and arts. 3.4% of Japanese students are carrying out volunteer activities in relation to international exchange and cooperation, 3.0% in relation to disabled persons and 3.0 % in relation to support NGO/NPO and volunteers. 7.6% of Korean students are taking part in volunteer activities in relation to child welfare, 6.0% in relation to culture and arts. 3.4% did this in relation to ethnic problems, peace building and international cooperation <sup>5)</sup>. Korean students are taking part in volunteer activities almost twice as much as Japanese students.

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Table 1. Top 3 of Types of University Students' Volunteer Activities  
in the present of 2000 and 2010/2011 data (%)

	Japan				Korea				Canada			
	2000		2010		2000		2010		2000		2010	
First	Activities in relation to physically disabled children or adults	2.4	Activity in relation to international exchange and cooperation	3.4	Activity in relation to children's welfare	2.8	Activities in relation to children's welfare	7.6	Activity to support Non-Profit Organizations and volunteers	18.3	Activity to support Non-Profit Organizations and volunteers	12.8
Second	Activities in relation to children's welfare	1.8	Activities in relation to physically disabled children or adults	3.0	Activity in relation to promotion of sports and recreation	2.8	Activity in relation to culture and arts	6.0	Activity in relation to children's welfare	15.5	Activity in relation to culture and arts	7.9
Third	Activity in relation to the elderly	1.6	Activity to support Non-Profit Organizations and volunteers	3.0	Activities in relation to physically disabled	2.4	Activity in relation to helping new immigrants, Peace making, International cooperation	3.4	Activity in relation to culture and arts	12.2	Activity in relation to promotion of sports and recreation	6.4
			Civic-oriented activity	3.0	Environmental Protection activity	2.4						

Canadian students are taking part in volunteer activities twice as much as the rate of Korean students. Compared to these two countries, we can recognize again that the inactive Japanese youth is a big volunteer problem in Japan.

Of course, we can also observe from these percentages the level of earnestness of university students toward volunteer activities in each country. Moreover we are able to understand one aspect of Volunteerism in three countries. In Canada, university students are working as supporters of NGO/NPO activities. The youth in Canada climb the ladder, from the introductory level in their childhood days, up to volunteer management staff supporting others. Such a mutual education system between the youth is thought to be a feature of the developed country of volunteering. In this context, it is very interesting that 3.0 % of Japanese students are doing volunteer activities in relation to support NGO/NPO or volunteers. These days, Volunteer Centers in some universities have introduced a system of Student Staff in order to empower the youth volunteerism in Japan.

The number of Volunteer Centers established in universities has become over 100 in Japan. They mainly concentrate on distributing information to the students and managing the university volunteer education program. Recently some University Volunteer Centers have been trying to create a practical volunteer education program in order to contribute to the community development, collaborating with NGO /NPO and community leaders. Ritsumeikan University, one of the universities where this survey was carried out, has such an advanced Volunteer Center which was built in 2004.

We can now observe the attitude of students in each country toward mandatory volunteer education system in the next paragraph.

### 3. The students' attitude toward the mandatory volunteer program in school

You may incidentally think that it is contradictory for the public school system to introduce the mandatory volunteer program for the education of volunteerism. The function of volunteer education is very important to empower the Voluntary Sector, and many countries have introduced such a mandatory volunteer education program (which is called "Service Learning Program") into their school system from the end of the 1990s. From the students' attitude toward such a program, we can understand well the distinctive features of volunteerism in each country.

Then, what does the university student think of the mandatory volunteer program in each country? I asked them a question and they choose the closest answer from the following 5 opinions. "Unconditional Agreement (=Such a program is very necessary for us)", "Conditional Agreement (= Such a program should be changed because it will be better to be more linked with other subjects in school)", "Disagreement (=Such a program should not be required because volunteer activity should not be mandatory.)", "No Interest (= Such a program is not necessary for me.)", "No opinion (=I don't know.)". I have been asking these questions since the survey toward high school students started in 2002. So putting the data of the survey 2002 and 2007 toward high school students together, Table 2 shows us the comparative data during 10 years in three countries.

In the Canadian data, 50% of students agree with the mandatory volunteer program unconditionally, and 12% of them disagreed in 2010/2011. During the decade, the mandatory volunteer program was gradually gaining the support from the youth in Ontario of Canada. Contrary to this in Korea, the rate of unconditional agreement decreases from 15% in 2002 to 7% in 2010, the rate of conditional agreement increases from 25% to 60%. We understand from this data, the program in Korea is facing some trouble. In Japan, the disagreement opinion has been the majority consistently, namely 62% in 2002 and 57% in 2010. Of course, the rate of conditional agreement increases from 19% in 2002 to 31% in 2010, a negative attitude is very strong in the youth.

Then how does the university student evaluate the effects of the mandatory volunteer program? We have also been asking them about this, using 5 questions, from the 2002 high school survey. Please see Table 3 on the comparative data during 10 years in three countries.

The estimation of mandatory volunteer program falls lower than before in Korea, focusing on the second, third and fourth question: "the volunteer education program is useful to strengthen the community", "to enhance the students' self-confidence and self-image" and "to provide the networking for the future", but increases on the fifth question:



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Table 2. Students' Opinion towards Mandatory Volunteer Program (%)

Type of opinion	Country	H.S. Students (2002)	H.S. Students (2007)	Univ. Students (2010)
Unconditional agreement	Japan	7.6	11.1	5.3
	Korea	14.8	8.3	6.6
	Canada	26.2	40.4	50.2
Conditional agreement	Japan	18.9	28.8	31.4
	Korea	25.3	34.5	60.3
	Canada	29.8	25.3	25.8
Disagree	Japan	62.3	49.5	56.7
	Korea	52.6	48.0	29.3
	Canada	30.8	16.7	12.0
No interest	Japan	5.4	3.9	4.4
	Korea	5.4	6.3	3.8
	Canada	3.0	5.8	4.4
No opinion	Japan	5.8	6.6	2.2
	Korea	1.9	2.9	0.0
	Canada	10.2	11.8	7.6

Table 3. Students' Estimation toward Mandatory Volunteer Program (%)

Type of opinion	Country	H.S. Students (2002)	H.S. Students (2007)	Univ. Students (2010)
Reinforcing civic responsibilities	Japan	50.3	50.7	54.3
	Korea	50.5	44.6	47.4
	Canada	53.1	47.8	62.8
Strengthening the community	Japan	51.3	54.7	63.4
	Korea	46.0	41.9	36.5
	Canada	68.8	64.5	65.9
Enhancing your self-confidence and self-image	Japan	38.2	34.5	39.4
	Korea	50.7	42.3	41.9
	Canada	60.0	57.8	62.7
Providing opportunities networking for future employment	Japan	35.0	35.8	30.5
	Korea	37.9	38.8	27.2
	Canada	62.1	65.1	68.0
Creating portfolio of work experience	Japan	32.4	35.3	43.9
	Korea	44.9	50.8	51.0
	Canada	70.7	72.7	72.8

“the volunteer education program is useful to create the portfolio of work”. From this data, we are able to understand the reason for the negative attitude of Korean students toward the mandatory volunteer program. Contrary to Korea, the data of all categories of Canada in Table 3 is highest among three countries and the data of first and fourth questions have

Table 4. Level of Satisfaction toward Volunteer Education Program in Primary and Secondary School (%)

Univ. Students (2010)	Japan		Korea		Canada	
	Satisfied	Unsatisfied	Satisfied	Unsatisfied	Satisfied	Unsatisfied
V.P. in Elementary and Junior High School Curriculums	41.2	18.6	24.8	43.9	—	—
V.P. in High School Curriculum	36.2	19.1	32.1	46.2	68.3	13.3
V.P. in Extracurricular Activities	37.6	19.0	36.0	36.9	—	—

Table 5. University Students' Opinion toward Paid Volunteering (2010/2011) %)

Type of Opinion	Japan	Korea	Canada
Volunteering for no pay is a principle.	16.7	17.3	38.3
A volunteer may accept payment for certain out-of-pocket expenses.	48.5	64.7	45.9
A volunteer may accept a reward of profit.	33.1	16.0	10.5
No answer	1.7	2.0	5.3

become higher than before. In Japan, the data seems to be improved in the last type of response and in the second one, but the youth cannot feel good about the practical merit to provide opportunities networking for future employment.

Table 4 is the university students' satisfaction level toward the volunteer education program in primary and secondary education.

In Canada, 68% of university students are content with the volunteer education program in high school. This data corresponds with the data of their opinion toward it. In Korea, 44% of university students are dissatisfied with the volunteer education program in elementary school and junior high school whereas 25% of them are satisfied with it, and 46% of students feel dissatisfaction toward the volunteer education program in high school whereas 32% of them are satisfied with it. In Japan, the rate of students who are satisfied with the volunteer education program in high school is 36% and the rate of dissatisfied students is 19% <sup>6)</sup>.

Finally, Table 5 concerns the university students' opinion on Paid Volunteering <sup>7)</sup>. We consider the mandatory volunteer program as a kind of Paid Volunteering, because it gives students some units or a right for a diploma. Therefore we can observe the other side of the volunteerism of students.

From this table, we understand that the opinion: "A volunteer may accept payment for certain out-of-pocket expenses such as transportation, food, and materials" is

supported by the majority in three countries. In Canada, 38% of students have agreed to the opinion: "Volunteering for no pay is a principle and no one should accept any reward or profit for volunteering". On the contrary to Canada, in Japan, 33% of students have the opinion: "A volunteer may accept a reward or profit in addition to out-of-pocket expenses". It is very interesting that the Japanese youth denies the practical merit of the mandatory volunteer program and also accepts Paid Volunteering. This contradictory attitude toward volunteering seems to be a big problem in Japan.

Does the students' time of activities in the mandatory volunteer program in their junior high or high school days have any relationship with their volunteer experience in their university days? In 2010/2011 survey in Canada and Korea, I ask the total time of the mandatory volunteer activities in school days and the experience of volunteer activities in the past one year in their university days. Checking the correlation coefficient between these data, we observe that there is a positive relationship between them in both Canada and Korea<sup>8)</sup>. So we can consider that the earnest volunteers in the mandatory volunteer program are inclined to take part in volunteer activities in their university days also.

In the next paragraph, we analyze the students' recognition of the effects of the volunteer activities on their learning abilities. From the analysis of this data, we can understand another aspect of an invisible "volunteering culture".

#### 4. Volunteering Culture revealed by the analysis of students' recognition of the educational effects from the volunteer program

After undertaking volunteer activities, people recognize that they can enhance their abilities. If they believe this strongly, their next action is affected. We categorize the 11 types of abilities gained from volunteer activities as the original questions below. From these questions, we can analyze the students' recognition of the educational effect of volunteer activities.

Figure 5 shows us the data of three countries in 2000/2001 and 2010/2011 from this question on the students' estimation on "educational effects" from volunteer activities. Figures printed under the graph are corresponding to each question

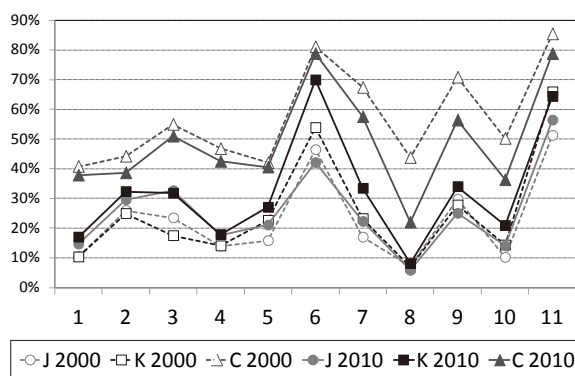


Figure 5. University Students' Estimation of Educational Effects of Volunteering

number in the next page. We can observe the educational effects of the volunteer program in school from this graph.

- Q. What skill(s) or abilities did you acquire/develop as a result of volunteering?  
Please answer "Yes" in each following question that you feel to acquire it through volunteer activities. You may write more than one answer.
- ( 1 ) I developed the ability to study by myself.
  - ( 2 ) I developed the ability to study with others in group.
  - ( 3 ) I developed the ability to find out problems by myself.
  - ( 4 ) I developed the ability to express my opinions completely.
  - ( 5 ) I developed the ability to regulate and control the opinions of people within my group or in the group to which I belonged.
  - ( 6 ) I developed the ability to understand the opinions or situations of others.
  - ( 7 ) I developed the ability to revise my opinions and cooperate with (in) groups.
  - ( 8 ) I developed the ability to understand the point at issue and the context by reading newspapers or books.
  - ( 9 ) I developed the ability to see society, politics, economy, culture, and so on, from a broader perspective.
  - (10) I developed the ability to suggest new projects.
  - (11) I developed the ability to make relationships with various people.

We soon see a similar pattern on graphs of three countries, volunteer activities programs seem to have strong effects especially on "the ability to make relationships with various people (No.11)", "the ability to understand the opinions or situations of others (No.6)", "the ability to see society, politics, economy, culture, and so on, from a broader perspective (No.9)" "the ability to find out problems by myself (No.3)" "the ability to revise my opinions and cooperate with (in) groups (No.7)". Each number means question item number.

Comparing Korean data with Japanese data, there is a great similarity observed between them. In this decade in both countries, the university students' recognition on the educational effects of the volunteer program improves slightly. We can observe some differences between Korean data and Japanese data. In Korea, the rates of "the ability to understand the opinions or situations of others (No.6)" and "the ability to find out problems by myself (No.3)" increase. In Japan, the rate of "the ability to understand the opinions or situations of others (No.6)" does not change, instead the rates of "the ability to find out problems by myself (No.3)" and "the ability to revise my opinions and cooperate with (in) groups (No.7)" increase. But in both countries, the rate of "the ability to understand the point of issue and the context by reading newspapers or books (No.8)" does not change at all, as if this ability wasn't important for volunteer activities. We can infer about the quality of volunteer program in Japan and Korea from this data.

The Canadian data is disappointing for us, because the rates of many kinds of abilities decrease greatly in 2010/2011. The reason for this can be thought as the same as the case of volunteer activities level previously mentioned. The low rate of collection of data in 2001 may cause the data of educational effects to be greater than the true effects. However it is worrying that the rates of “the ability to understand the point of issue and the context by reading newspapers or books (No.8)” “the ability to suggest new projects (No.10)” “the ability to see society, politics, economy, culture and so on, from a broader perspective (No.9)” “the ability to revise my opinions and cooperate with (in) groups (No.7)” seem to have become lower than before. The Canadian data is usually affected by the social conditions that the students are facing. The management of volunteer education program is inclined to change by the person who is responsible for it in Canada. The educational effects seem to depend on the educational system of each high school, the educational power of NGO/NPO and volunteerism of each teacher. So the data of the effect of volunteer education program may be unstable. If many inexperienced students rush to do volunteer at NGO/NPO and these organizations cannot accept them well, it could be a problem of the mandatory volunteer education program.

Figure 6 shows the data in Canada and Korea comparing the earnest students who do the mandatory volunteer activities in school for more than 50 hours with the normal students who take part in them for 50 hours or below. In both countries, it can be observed that the educational effects become higher while the time of mandatory volunteer activities increases. Focusing on the detail of the data, in Canada, the earnest volunteers’ rates of “the ability to suggest new projects (No.10)”, “the ability to regulate and control the opinions of people within the group (No.5)”, “the ability to express my opinions completely (No.4)”, “the ability to find out problems by myself (No.3)”, “the ability to see society, politics, economy, culture, and so on, from a broader perspective (No.9)” become higher than the other students. In Korea, the earnest volunteers’ rates of “the ability to make relationships with various people (No.11)”, “the ability to regulate and control the opinions of people within the group (No.5)”, “the ability to find out problems by myself (No.3)” increase.

From this data, we can see that

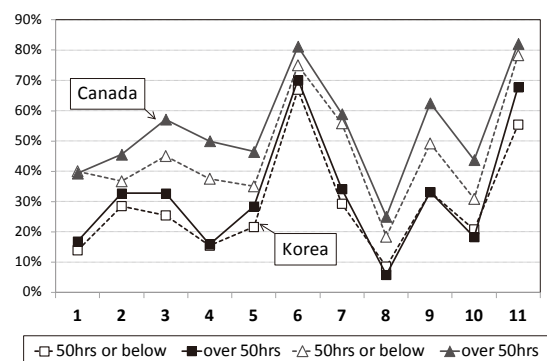


Figure 6. The Difference between the Earnest Students and the Normal Students of Estimation of Educational Effects of Volunteering

the educational effects of Volunteering mandatory volunteer education system surely exist in both Canada and Korea.

We can observe the difference between Canada and Korea. In Canada, the earnest volunteers' rates of "the ability to suggest new projects (No.10)", "the ability to express my opinions completely (No.4)", "the ability to see society, politics, economy, culture, and so on, from a broader perspective", "the ability to understand the point at issue and the context by reading newspapers or books (No.9)" become higher than the data of the normal students. In contrast to Canada, we cannot observe any difference in these data in Korea (the same fact can be seen in Japan). This fact shows that the youth in Canada can promote creativity and planning ability by their volunteer activities. We can observe the high quality of volunteer activities in Canada which have a well developed voluntary sector.

Incidentally, when people decide to take part in volunteer activities, it is important for them to have some self-confidence in their hearts. A person who has a full and rewarding experience can easily have self-confidence. So I asked the following question, "Have you ever had such a full and rewarding experience which you remember even today in each following field, namely in community activity, activity in school, activity with friends, activity with your family and adventure by yourself? Please answer 'Yes' or 'No' in all types of activities".

Figure 7 shows the data from this question. Looking at these graphs, we understand the university students also have a lot of full and rewarding experiences in every category of field in both 2000 and 2010 /2011 data of Canada. It is surprising that the rate of Canadian university students, who have a lot of full and rewarding experiences in community activity, is high. Many young students in Canada are doing volunteer activities in their community after school or in holidays. In both Japan and Korea, the rate of

students, who have a lot of full and rewarding experiences in community activity, is very low. It is a very important problem for Japan and Korea that the youth do not participate enough in their community activities.

In Korea, the rate of students who have a lot of full and rewarding experiences in school is lower than the other countries. This fact can be explained from the social conditions of education, namely a fiercely

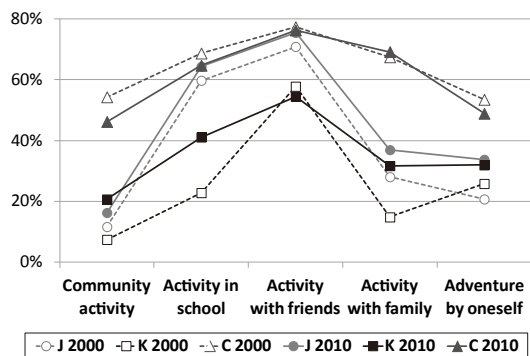


Figure 7. University Students' Activity with a Sense of fulfillment in 3 Countries

competitive entrance examination system in Korea. However, focusing on the change between 2000/2001 and 2010 data, the rates of students who have rewarding experiences in community activities and school activities improve in Korea. From this aspect, we can understand that the effects of a mandatory volunteer program really exist in Korea.

## 5. Conclusion

Focusing on the mandatory volunteer program, we analyzed the surveys toward university students in 2000/2001 and 2010/2011. From the data analysis, we can understand the following points about the mandatory volunteer program in each country.

- 1) In Canada, the mandatory volunteer programs (in Ontario, it is named “Community Involvement Activities”) are usually criticized because of their lack of both a pre and post program. However, “Community Involvement Activities” in Ontario is working from both the aspect of students’ estimation of this program and the aspect of level of students’ satisfaction toward it. This educational system has already received the unconditional agreement from the majority of the youth. I think it ought to be due to two reasons, that teachers’ Social Capitals (their high level experience of volunteering) effect students as “hidden curriculum” and that educational influence outside of school, namely the NGOs’ educational strength is stronger than the other countries. However, we cannot recognize that the mandatory volunteer program in Ontario contributes to the development of volunteer culture of Canada and social improvement from the data. The merit and the demerit may offset each other. In Canada, the educational effects of mandatory volunteer program seem to be depending on the educational policy of each high school, the educational power of NPO and volunteerism of each teacher and so on, so they are changing according to these conditions.
- 2) In Korea, the mandatory volunteer program surely improves the volunteer activities level of the youth, and develops the educational abilities of students. However, the students’ criticism against it becomes stronger, so the present system is facing a great problem. Especially many students are thinking that the present mandatory volunteer program does not provide the opportunities of networking for future employment and that it does not strengthen the community so much. From the aspect of the satisfaction level of the volunteer program in school, the rate of discontent in students is very high. At the same time, we can recognize the improvement of data on sense of fulfillment in Community activities and Activities in school. We can conclude that Korean



society is surely changing by the introduction of the mandatory volunteer system into the educational program, even though some problems are still to be solved.

- 3) In Japan, the opinion against the mandatory volunteer program has been so strong in the youth generation as well as the adult generation that such a program has not been introduced into the school system, except in Tokyo. The Japanese youth cannot realize the practical merit of such a program and also accepts Paid Volunteering. This contradictory attitude toward volunteering seems to be a big problem in Japan. Moreover, the Japanese youth's impression toward volunteering is so negative that over 30% of them have had the impression, "hypocritical" toward volunteering continuously from the beginning of my research. This impression negatively affects the volunteer activities of students. If a mandatory volunteer program, like that of Korea, is introduced into the education system in Japan, it is unlikely to go well. It may be better for Japanese to choose a more steady way. From the data of the 2010 survey in Japan, we can observe some improvements of both the educational effects and the volunteer activities level in the youth. On one hand, this may be due to the volunteer education program introduced moderately into elementary school and junior high school, but on the other hand it could be due to the function of the Volunteer Center in university. In order to improve the quality of the volunteering in Japan step by step, the university Volunteer Center should play an important role to strengthen the collaboration between university and secondary school and the collaboration between university and NPO/NGOs or community leaders<sup>9)</sup>.

The civil society of Canada is strongly supported by the power of NPOs/NGOs and other voluntary associations. Canadian multi-cultural society cannot exist without NPOs/NGOs and other voluntary associations. It is very important that they have an educational ability to develop the volunteerism of the youth. Through the experience of the volunteer activities in NPOs/NGOs, the young people can develop their ability to solve social problems.

Moreover when the mandatory education program was introduced, the Ontario government decided that "Civics" became a required subject. As I mentioned before, the basic principles of this subject contains the ideas of "Active Citizenship" and "Global Citizenship". These principles are utmost important for the democratic civil society in the 21<sup>st</sup> century world. We can imagine one of the ideal models of civil society from the Voluntary Sector of Canada.

In Korea, the central government is taking the initiative to empower the Voluntary



sector. The introduction of the mandatory volunteer education program into the secondary education curriculum is one of its policies. The staff of public volunteer centers are trying to import the know-how of Service Learning Program in the U.S., receiving the support from the leaders of NPO/NGO volunteer center in Korea. However, by the content analysis on the education of volunteerism in moral textbooks of high school in Korea, these textbooks depend on Traditionalism and Nationalism, making much of traditional values<sup>10)</sup>. Even though they also emphasize the NGO power that is based on democratizing movement in Korean society, the conflict of Traditionalism and a democratic way of thinking is one of the volunteer problems in Korea.

Moreover, Korea and Canada have now even religious systems which function well as cultural apparatus for volunteering culture. In contrary to these two countries, the society of Japan is not supported with a strong religious system. Because of a powerful Corporate Oriented Society, the voluntary sector is usually thought of as a residual one and the Egoism or Selfishness, namely “Me-ism” becomes stronger in the youth. Inclination to individualization and introversion is a cultural problem in youth of Japan.

Adults (ages 35+) in Japan usually volunteer in the field of community work via the Neighborhood Association or PTA in school. However the youth are eradicated from the volunteering community (please check Figure 2 again). They do not experience so many volunteer activities in their communities these days. This is the acute problem that we are facing in modern Japan.

At the end of this paper, I express my condolences to the victims of the great disaster of 3.11 in Japan. We worry about the serious accidents at the Fukushima Nuclear Power Plant. All of us are praying the damages will be controlled. This disaster will force us to change our whole way of life. It may become a tremendous turning point in the history of civilization. I think the importance of a democratic and creative and powerful Voluntary Sector is increasing in Japan as well as the global society.

## Notes

1 ) I have carried out research on the students' sense of volunteerism from 2000 as follows.

# Survey toward university students in Japan (Kyoto & Tokyo), Korea (Seoul) and Canada (Toronto) in 2000/2001.

# Survey toward high school students in Japan (Kyoto), Korea (Seoul) and Canada (Toronto) in 2002, 2004 and 2007. In 2004, the survey with teachers was also carried out.

# Survey toward high school students in Japan (Tokyo) in 2007, 2008.

# Survey toward university student in Japan (Kyoto & Tokyo), Korea (Seoul) and Canada (Toronto) in 2010, 2011.

I must explain about the high school students data which I use in Table1 and Table 2. The 2002 Survey contains the data from 752 students of 5 high schools in Japan, 770 students of 10 high

schools in Korea and 328 students of 3 high schools in Canada. The 2007 Survey contains the data from 875 students of 6 high schools in Japan, 898 students of 21 high schools in Korea and 538 students of 3 high schools in Canada.

- 2) In Canada, before carrying out the research, we must receive permission from the ethic committees in each university. Because of the severe conditions imposed from the committee to do this research in the class, the rate of data collection became below my expectations.
- 3) Statics Canada and Imagine Canada had a similar problem of low rate of data collection in the public research, CSGVP 2004 and 2007, comparing to the former survey NSGVP 1997 and 2000. The problem of a low data collection rate is discussed in Appendix C in the report of CSGVP 2004, *Highlights from the 2004 Canada Survey of Giving, Volunteering and Participation*.
- 4) In Japan, from 2007, a Service Learning program started at public high schools in Tokyo. It was the first attempt of a mandatory volunteer program in Japan. About the Tokyo program, I have already presented at the international Symposium: Volunteering, Education and Civil Society in Canada, Japan and Korea, hosted by Graduate School of International Studies, Seoul National University & Korea Council of Volunteering, March 2009 in Seoul.
- 5) In Korea, The social problem of immigrant laborer has become serious from 2000. It is very interesting that the data of university students' volunteer activities reflect well such a new social problem which Korea is facing.
- 6) At this time, in Canada, I did not ask about the volunteer program in primary and secondary education except for the mandatory volunteer program in high school.
- 7) The Paid Volunteering system has been introduced into society in Japan from the 1980's. This system is working as an alternative to one of the public welfare system. However I think the students who participate in this research are unaware of such a Paid Volunteering system.
- 8) Spearman's correlation efficient was 0.354 in Canada and 0.176 in Korea ( $P < 0.001$ , two-tailed test).
- 9) About this, I discussed in my paper: "How to collaborate between Univ. and NGO to empower the Youth : A Challenge depending on the Data of Comparative Study on Volunteering Culture between Japan, Korea and Canada", Paper presented at *The 6<sup>th</sup> ISTR Asian Pacific Regional Conference*, November 2009 in Taipei.
- 10) To explain about the features of the Moral Textbooks of high school in South Korea in short, we can point out three characteristics.
  - 1) Firstly, these textbooks depend on Traditionalism & Nationalism, making much of traditional values. One of these textbooks says "Facing a chaotic world, the traditional values will give us a criterion and moral basis". From traditional values, "reciprocal help among neighborhood" and "collective mind" are asserted. This textbook says "Through traditional morals, Koreans can realize national identity. It shows us the way to go as a nation". Invoking a story of a Korean student, Lee Su Hyeon who jumped onto a railway to help a stranger and lost his life during his time in Japan, such a mind of self-sacrifice is specifically praised.
  - 2) The definition of volunteering is clearly written in the textbook as follows, "Activities of helping others, disadvantaged persons and regional community" "Self-discipline, Regard to others, Continuity based on planning, Self-sacrifice, Action without any reward, Self-development, etc."
  - 3) Positive estimation of the possibilities of NGO power, based on a democratizing movement in Korean society. For example, the civil movement which opposed the construction of Dong Gang Dam is also praised as right and preferable action using democratic power.

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