



**OECD Thematic Review on Migrant
Education**

**International Questionnaire:
Migrant Education Policies in
Response to Longstanding
Diversity**

KOREA



Background

1. As part of the OECD review on migrant education, countries were invited to provide information on their national migrant education policies. Note that this information is in addition to the full country background reports provided by the six countries participating in the policy review: Austria, Denmark, Ireland, the Netherlands, Norway and Sweden.

2. The attached information was provided by Korea using a standard international questionnaire on migrant education policies in response to a new wave of diversity. For any questions regarding this information, please contact:

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QUESTIONNAIRE B

INTERNATIONAL QUESTIONNAIRE: MIGRANT EDUCATION POLICIES IN RESPONSE TO A NEW WAVE OF IMMIGRATION

3. Please provide data, where available, which indicates the total number of immigrant children (age 0-15) in your country. If possible, please provide the data by different age groups. Please also provide the data, if available, in time series. This will help indicate change/no-change to better understand the policy contexts.

⇒ Number of immigrant children in elementary school (1st grade) to high school (12th grade): Total of 1, 209 (Elementary School 755 + Middle School 391 + High School 63). For details, please refer to Excel file 'Korea-OECD-migrant-education.xls' / the total number of immigrant children in pre-schools: M

4. Please provide the total number of children enrolled in pre-school and school in your country. If possible, please provide the data broken down by pre-primary care centres, pre-primary school/kindergarten, primary school and lower secondary school.

⇒ Number of immigrant children in elementary, middle and high school: Total of 1,209 (Elementary School 755 + Middle School 391 + High School 63). For details, please refer to Excel file 'Korea-OECD-migrant-education.xls' / Data on the number of immigrant children in pre-schools, data on the percentage of school attendance in higher-level schools: M

5. Immigration is a regional phenomenon in many OECD countries. Please select the three 'cities' or 'municipalities' (according to an appropriate administrative unit of your country) that have the largest immigrant populations in your country. Please describe emerging policy issues in these cities or municipalities. Please also describe regional policies that have been initiated to respond to the challenges.

⇒ City or region with the largest immigrant population: Gyeonggi / Other questions: M

6. What national policies have been initiated to respond to the increasing level of cultural diversity in school? What/who have been the driving forces behind these initiatives? What results have been observed, if any?

⇒ **Policies initiated from a national level:** Development of textbooks for immigrant children, development of educational reference materials (educational materials for understanding cultural diversity and scholarship materials) for teachers responsible for immigrant children, development of teacher training program, development of school introduction brochure and providing related information, operation of admission counseling centers, operation of after-school extracurricular programs and cultural experience sessions (camp) for immigrant children, operation of regional schools and providing support for other extracurricular activities.

⇒ **Responsibilities of initiated policies:** The Ministry of Education and Science Technology has the primary responsibility for the support of children, parents and teachers of immigrant children within schools (The Ministry of Health & Welfare and Family and the Ministry of Culture, Sports and Tourism have the majority of the responsibility for providing support to married female immigrants and preschoolers).

⇒ **Observed Results:** In the beginning, education materials and programs designed specifically for immigrant children were non-existent, thus teachers were having difficulties in teaching immigrant children in schools. The development of a wide range of educational materials, programs and other mechanisms have made the current education system more capable of facilitating immigrant children in schools. However, there is a strong need to make a necessary evaluation of the developed materials, programs and mechanisms as well as to make the necessary revisions and amendments.

7. Please describe the mechanisms to design policies concerning the integration of immigrant students into pre-school and school. Please specify which ministries are involved for such policy designs, what role/remit each ministry has, and how the policy coordination has been operational. Please attachment some relevant documents (*e.g.* an inter-ministerial join policy paper, a mission statement of an inter-ministerial unit, descriptions of a jointly-run-project, etc.).

⇒ **Mechanisms behind the designed policies:** Implementation of integrated education policies to guarantee the adaptation and integration of immigrant children with native students in schools, and the promotion and implementation of multicultural education to foster understanding and tolerance of multiculturalism on the part of local students. In addition, by providing extracurricular activities, programs, and mentoring mechanisms to immigrant children facing difficulties due to the different culture and language, we seek to provide the utmost support for the adaptation of immigrant children in schools (programs supported by the Ministry of Education and Science Technology and the respective local Office of Education).

⇒ **Roles:** Through the ‘Promotion of Education on Understanding Multiculturalism in Schools’ (providing lectures, activities and other mechanisms on multiculturalism), other government offices provide support to enhance the understanding of multicultural education for both families of local students as well as immigrant students (cooperation from city and provincial authorities).

⇒ **Policy Coordination 1:** Currently in 2008, there is no official policy coordination between different ministries, but they share the need for such policy coordination, and some affairs concerning the development and support of families of female immigrants have been partially been implemented through cooperation between the Commission for Foreigners (Commissioner: Prime Minister) and other governmental ministries and commissions of administrative affairs.

⇒ **Policy Coordination 2:** Through the National Research Council for Economics, Humanities and Social Science, the government is currently promoting a variety of different cooperative research projects

among different government-contributed research organizations (focusing on female married immigrants, children of immigrant families, etc.)

⇒ **Relevant Materials:** M

8. Please indicate the total public resources spent on the education of immigrant children. Please list relevant ministries who are allocated the public resources and specify the amount that each ministry is allocated to. Please provide the figures in local currency. Of the total public funding, please indicate the allocation to the ministry of education in local currency. Please specify how the funding has been allocated among different types of programmes or institutions (e.g. national programmes, block grants to institutions, additional grants to institutions, funding per capita, seed-funding for pilot projects, etc.)?

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Ministries	Ministry of Education and Science Technology	Ministry of Health & Welfare and Family	Ministry of Culture, Sports and Tourism
Budget	434 Million KRW	900 Million KRW -Development and implementation of programs for immigrant children	459 Million KRW
Method of budget allocation	Based on the budget application for each ministry, the Ministry of Planning and Finance (ministry responsible for the distribution of national budgets) finalizes the contents and amount of the concerned budget upon approval from the National Assembly		
Method of Support	Designation of organization and issuing of the fund	-Establishment and support of Foundations -Issuing of budget and support to related centers (Married Immigrant Female Support Center)	-Issuing of budget to affiliated organization, and issuing of budgets to business organizations through public subscriptions

9. On national programmes on the education of immigrant children, please provide detailed information in a table: [the name of the programmes], [policy objectives], [planned means to achieve the objectives], [expected outputs], [budget allocated], [duration of the programme with the starting year], [target beneficiaries], and [target level] for each programme. Please add other relevant information to the table.

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Program	Operation of Center for multicultural education	Operation of Rainbow Youth Center	Operation of social, cultural and art education business
Ministry	Ministry of Education and Science Technology	Ministry of Health & Welfare and Family	Ministry of Culture, Sports and Tourism
Policy Goals	-research on multicultural education -development of textbooks and education programs for children of immigrant	-Development and operation of immigrant family- (North Korean refugees, multicultural), children- and youth-related policies and programs	○ From the perspective of social integration, providing active support to transform the general consensus of immigrant families and non-immigrant people, and helping immigrants to

	<p>families</p> <ul style="list-style-type: none"> -development of teaching programs and reference materials for teachers of multicultural education 	<ul style="list-style-type: none"> -Fostering of professional human resources for children and youth of immigrant families -Providing comprehensive support through strengthening the capacity for multiculturalism in children and youths in general 	<p>successfully adjust to the local community</p> <ul style="list-style-type: none"> ○ Providing an opportunity to every constituent of our society to have an open consensus on cultural diversity ○ Centering around each region, the government is constructing systematic support systems to guarantee the activation of culture, arts and education through cooperation among 16 regional governments, business operation organizations and education beneficiaries (including immigrant families) and other concerned interest groups
Detailed Blueprint	<p>Promotion of the following agendas by the end of 2008</p> <ul style="list-style-type: none"> -Analysis of current status of multicultural education in schools -International comparison of a variety multicultural education curriculums -Development of intermediate education textbook for children of immigrant families -Development of categorized teaching methods for different subjects for teachers responsible for multicultural education -Development of multicultural training programs for teachers -Operation of multicultural education program network and development of support systems -Publication of multicultural education textbook for children of immigrant families 	<ul style="list-style-type: none"> - Promotion of the following agendas by the end of 2008 - Operation of policy research and international forum for the support of immigrant children -Development and operation of North Korean refugee early adjustment education program: Hanawon Visitation Education, Comparative Cultural Experience and Education, Social Education, House Visitation Education Program -Development and operation of comprehensive education program for North Korean refugees (Development and operation of ‘Understanding the Culture of North and South Korea.’) -Development and operation of ‘Understanding Multicultural Program.’ (Different Color, Same Us) -Educating and fostering professional human resources (Youth counselors, youth guides, School social workers, etc.) 	<ul style="list-style-type: none"> -Promotion and establishment of Local Government cooperative business (Multicultural Business): 2007. 11 ~ 2008. 1 -Business Presentation Issuing: 2008. 2 ~ 4 -Education: 2008. 4 ~ 12 -Evaluation of business results and satisfaction level: 2008. 5 ~ 12

Expected Results	<ul style="list-style-type: none"> -Accurate understanding of the current status of multicultural education in schools -Publication of professional education texts for immigrant children -Development and performance of multicultural education program for all teachers -Counseling and mentoring for immigrant children via a cyber counseling office 	<ul style="list-style-type: none"> -Hosting professional Forums on issues relating to the Support of immigrant children -Development of comprehensive education for North Korean refugees and programs on ‘understanding multi-cultures.’ -Fostering professional human resources in the field of multiculturalism 	<ul style="list-style-type: none"> -Promotion of social, cultural and art businesses reflecting the characteristics of each different region
Budget	434 Million KRW	900 Million KRW	459 Million KRW
Commencement Date and Period	2007 - Present	2006 - Present	2005 - Present
Subject	Children of immigrant families, Teachers of multicultural education	North Korean refugees, immigrant children, etc.	Immigrant workers, married female immigrants and children, etc.