



**Directorate for Education
Centre for Educational Research and Innovation (CERI), OECD**

Innovative Learning Environments (ILE)

INVENTORY CASE STUDY

Multicultural Education in Miwon Primary School in Korea South Korea

This 3-year-project at Miwon Primary school included numerous activities in multicultural education and a programme focussing at students with multicultural/multilingual backgrounds. Examples of activities are supporting classes and extra language courses for students with multicultural backgrounds and their parents (also during holidays), and for all students multicultural and Korean culture experiencing days, after-school classes taught by bilingual parents, and bilingual presentation contests. Students also produced movies on multicultural topics.

This Innovative Learning Environment case study has been prepared specifically for the OECD/ILE project. Research has been undertaken by Eun-Soon OH and Hye-Won LEE from the Korea Institute for Curriculum and Evaluation and Kyung-Seok HAN from Miwon Primary School, Gyeonggi-do, under the supervision of Yeonhee Gu from Ministry of Education, Science and Technology, following the research guidelines of the ILE project.

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‘Multicultural Education in Miwon Primary School in Korea

Eun-Soon OH (Korea Institute for Curriculum and Evaluation)

Hye-Won LEE (Korea Institute for Curriculum and Evaluation)

Kyung-Seok HAN (Miwon Primary School, Gyeonggi-do)

Abstract

This report highlights the case of Miwon Primary School (Miwon, hereinafter) of Korea where an innovative learning for multicultural education is taking place. The Korea Institute for Curriculum and Evaluation (KICE, hereinafter) has recognised Miwon’s multicultural education as one of the most prominently innovative cases in Korea and presents this case for an OECD/CERI Innovative Learning Environment Project (OECD ILE, hereinafter).

Miwon has accommodated recent contextual phenomenon of Korea experiencing rapid growths in its multicultural background population and has implemented comprehensive and integrative multicultural education in cooperation with teachers, public education administrative staff, local community residents and educational experts, enjoying the positive effects of the multicultural education in various educational aspects.

Miwon’s case should provide better and deeper understandings of innovative components of learning in terms of students experience through multicultural education in Miwon in Korea, playing a guiding role to diverse applications in other educational contexts both inside and outside Korea as a successful case for innovative learning as discussed in international literature, providing valuable implications for pedagogical approaches and educational policies.

The descriptions in the present report are on the basis of the analysis of a wide range of data gathered by the KICE research team. This includes relevant documents; teaching materials and resources; further information; data of the research team’s observations of classes and interviews with students, teachers, parents, educational administrators, and local residents. Due to the inter-related features of learning, some discussions overlap and appear in several chapters.

The present report consists of explanatory descriptions with the background, context, characteristics, quality and effectiveness of Miwon's multicultural education. Chapter I introduces the current situation of Korea, which is presently transforming itself into a multicultural society with gradual realisation of the importance of multicultural education in schools in Korea, together with some representative characteristics on the basis of which Miwon's multicultural education has gained recognition as an effective innovative case of Korea for the OECD ILE project.

Chapter II discusses the background of the particular context of Miwon. The practical situation of Miwon is illustrated, and a description of the profiles of the students and families in number, grade and types, and countries of origin are followed.

Chapter III describes the extrinsic and structural learning environment created in Miwon. This includes the flexible organisation of classes; versatile and active role of teachers and parents and supporting programmes; restructured national curriculum; various teaching strategies and counselling; diverse evaluation of students' learning; and proactive utilisation of school facilities and resources.

Chapter IV explores the nature and quality of learning and teaching that the students and teachers experienced in Miwon respectively as a result of the extrinsic and structural learning environments created in Miwon. A description of a wide range of students' learning experiences is provided including the provision of programmes for diverse cultural experiences; experiential essay writing contests; and some others.

Chapter V provides positive effects of the multicultural education in Miwon. These are: an increased interest in and improvement of language skills; raised level of multicultural students' self-identity; promoted students' communal spirit; and increased respect of different cultures and cultivating global citizenship.

Chapter VI concludes with a summary of the chapters and an evaluative discussion on the Miwon's multicultural case for innovative education.

[note] The term 'Multicultural education' (*DahMoonHwaKyoYook*) in this report is used to refer to education provided for students from multicultural family backgrounds. The term 'Multicultural family' is used for families who include any members that are ethnically, culturally and nationally different to Korean. 'Multicultural students' and 'multicultural parents' are used for students and parents from multicultural family.

INTRODUCTION

Korea has become a multicultural society in recent years, and a corresponding multicultural education has been one of the top national educational issues and concerns. In this chapter, the current situation and the place of multicultural education in Korea are introduced. It is followed by a description of the approaches applied in Miwon's multicultural education on the basis of which this case was recognised by the KICE research team as one of the most prominently innovative learning cases of Korea for the OECD ILE Project.

1.1 Multicultural Society and Multicultural Education in Korea

Korea has transformed into a multicultural society rapidly in recent years. It is associated with an era of international trends of globalised and information technology where social, economical, cultural and political drives has created multiculturalism.

As far as the context of Korea is concerned, in particular, with foreign workers coming from other countries to ameliorate a shortage of workers caused by low birth rates and aging populations in Korea; international marriages between Koreans and international partners formulate families in many part of Korea, especially in rural areas; and North Korean refugees¹ who escaped to South Korea from the North have played a major role in increasing the number of multicultural background population and thus the rapid transformation into multiculturalism. Compared to other multicultural countries, immigrant populations among multicultural background families in Korea is said to be marginal.

As a consequence of a growing number of multicultural populations, children from foreign workers, international marriages, and North Korea refugees at primary and secondary school have been increasing during the last couple of decades. According to the Ministry of Education, Science, and Technology of Korea (2011), school students

¹ It should be noted that most North Koreans in the South are the ones who escaped in order to seek for other refugees. North Korea refugee families, though the same ethnicity is shared between two Koreas, live in very different and disparate political, social and cultural systems in the North.

from foreign workers and international marriage families constitute the majority of multicultural students, reaching 1,270 and 24,745 respectively in 2010. Though children from North Korean refugee families make up a minority of multicultural students, numbers of them have been dramatically growing over the last ten years. Statistics published by the Ministry of Unification of Korea (2011) reports that the whole accumulated number of North Korean refugees reached 20,108 in 2010 and about 60 percentage of them are in their twenties and thirties. Whereas, the number of North Korea refugees were found to amount to 148 in 1999. Another source of recent statistics published by the Ministry of Public Administration and Security (2011) reported that, while the whole multicultural family background population numbered 1,200,000 in total, the second generation of the multicultural family background was 120,000 and 46,159 of them were at school ages (from 7 to 17 years old) in 2010.

Based on the survey results, many educationalists have stressed the importance of coping adequately with the growing numbers of multicultural students; resolving the difficulties and problems multicultural students have experienced; improving the multicultural education in Korea educational system. Research results relating to multicultural education have reported that multicultural students have experienced difficulties and problems in various aspects. For example, a large majority of multicultural students cannot adapt to Korean education, showing that three out of ten foreign workers' children are ostracised at school. According to a survey, the reasons for multicultural students' maladjustment to Korean education were: because 'they are foreigners' (46.7%), 'no particular reason' (40.4%), and 'communication problems' (33.3%) (Kim, Jeong-won, 2006:99).

A number of studies have also found that one of the most serious problems the multicultural students have experienced is learning loss or falling behind in terms of school curriculum, the reason for which is identified or linked to multicultural children's lack of Korean language proficiency. Some studies reported that many of those students have difficulties with some particular school subjects such as Korean, Social Studies and History, whereas they have fewer difficulties with some subjects such as Math and Science. Those problems and difficulties have negatively impacted on multicultural students' academic achievement and their friendships in school (Oh, Hong & Kim, 2008).

According to a recent survey, the students who actually attend school among multicultural students decreased with every school level, showing 80.8% of primary multicultural students, 60.6% of middle-school multicultural students and only 26.5% of high-school multicultural students are attending school (DongA Daily Newspaper, 23 May, 2011). In particular, it becomes even more serious in the case of North Korean refugee family background students. In 2010, the dropout rate of those students reached up to 2.5% in primary school, 4.4% in middle school and 10.1% in high school; showing an increased rate of dropout students with every school level. These numbers are 5 ~ 10% higher than the average rate of all other student-dropout figures (Korea Education Development Institute, 2011).

It should be acknowledged that Korea has laid claim to be exceptionally homogenous with its people sharing the same ethnic, culture and language background (so called *Dhan Il Min Jock*). Historical and traditionally, Koreans had kept a strong national identity and pride of being a homogenous society until more recent years during which it experienced a sharp fluctuation in its population with rapidly-growing numbers of multicultural background families. In ways, there have been conservative views towards Korea's becoming multicultural, highlighting less favourable opinions towards transforming into a diverse and multicultural society.

Multicultural education in school in Korea has been less systematic. Not only that, in line with what is generally similar elsewhere in other multicultural counties, Korea has been more concerned with helping multicultural families to adapt and assimilate into Korean culture, rather than providing them education to enable them to become world citizens with their own identity, according to individuals or enhancing the understanding of diversity for both multicultural and Korean-only monocultural students.

Under these circumstances, accommodating those issues and developing systematic approaches in providing and enhancing multicultural education could not be more critical or important in current educational climates of Korea. How to create harmonious learning environments for multicultural education not only for children from multicultural family background but also for children from Korean-only monocultural family background, teachers, parents, and local communities has become highly salient.

1.2 Miwon's Multicultural Education for OECD ILE

Korea Institute for Curriculum and Evaluation addressed the needs and demands for multicultural education in schools of Korea. Recognising the societal and educational changes that are created due to the increased number of multicultural students; the changes of school situation in primary and secondary schools; and the consequences of the situation affecting learning environment, KICE carried out a series of three studies of multicultural education in Korea. These studies were conducted for three consecutive years from 2007 to 2009. The studies are evaluated as formulating a firm foundation of multicultural education in Korea, providing political suggestions including some fundamental directions, principles and programmes, and instructional guidelines and teaching. The findings of the studies are disseminated to a wide range of sectors such as policy makers, academics, educational administrators and teachers. The research team established networks with them for academic, political and practical development of multicultural education in schools.

In line with the situation of Korea and the research carried out in KICE as above, a research team was especially formulated for OECD ILE in KICE. The KICE research team acknowledged multicultural education practised in Miwon Primary School since 2007 as a successfully-innovative Korea case, and presents it as a prominent and appropriate example case for OECD ILE, in respect of the students' learning process and its learning outcomes. More specifically, the KICE research team has paid special recognition on the six major innovative characteristics of Miwon's case for OECD ILE as follows.

First of all, multicultural education is practitioner-initiated and a 'bottom-up' approach is implemented in execution of multicultural education. Teachers are proactively involved in order to resolve the practical problems the school has experienced, and provincial and central authorities (Gyeonggi Provincial Office for Education and the Ministry of Education, Science and Technology) cooperate for the education.

Secondly, comprehensive and holistic approaches are employed in terms of the various programmes and activities that are used so that students were provided with experiential learning opportunities, being engaged in a wide range of social, cultural and linguistic experiences as well as cognitive-driven learning experiences.

Thirdly, the values of integration and inclusion of all students from both multicultural and monocultural backgrounds who are involved and work together are built into this education system. While some separate classes for multicultural students were organised when deemed necessary, teachers, principals, parents, local communities, and other school staff collaborate together.

Fourthly, student learning takes place with no limit to physical learning environments. Learning hours are extended after class, and learning sites are expanded to various places, going beyond the limit for the achievement of effective learning.

Fifthly, technology and internet are proactively and widely-used during the delivery of multicultural education. Digital and electronic learning resources such as internet/web-based learning contents and materials, and modernised equipment and facilities such as computers, digital cameras and radio broadcasting facilities are utilised.

Sixthly, the problems encountered are accommodated, and the difficult or problematic situations are resolved, and the students' own learning was effective in various aspects. As a successful educational case in terms of both the quality of the learning processes and the outcomes, this case is expected to provide valuable implications to promote further multicultural education in Miwon and in other educational contexts including areas both inside and outside of Korea.

All characteristics displayed above are strongly interrelated to learning features and successful learning outcomes of multicultural education, making students' learning innovation go beyond the way in which usual learning takes place in schools.

II. DESCRIPTION OF THE CONTEXT

Education and learning is context-specific, and recognising the specific context is essential in understanding the way in which learning takes place. In order to provide some background of Miwon to aid our understanding of the context, this chapter includes a description of the overall situation; the number of multicultural students; the number of multicultural students by grade and type; and the countries of origin of international marriage and foreign workers families.

2.1 Situation of Miwon

Miwon is a small school located in a rural agricultural and industrial area: Gapyeong-gun, Gyeonggi-do, Korea. It is composed essentially of lower-income and lower-social class families, with a high ratio of multicultural background families. There has been an increase in international marriages due to the influx of specific religious people and foreign workers working in nearby factories. No child from a North Korean refugee family background has been identified in this school.

As the number of multicultural students is on the rise in Korea's primary and secondary schools, support at a governmental level for multicultural education has been increasing. Miwon was designated as a model school for multicultural education with special financial support from the government, and support and cooperation by the Gyeonggi-do office of education and the education office of Gyeonggi-do local government. Miwon has played a leading role in multicultural education. It was due to that the number of multicultural students has been exceptionally high in this school since 2005 when compared to other schools in Korea, and proactive and effective multicultural education has been practised in this school, resulting in various successful outcomes.

2.2 Number of Multicultural Students

The number of multicultural students has been rapidly growing in this school compared to other schools in Korea. Table 1 shows the number of multicultural students in Miwon by year. The number of multicultural students is rising: 14% in 2005, 30% in

2006, 39% in 2007, 41% in 2008, and 46% in 2009. The total number of students registered makes up 50% in 2010.

<Table 1> Number of multicultural students in Miwon by year

Year	2005	2006	2007	2008	2009	2010
Number of students registered	287	308	322	346	371	357
Number of multicultural students	41	91	127	141	170	180
Percentage of multicultural students	14	30	39	41	46	50

2.3 Number of Multicultural Students by Grade and Type

The number of multicultural students by grade and type are presented in detail in Table 2 below. The percentage of multicultural students is 57% of first-graders, 48.8% of second-graders, 54.7% of third-graders, 52.2% of fourth-graders, 50.9% of fifth-graders, and 50.8% of sixth-graders. What is notable is that the percentage of lower-graders continues to increase, and the overall number of multicultural students in all grades is rising and exceeding 50%. The number and percentage of multicultural students is much greater than in any other school in Korea.

< Table 2 >

Number of multicultural students by grade and type (2010)

Grade	Type								Percentage of multicultural students (%)
	Number of students			Number of multicultural students					
	Boys	Girls	Total	Students from international marriages		Students from foreign workers' families		Total	
				Boys	Girls	Boys	Girls		
1 st grade	29	20	49	12	13	3	0	28	57.0
2 nd grade	21	22	43	7	13	0	1	21	48.8
3 rd grade	26	27	53	11	18	0	0	29	54.7
4 th grade	35	32	67	20	15	0	0	35	52.2
5 th grade	23	30	53	13	13	0	1	27	50.9
6 th grade	23	34	57	9	16	0	4	29	50.8
Wigok branch school	14	12	26	5	5	1	0	11	42.3
Jangrak branch school	6	3	9	0	0	0	0	0	0
Total	177	180	357	77	93	4	6	180	50.4

2.4 Origin Countries of International Marriage and Foreign Workers Families

Table 3 below shows multicultural families from international marriages, classified by parents' country of origin. (As stated above, there was no child from a North Korean refugee family background.) As seen in Table 3, there were 165 parents from international marriages. Japanese parents constituted the majority with 86.7% (143 people); Filipino parents 7.3% (12 people); Chinese parents 3.6% (6 people); parents from European countries 1.2% (2 people); Vietnamese parents 0.6% (1 person); and Thai parents 0.6% (1 person).

< Table 3 >

Multicultural families from international marriages classified by country of origin (2010)

Country of origin	Parents' country of origin												Total
	Japan		Philippines		China		Europe		Vietnam		Thailand		
	F	M	F	M	F	M	F	M	F	M	F	M	
Number of persons	37	106	0	12	1	5	0	2	0	1	1	0	165
Subtotal	143		12		6		2		1		1		165
Percentage (%)	86.7		7.3		3.6		1.2		0.6		0.6		100

(F: father, M: mother)

Table 4 illustrates the multicultural families from foreign workers, classified by parents' country of origin. According to Table 4, there were 30 parents in 15 foreign worker families. Among them, 11 parents (36.7%) were from Japan; 6 (20%) from European countries; 5 (16.7%) from the Philippines and the U.S.A. each; 2 (6.6%) from African countries; and 1 (3.3%) from Russia.

< Table 4 >

Multicultural families from foreign workers classified by the country of origin (2010)

Country of origin	Japan		Europe		Philippines		America		Africa		Russia		Total
	F	M	F	M	F	M	F	M	F	M	F	M	
Number of persons	5	6	3	3	0	5	4	1	1	1	0	1	30(15)
Subtotal	11		6		5		5		2		1		30(15)
Percentage (%)	36.7		20		16.7		16.7		6.6		3.3		100

(F: father, M: mother)

III. STRUCTURE AND CHARACTERISTICS OF LEARNING

This chapter describes the structure and characteristics of the learning environment created in Miwon for multicultural education. The description focuses on the extrinsic structure and characteristics which have developed and become interwoven with Miwon's multicultural education. These are: the flexible organisation of classes; the versatile and active role of teachers and parents and supporting programmes; the restructured national curriculum; various teaching strategies and counselling; diverse evaluations of students' learning; and the proactive utilisation of school facilities and resources.

3.1 Flexible Organisation of Classes

Classes were organised and grouped flexibly according to the major learning objectives. As a part of Miwon's multicultural education, multicultural students have received bilingual education named *Nuri Bhan*. *Nuri Bhan* is especially aimed at helping multicultural students adapt to Korean school life, as well as helping them to learn the school curriculum subjects. Korea language lessons were also offered for multicultural students whose native language is something other than Korean. The multicultural students were separated from Korean-only monocultural students, according to the students' language proficiency in both their first language and the Korean language. This kind of class organisation differs from traditional class organisations and is distinctive in many ways, in contrast to classes that are generally organised by school grade and age as with in most schools in Korea.

Along with other classes for the curriculum subjects, integrative classes were also offered. These classes were developed with a mix of both multicultural and monocultural students. The school provided integrative education for both multicultural and monocultural students in order to raise the students' self-identity, to improve their understanding of differing cultures, and to increase their respect for one another. Table 5 shows the flexible class organisations in Miwon.

<Table 5> Flexible organisation of classes

Class organisation	Major aim	Target students	Criteria of organisation
Separate class (<i>Nuri Bhan</i>)	bilingual education focusing on school life, curriculum subjects, the Korean language	multicultural students	language ability in both Korean and first language
Integrative classes	developing self-identity, understanding of differing cultures, respect for one another	all students	mixture of grades, ages

3.2 Versatile and Active Role of Teachers and Parents, and Supporting Programmes

As is normal practice in primary schools in Korea, primary class/homeroom teachers teach their own students most of the curriculum subjects, while specialist teachers teach some subjects such as English, Art and Physical Education in Miwon. Several teachers were dedicated to multicultural education in addition to having other responsibilities within the school. Some parents from multicultural families volunteered and helped with the delivery of multicultural education. The volunteering parents played an assistant teacher role in classes demonstrating their own first languages and introducing their cultures. Supporting programmes were designed and offered for the teachers and volunteer parents so that they could carry out their duties and responsibilities effectively for the benefit of the multicultural education classes. As seen, in Table 6, they were provided with some advice from experts in multicultural education from various sectors. The programmes were particularly successful considering the fact that no teachers or parents were experts, nor had they experience in teaching multicultural education.

<Table 6> Supporting programmes for teachers and volunteer parents in Miwon

Major content	Participants	Instructor
Planning for multicultural education	parents	head of dept. of educational research
Management of multicultural education programmes	all teachers	head of dept. of educational research
The first council for professionals of multicultural education, 2009	specialist teachers	renowned professor in multicultural education
Solving problems through education in multicultural society	teachers & parents	vice principal of a primary school specialising in multicultural education
Development of multicultural education programmes with teachers	all teachers	head of dept. of educational research
Counselling guidance for parents on how to counsel multicultural students	parents	head of dept. of educational research
Guidance for teachers on linguistic and cognitive development test targeting for multicultural students (first and second graders)	all teachers	4 researchers from the centre for multicultural education at SNU
The second council for professionals of multicultural education, 2009	specialist teachers	renowned professor in multicultural education

3.3 Restructured National Curriculum

The National Curriculum currently implemented in schools throughout Korea was not systematically-prepared for either multicultural or bilingual education. Multicultural education was not a concern and was not reflected in the curriculum when the revised national curriculum was being developed. Schools, therefore, which had dramatic increases in multicultural students and experienced related problems (as did Miwon) needed to develop their own modified curricula in order to provide appropriate multicultural education in the school. Miwon restructured the curricula of school subjects for each grade and offered various alternative learning activities. In addition, it provided the students with extracurricular activities. Table 7 below is an example of the restructured curriculum for multicultural education for the third-graders in Miwon.

<Table 7> Third-graders' curriculum restructured for multicultural education

Subject	Unit & period	Activities	Learning theme	Time
Korean	<Speaking> unit 1 - 1. Thinking about one another (5/6)	• speaking about something that draws the interest of others: speaking about another country that I know considering my friend's interest	various cultures	3 rd week of March
	<Writing> unit 1- 2. Right words (4/6)	• writing a heart-warming letter to friends with proper words: writing letters to foreign friends	right identity	3 rd week of March
	<Reading> unit 5- 2. If I know this, I get more energy (5/9)	• reading a passage and finding the main points: reading a passage about other countries and finding the main points	reconciliation & cooperation	2 nd week of July
	<Writing> unit 2- 1. Living together (1/6)	• making a story with what is well known: writing to get over prejudices toward one another and recognising diversity	reconciliation & cooperation	3 rd week of September
Ethnics	5. We are well mannered (2/3)	• greeting appropriately: complimenting a friend who greets politely, self-reflecting about how I greet multicultural classmates at school	various cultures	2 nd week of June
	2. Nature is my friend (1/3)	• the importance of nature: learning the importance of a clean and beautiful natural environment	equal human rights	1 st week of October
	2. Nature is my friend (2/3)	• destroying the natural environment: self-reflection on what I did to harm the natural environment	equal human rights	2 nd week of October
Social Studies	2. Lifestyles of my neighbours (5 ~ 7/16)	• studying seasonal food, clothing, and shelter: studying of the clothing and houses of Japan, China, Vietnam, the Philippines, and the U.S.A.	various cultures	5 th week of April
	2. Lifestyles of my neighbours (9 ~ 10/16)	• looking for articles related to job-finding in the newspaper: finding jobs in the Philippines, Japan, China, and the U.S.A.	equal human rights	3 rd week of May
	2. Traditional culture of my town (9 ~ 11/16)	• learning wedding customs: learning Japanese, Thai, Indonesian, Chinese, and Filipino wedding customs	various cultures	4 th week of October
Physical Education	4. Enka: dance like a Penguin (1 ~ 2/2)	• learning about dancing enka: practicing enka dance movement, dancing for fun, comparing enka dance with Korean traditional folk dances	various cultures	2 nd week of September
Art	2. Stories in daily life (3 ~ 4/4)	• expressing experiences and thinking	various cultures	4 th week of March
	4. Facial expressions and feeling (1 ~ 2/6)	• telling about feelings by reading facial expressions: telling about feelings by reading people's facial expressions in works of art	equal human rights	1 st week of May

	10. Clothing and accessories (1 ~ 2/6)	· appreciating and learning about Korea's traditional dress and accessories	various cultures	1 st week of November
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3.4 Various Teaching Strategies and Counselling

Teaching strategies used for multicultural education during the school subject classes and alternative courses were diverse. Miwon offered more activity-centred classes than teacher-oriented or instruction-based classes, and multicultural and monocultural students were engaged in cooperative learning activities. For multicultural students who had difficulties in understanding the Korean language, teachers tutored those students, and the students were gradually guided to self-directed learning. Miwon developed twenty guidelines for the school, and produced them in the three most widely-spoken languages (Korean, English, and Japanese) in order to help the multicultural students and their parents. It also provided counselling for the students to help them adapt to school life and formulate healthy self-identity. School newsletters were especially produced in Japanese and English and distributed regularly to the parents. Such strategies and activities are described in more detail in Chapter IV.

3.5 Diverse Evaluations of Student Learning

For the evaluation of students' learning (both the learning process and products), three major types of evaluation were developed in Miwon. Firstly, the school conducted self-evaluations and mutual-evaluations in order to measure the students' achievement of the learning objectives. Secondly, both performance-based tests of the learning process and summative tests of their learning outcomes were utilised. The results of tests were used to provide feedback to the students and to facilitate the students' learning process. Thirdly, surveys and interviews for students and people involved in Miwon's multicultural education were designed and conducted specially for the OECD ILE report of the Miwon case.

3.6 Proactive Utilisation of School Facilities and Resources

The proportion of multicultural students at Miwon accounted for over 50% of its total students. This means that there was a necessity to re-organise the existing school facilities and spaces in order to create new, innovative environments. Firstly, class labels, notices, and sign posts in the corridors were written and put up in three languages: Korean, English, and Japanese. Secondly, Miwon provided special Korean classes for multicultural students called ‘*Nuri Bhan*’, for which library facilities and spaces were used (1st to 4th periods). Thirdly, some especially designated classrooms were also used for Japanese and English classes (7th to 8th periods). Fourth, school cafeterias were used as study spaces for multicultural students after the regular school lunch time (15:00 to 18:00). Although the school utilised the existing school facilities and spaces actively, further facilities and spaces were needed. Thus, Miwon decided to build new classrooms in 2011; they are expected to be used as English experience centres and special classrooms.

In general, almost of all classrooms in Korea are well-equipped with e-learning systems. Miwon is also fully equipped with computers and beam projectors in every classroom; thus, teachers can make use of online teaching materials and resources, and TV educational programmes (such as KBS and EBS) according to the learning content and activities of the class. Miwon allocated a resources room for multicultural education, and developed various teaching and learning materials for students, teachers, and parents uploading them to the school homepage. The school also produced video-learning materials for Japanese language classes, together with five different kinds of Korean language teaching material developed wholly within the school. The school is, in addition, running a school homepage for students, teachers, and parents so that they may share and make use of the information and various materials developed. Further examples of the use of school facilities and resources are provided in Chapter 4.11.

IV. THE NATURE AND QUALITY OF LEARNING

This chapter describes the nature and quality of learning, as seen in the example of innovative learning and teaching as practised in the multicultural education environment in Miwon. The description includes the provision of programmes for diverse cultural experiences as follows: experiential essay writing contests; co-operative learning and active interaction in integrative classes; counselling programme for multicultural students; multiculturally-oriented activities; accommodation to individual student's needs; provision of Korean language classes; integration of learning goals and evaluations in CCAP; involvement of multicultural families and the local communities; establishment of networks for various activities; proactive utilisation of ICT; and creation of the school physical environment for multicultural education.

While there are direct relations and probable overlaps with the descriptions in the previous chapters of how the learning environment was created for Miwon's multicultural education, this chapter is more concerned with qualitative descriptions of the distinctive characteristics of the multicultural education in the school and provides explanatory analysis. Thus, it will offer a better and deeper understanding of the positive learning processes students experience during their education; making Miwon's case more salient for innovative education.

4.1 Provision of Programmes for Diverse Cultural Experiences

In order to improve on students' understanding of differing cultures, to develop a communal and collective spirit, and for the enhancement of multicultural students' identity, students were provided with a range of programmes designed to immerse them in cultural experiences. The programmes were comprehensive and inclusive, resulting in rich and quality experiential learning, thus effectively promoting multicultural education in the school. The themes were diverse with appropriate additional activities and participants were varied and included students and local residents. Learning sites were expanded outside of typical school environment and encompassed the local community and professional organisations. Learning hours were flexible according to the characteristics, purpose, and expected outcomes of the programmes. Such diverse cultural experiences thus effectively promoted multicultural education. Table 8 and Pictures 1 and 2 illustrate the diverse cultural experiences included in the programmes.

<Table 8> Programmes with diverse cultural experiences

Programme	Participant	Major Activity (place)
School anniversary performance	all students	Playing of the piano and flute (school auditorium, theatre, playground)
Forest experience on <i>Youmyeong</i> Mountain	5 th , 6 th graders	Listening to a forest explanation, research on wild flowers and trees (forests in various areas)
Children's festival	all students, parents, local residents	Playing of various games, recreation, races (school auditorium, theatre, playground)
Experience of city life	1 st , 2 nd , 3 rd , 4 th graders	Field trip: experiencing city life (<i>Seonyudo</i> Park)
Performance of the <i>Amare Ensemble</i>	all students, parents, local residents	Appreciating classical music and mime (school auditorium, local theatres/cultural centre)
Puppet show ' <i>The Little Prince</i> '	all students, parents, local residents	A puppet show ' <i>The Little Prince</i> ' (school auditorium, local theatres/cultural centre)
Korean traditional music performance	all students, parents, local residents	Korean traditional music concert (school auditorium, local theatres/cultural centre)
Korean traditional etiquette experience	5 th , 6 th multicultural students	Korean traditional etiquette classes (<i>Gyeonggi-do</i> education centre)
Programme on freshwater fish	5 th , 6 th graders	Field trip to experience freshwater fish (National Fisheries Research and Development Institute)
Video: ' <i>Travel of Water</i> '	all students	The importance of preserving the environment (school/local theatres)

Puppet show about non-smoking	all students and teachers	a puppet show on the topic of non-smoking (school auditorium, local theatres/cultural centre)
Observation of the stars	5 th , 6 th graders, parents, local residents	Observing the stars (school, local fields)
Folklore Day	all students and parents	Cooking Korean traditional food and playing traditional games (school auditorium, local theatres/cultural centre)
<i>Hangul</i> (Korean Language) Day	all students	Korean quiz, writing, calligraphy, drawing contest (school classroom, local cultural centre)

<Picture 1>

Diverse cultural experiences: Korean traditional etiquette experience class
(*Gyeonggi-do* education centre)



<Picture 2>

Diverse cultural experiences: Field trip
(*Seonyudo* Park)



4.2 Experiential Essay Writing Contests

Experiential essay writing contests were held in Miwon for multicultural students and their parents. The students and parents were encouraged to write their own stories on how they had overcome any nature of difficulties encountered in life in Korea. These stories ranged from conflicts and misunderstandings among family members, their worries and anxieties about relationships with their friends and teachers, to identity crises they experienced with respect to school life were examples. As seen in Examples 1 and 2 below, the stories were moving and beautiful in how they detailed and brought colour to the difficulties facing multicultural students and their parents living in Korea. These experiences were shared with other students, parents, teachers and local residents from both multicultural and monocultural family backgrounds. Through these essay writing contests, multicultural students and families were encouraged to participate in school events and to express their feelings about what it felt like being a multicultural student and family in what is essentially a Korean-only monoculture, while others could deepen their understanding of the difficulties of multicultural families.

< Example 1: Experiential essay >

My family is multicultural. It's okay for my mother to know Korean a little, but she asks me when she doesn't understand. Whenever she asks me, I feel embarrassed. Usually she's okay, but she says some things wrong in Korean. I like just the way she is and our multicultural background because I feel something special although I feel shameful that I have multicultural background sometimes.

One of the good things for multicultural students is that they have many chances to go abroad and learn many things from there. If people live only with the same ethnic group of people, they may not accept a person who has a multicultural background, but multicultural people can accept the person easily. So when I meet a foreigner on the street, I don't feel that strange and understand him or her.

< Example 2: Experiential essay >

... But bad things may happen by the reason of a member of a multicultural family. Fortunately, we have many multicultural students so students here rarely tease or bully multicultural students, but I've heard that many multicultural students in Seoul are being bullied and got hurt because of that they are multicultural. I felt the same way in the past. I got hurt before I don't understand Korean language fully. My friends made fun of my Korean ability. I understand Korean completely now. It's a hard thing for multicultural students to understand Korean fully. Even worse, they may feel upset if their friends tease them. There's one foreign boy in my class. His name is Samuel. He is learning Korean now. When he came to our class, I wanted to talk to him, but I didn't because he didn't understand Korean and I felt awkward.

I got to know him little by little. One day, we had an English class (on every Friday.) We played games after we learned some points in a textbook. If I play a game, I should know English well, but it's hard for me to get the right answer because I don't understand what the teacher asks. Suddenly, Samuel raised his hand, gave the right answer, and our group got points thanks to him. After that he helped and my group won eventually. My group members and I told him that he did a good job. In this respect, he was really good so the English class was awesome. I just guessed he may have difficulty in adapting to school life here in the corner of heart. And it's not a bad thing to have multicultural background students at all. Samuel understands Korean better these days and has a lot of friends. I'm happy to talk to him more often than ever.

4.3 Co-operative Learning and Active Interaction in Integrative Classes

Integrative classes are one of the most distinctive characteristics of the nature of learning taking place in Miwon. All grades of multicultural students and monocultural students studied school subjects together in the same classrooms. Some courses other than regular subject lessons were designed to function without the separation of one from another, and were thus created to facilitate co-operative learning in the lessons, regardless of the students' cultural and language backgrounds. Teachers promoted active interaction

between students by utilising group work. While learning tasks or activities, the students were required to engage in co-operation and collaboration in order to complete them. During the classes, the teachers moved from group to group in order to monitor the learning process and to help individual students if necessary.

4.4 Counselling Programme for Multicultural Students

Miwon also offered a counselling programme to multicultural students. The participants in the counselling included volunteer students and those whose homeroom teacher recommended their taking part in the programme. While the students did experience-based activities either individually or in small groups (such as making hand printings employed during the programme), they could talk with the counsellors or/and other students, and could thus receive counselling while they worked. When appropriate, before or after the programme, students wrote diaries in which they expressed their feelings, problems and hopes. These were used as resources and starting points for counselling and as tools to evaluate the effects of the programme.

The counsellors recorded the students' developmental progress in various ways. The records were shared with the students' homeroom teachers who used them as a reference when they had counselling meetings with their students or their parents. On the basis of what was identified and through the counselling, the counsellors and the homeroom teachers helped to enhance the students' self-esteem. They did this by having them acknowledge the strengths they discovered as they engaged in the activities. They helped the students to raise their level of self-identity and to improve their understanding of themselves in a positive and well-balanced manner with no pre-conceptions or biased perceptions.

4.5 Multiculturally-Oriented Extra-Curricular Activities

In order to promote the students' learning, Miwon provided opportunities for multiculturally-oriented extra-curricular activities that could increase awareness of multiculturalism and multicultural societies among the students, parents, and teachers. For example, during the film making activity both multicultural and monocultural

students were given scope to experience quality learning opportunity. The students chose topics that held the greatest interest for them and their parents. One of the films made portrayed various problems in a multicultural society, and puts forwards possible solutions. That is, in the film stories, there were misunderstandings and reconciliations developing from the differences generated by the different cultures and languages in a multicultural society. These, of course, reflected genuine difficulties that had arisen (or could arise) in multicultural contexts like in Miwon. Volunteer students among the fifth and sixth grades participated in making the films. The film making project was supported by ‘*Changshi*’, a Korean creative film-making association.

Some of the titles of the films were: ‘For My Friend’, ‘Friends in the Woods’, and ‘*TteokBockGgi* (Korean spicy rice cake) Friendship’. Since 2006, these student films have won a number of awards: the Youth Film Festival Award and the 7th Korea Video Award. The students have been invited to a multicultural education seminar and to the 7th Korea Youth Film Festival, and have appeared in newspapers. Pictures 3 and 4 below show a scene from the making of a film entitled, ‘Friends in the Woods’.

<Picture 3>
 Making a film entitled
 ‘Friends in the Woods’: Scene 1



<Picture 4>
 Making a film entitled
 ‘Friends in the Woods’: Scene 2



Drama classes and choir classes are other examples of the extra-curricular activities on offer. The drama class was offered to provide the students with opportunity to promote students’ perceptions on multiculturalism and to develop their imagination and creativity. The students were expected to work together to write up the scripts and to employ some techniques of puppet plays in order to operate drama presentations on stage (as seen in Picture 5 below). The choir class was designed to improve students’ musical expressions and artistic sensitivity. The students sang songs together and practiced to enter to choir contests to win prizes including nation-wide contests (seen in Picture 6 below).

<Picture 5>
 A drama presentation on stage



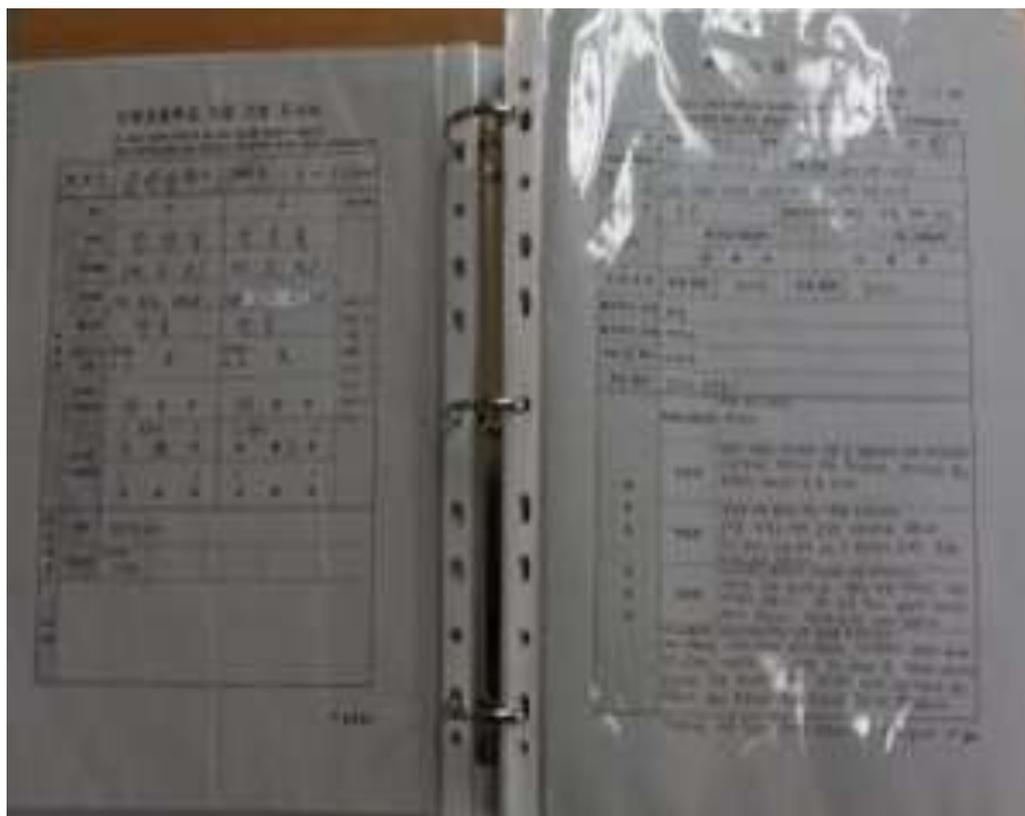
<Picture 5>
 In a nation-wide choir contest



4.6 Accommodation to Individual Student's Needs

In Miwon, the individual differences among students are significant, and ways in which the student's needs could be better accommodated have been developed in order to provide quality education to all students. The teachers created student cards that documented each student's profile, including the country of birth, the length of residence in Korea and other countries, the level of proficiency in Korean and other languages of the students and their parents, the parents' description of their child's personality, learning, and health and advice to homeroom teachers. These cards included information not only on students' personal profile but also further details on their specific difficulties and needs, as well as the progress of the student's learning. They were thus used as a database for providing more effective education for them. Picture 7 below illustrates an example of a collection of an individual student's cards used in Miwon.

<Picture 7 > A collection of an individual student's cards



4.7 Provision of Korean Language Classes

In line with accommodating individual students' needs, multicultural students benefited from Korean language classes, '*Nuri Bhan*', offered to them intentionally. Multicultural students who were achieving lower levels of Korean language proficiency, who experienced difficulties in understanding Korean, or required extra studies, were eligible to take '*Nuri Bhan*'. (Also refer to 3.1.) Although a separate classroom was required to operate the '*Nuri Bhan*' for multicultural students, there was, however, no separate classroom available or designated specifically for the '*Nuri Bhan*' due to limited facilities and space in Miwon. The school, therefore, decided to utilise the school library as a classroom for the '*Nuri Bhan*' lessons. Thanks to this flexible use of school space - the conversion of the library into the '*Nuri Bhan*' classroom, the students received effective supplementary lessons which helped the students to improve their Korean language skills. Individualised or one-to-one tutoring was also provided by Korean assistant teachers in this classroom on an as-required basis. Pictures 8 and 9 below illustrate examples of group lessons and individual tutoring of the '*Nuri Bhan*'.

<Picture 8 > '*Nuri Bhan*': Group lessons



<Picture 9 > 'Nuri Bhan': individual tutoring



4.8 Integration of Learning Goals and Evaluations in CCAP

Apart from the programmes offered for diverse cultural experiences discussed above in Section 1, a Cross-Cultural Awareness Programme (CCAP, hereinafter) was designed to help the students to experience other cultures. It included various kinds of experiential activities that encouraged multicultural families to engage in involvement in their local communities. The programme was consistently evaluated according to students' achievement of the learning goals set for the programme, and formative feedback was provided. Self and two-way evaluation and performance tests were applied; and thus the integration of the goals-evaluation-formative feedback in the CCAP facilitated the students' understanding of other cultures and of multi-culture (to be discussed further in Chapter 5). Table 9 and Pictures 10 and 11 below illustrate some of the evaluation materials used in measuring the outcomes of the CCAP. (The effects of CCAP follow in in Chapter 5.4)

<Table 9 > Evaluation materials used to measure the outcomes of CCAP

Perspective of Assessment	Evaluation Criteria	
Did you participate in the Canadian CCAP classes with interest?	above average	You can recognise the Canadian flag and explain traditional clothing, food, games, and greeting words.
	average	You can explain more than three things about the Canadian flag, traditional clothing, food, games, or greeting words.
	below average	You can explain less than three things about the Canadian flag, traditional clothing, food, games, or greeting words.

4.9 Involvement of Multicultural Families and the Local Communities

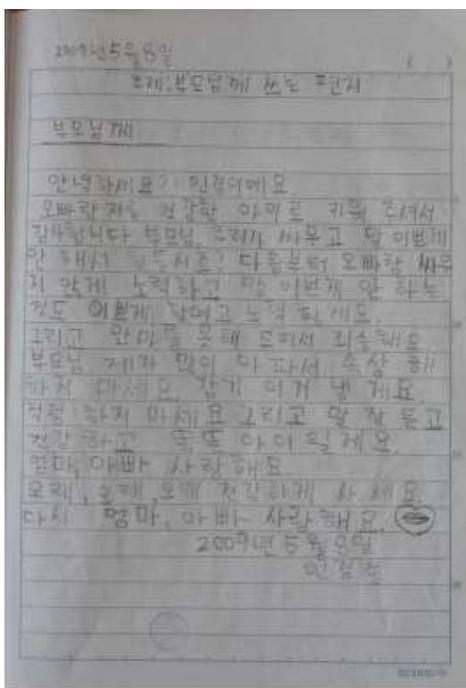
Miwon initiated a number of activities that required the students to work for, or together with, their parents and the local communities. Here, three representative activities are described.

a. Letter Writing

First, Miwon provided both multicultural and monocultural students with the opportunity to write letters to their parents on Parents' Day, the 8th of May. It was recommended that they use their parents' first language (English, Japanese or Korean) because, in some families, a common language was not shared between the children and the parents (or between the children and one of the parents), different languages being used within the family. It is often claimed that this can and does actually cause a lack of communication and thus misunderstandings among the members of some families. By providing such opportunities and by encouraging students to use their parents' first language, Miwon intended to create a cordial relationship between the students and their parents, and a better understanding of important familial issues. Pictures 12 and 13 below are examples of letters that multicultural students wrote to their parents in their parents' first language.

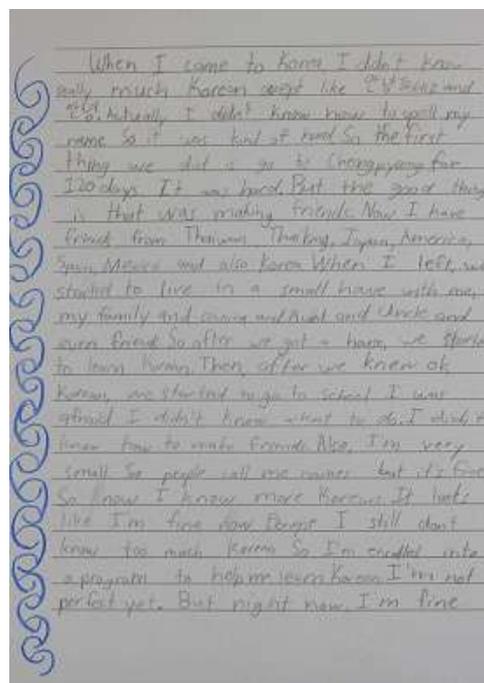
<Picture 12>

Student letter to a parent in Korean



<Picture 13>

Student letter to a parent in English



b. Newspaper Making Contest

Miwon held a family newspaper contest for both multicultural and monocultural students. They were given a choice with respect to the language to be used in the newspaper, either Korean or their own language (when their first language was something other than Korean). They were encouraged to choose topics related to the family according to their preference: ‘Searching for My Family Roots’, ‘My Family’, ‘Introduction to My Parents’ Country’, and ‘Things that Happened on Thanksgiving Day’ are example topics from the newspapers produced by the students. The family newspaper contest provided an opportunity for the students to be aware of themselves, to develop their own identities, and to develop pride in themselves. Pictures 14 and 15 below are examples of entries submitted to the family newspaper contest.

<Pictures 14>
Entry produced in Korean



<Pictures 15>
Entry produced in Japanese



c. Support Meetings

Support meetings, so called ‘*ShaRangNhaNuhm*’ (Love Sharing Meetings), were organised to provide appropriate and effective help to both the students and their parents according to their needs. Teachers, parents, local residents and educational administrators were included as committee members in this system, sharing information and co-operated to develop learning activities especially designed for the multicultural students. This committee also developed activities for parents from multicultural and mono-cultural families and hosted meetings, called ‘*ShaRangNhaNuhm*’, where the parents were provided with life-long learning programmes and offered opportunities for teaching their own languages to students. In addition, discussion meetings were held to develop better multicultural education.

4.10 Establishment of Networks for Various Activities

For multicultural students, the school connected education within the schools to parents and local communities, and established networks for multicultural education in the school. The purpose of the networks was to enhance the students' self-identity by offering multicultural students an opportunity to learn their own first or inherited language. Korean-only monocultural students were offered foreign language classes too. Thus both multicultural and monocultural students were encouraged to better understand and respect their own cultures in relation to other cultures, religions, and languages so that they could be brought up fully-equipped for world citizenship. Multicultural parents volunteered as instructors for the foreign language classes and taught their own languages to Korean-only, monocultural students.

The students, teachers, and parents of Miwon collaborated to make teaching materials for multicultural education. Students, teachers, and parents designed and produced teaching materials especially for multicultural education in the school. They included five different kinds of Korean language teaching materials and video learning materials for Japanese language classes. While producing such materials for themselves and using these self-made materials, the students' interest and pride increased greatly and their learning was promoted to a far greater degree. In addition, there were also foreign language contests into which the students and families of Miwon were encouraged to enter. There was story-telling, the singing of children's songs, acting in plays, and a musical produced in a foreign language. All of these activities effectively raised the pride of both the students and parents of Miwon from both multicultural and monocultural families.

4.11 Proactive Utilisation of ICT

All schools throughout Korea are fully equipped with ICT (Information and Communications Technology) infrastructure for learning; that is, computer equipment and internet connections in all classrooms and other spaces including the library, auditorium, and teacher's offices. Teachers utilised the online teaching materials and

resources, and educational TV programmes of the KBS (Korea Broadcasting System) and EBS (Korea Educational Broadcasting System) in their instruction, according to learning content and activities of the class. The working environments of head teachers and school administrative staff are also facilitated with computerised systems. Students in Korea are not only familiar with such technology but use it also for all kinds of purposes. Because of the wide and active use of ICT in and out school for their classes, homework, networking, and free time enjoyment, ICT has become a part of their life, helping most Korean students achieve a high level of digital and electronic literacy (Also refer to Chapter 3.6).

Miwon, in particular, has fully utilised ICT and promoted e-learning for multicultural education. A cyberspace especially created in the school homepage and designated for multicultural education also contributed towards proactive online multicultural education in the school. Students could search for information and resources on the internet, and communicate to each other by email. They could download learning materials, write and upload their project papers to share learning outcomes, and communicate with their teachers to get feedback and ask questions on meeting boards online. Teachers and parents also exchanged information and discussed concerns regarding their children on the homepage. Multicultural students could especially find and learn about Korean culture and the Korean educational system by themselves on the school homepage. They could upload information they wished to share with friends from different cultural background, ask questions, and provide comments related to various cultural aspects on the homepages. Miwon has also operated its own radio broadcasting system and made use of the system for multicultural education.

Such proactive and extensive use of ICT by purpose, type, content, and equipment was possible because of solid and stable infrastructures of ICT in the school and, together with the strong drive towards learning environments in Korea, the skills and techniques that the teachers and students were able to obtain all contributed to enhance the students' learning as a whole.

4.12 Creation of the School Physical Environment for Multicultural Education

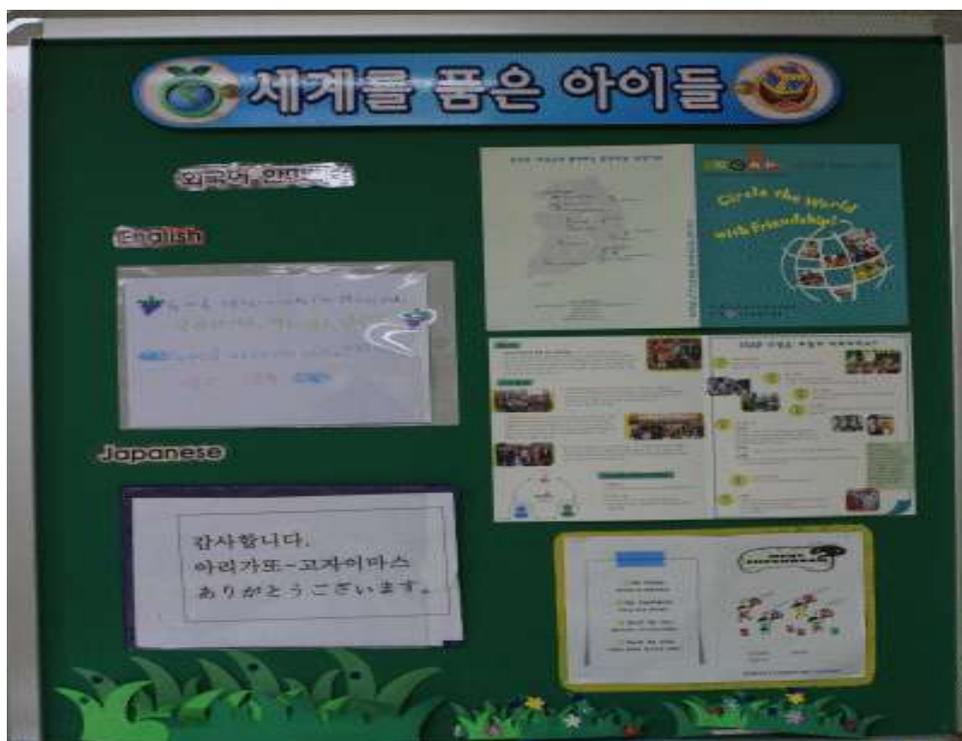
As we have seen, multicultural education in Miwon drove the expansion of the physical learning environment beyond the school environs to include various sites such as the students' homes, the local cultural centre, natural environments in local and remote areas, and cyberspace (see also Chapters 3.6 and 4.11). With respect to the students' multicultural education taking place within the school, it also expanded the physical learning environment to various spaces throughout the school including stairways and corridors. The school used signs in three of the most commonly used languages in the school (i.e., Korean, English and Japanese) in the stairways in order to make them understood by all students, parents, and school staff regardless of their first language. In addition, together with these three languages, the content and messages written on the sign posts, bulletin boards and posters were also designed in a way that would increase the students' awareness of multiculturalism, raise the needs of multicultural education, and enhance respect for a multicultural society. All of this entailed an extension of the students' learning hours. The students were thus exposed to languages with multicultural messages throughout the regular school hours in the school environment. Pictures 16, 17, and 18 below show the expanded physical learning environment described above.

<Picture 16> Sign posts on stairs

("We are all the same, even with different languages", "We are all friends, even if we have different appearances", "We are the same people of the world, even though we have different appearances")



<Picture 17 > Bulletin board in a classroom
("Children who are bearing the world in their hearts")



<Picture 18 > Poster in a corridor

“From a Korean-oriented view to a world-oriented view”



V. THE EFFECTS OF MULTICULTURAL EDUCATION

This chapter explores the learning outcomes of the multicultural education in Miwon in more detail. As described in the previous chapters, the students were actively engaged in various learning experiences and benefited from the distinctive and innovative features of Miwon's multicultural education during the learning processes. Both qualitative and quantitative data are brought together in order to explain the effects of multicultural education, including the increased interest in and improvement of language skills; raised level of multicultural students' self-identity; the promotion of communal spirit between students; increased respect of different cultures and the cultivation global citizenship.²

5.1 Increased Interest in and Improved Language Skills

Students and parents showed positive perceptions of the multicultural education practiced in Miwon in a questionnaire consisting of two questions. Responses to the question 'Did you become interested in world culture, Korean and foreign languages due to the various programmes the school offered?' evoked the answer from the majority of the students and parents from both multicultural and Korean-only monocultural families that they had grown into becoming interested in the world culture, Korean and foreign languages. As seen in Table 10 below, 40.2%, 33.5%, 49.5% and 37.1% of multicultural students, monocultural students, multicultural parents and monocultural parents respectively responded that they 'strongly agree.' While 0.8%, 28.5%, 35.1% and 33.3% of multicultural students, monocultural students, multicultural parents and monocultural parents respectively responded that they 'agree'. For the question 'Did those programmes help a lot to improve your Korean and foreign language skills?' more than half of the students from both multicultural and Korean-only monocultural families claimed the programmes helped to improve their language skills. 37.6%, 31.0%, 54.6% and 33.3% of multicultural students, monocultural students, multicultural parents and monocultural parents respectively responded that they 'strongly agree.' 30.8%, 32.3%, 27.8% and 37.1% of multicultural students, monocultural students, multicultural parents and monocultural parents respectively responded that they 'agree.' What is notable is that more multicultural students compared to

² There was evaluation of the effects of the multicultural education on students' creativity. The level of creativity of the students in Miwon was compared with the students in a neighbouring school in which no particular multicultural education was offered. Four classes of 5th grade in Miwon and the neighbouring school, two classes each, were involved. The 'Creativity Inventory for Students' (Choi and Lee, 2004) was utilised as the major tool for making the measurement. Unlike the other favourable outcomes of the multicultural education for both multicultural and Korean-only monocultural students in Miwon presented above, it was found that there was no difference between these two groups, no apparent evidence of the positive effects of the Miwon's multicultural education on improving the creativity level of the students. The research team interprets the results as follows. The quantitative immediate and short-term outcomes were concerned; and the questionnaire items were exclusively written in Korean so that multicultural students must be challenged having difficulties in understanding of the questions.

their peer monocultural students, and more multicultural parents compared to monocultural parents, showed positive responses to both questions.

<Table 10> Interest and satisfaction level with the various multicultural programmes

Question		Students				Parents			
		multicultural students (N=117)		monocultural students (N=158)		multicultural parents (N=97)		monocultural parents (N=105)	
		numbers	%	numbers	%	numbers	%	numbers	%
① Did you become interested in world culture, Korean, and foreign languages because of the various programmes the school offered?	strongly agree	47	40.2	53	33.5	48	49.5	39	37.1
	Agree	36	30.8	45	28.5	34	35.1	35	33.3
	average	29	24.8	55	34.8	15	15.4	27	25.7
	disagree	4	3.3	3	1.9	0	0.0	4	3.8
	strongly disagree	1	0.9	2	1.3	0	0.0	0	0.0
② Did those programmes help a lot to improve your Korean and foreign language skills?	strongly agree	44	37.6	49	31.0	53	54.6	35	33.3
	agree	36	30.8	51	32.3	27	27.8	39	37.1
	average	33	28.2	45	28.5	17	17.6	30	28.8
	disagree	3	2.5	8	5.1	0	0.0	1	0.9
	strongly disagree	1	0.9	5	3.1	0	0.0	0	0.0

The multicultural students indicated that they were satisfied with the English and Japanese classes because they could learn their mother and father' languages, and speak with them in their languages at home. Most of all, those classes helped to foster their multicultural identities in their family gatherings, including meetings with non-Korean relatives. Transcript 1 below is conversational data collected from a parent. It provides an example of a multicultural parents' affirmative reflection on an activity (Writing a Letter to Parents) during multicultural education.

<Transcript 1: Conversion with a parent>

'I usually speak Korean for my children's future at home; then, my daughter wrote a letter in my native language one day, and I felt that our communication barriers might be removed. She could establish her own self-identity while developing an attitude of filial duty, a part of Korean traditional culture.'

5.2 Raised Level of Multicultural Students' Self-identity

In order to understand the effects of multicultural education, the multicultural students' self-identity level was measured twice, before and after they undertook the multicultural education. A self-identity level measurement tool developed by Park, A-Cheong (2003) for Koreans was utilised. In this tool, four domains were measured. These were: the level of independence, self-acceptance, confidence for the future, and intimacy of the multicultural students. There were twenty questions in total; five question in each domain, and the students responded to levels from 1 to 5 (1=strongly disagree, 2=disagree, 3=average, 4=agree, 5=strongly agree) to each question. The structure of the tool is presented in Table 11 below.

<Table 11> Structure of self-identity level measurement tool

Domain	Content	Question no.
Independence	① capability, that is, subjective role or degree to which you can actively control, and have an effect on, the environment ② Do you aware of your self-continuity and who you are?	1-5
Self acceptance	① degree of confidence and self-trust ② Are you happy with your abilities and talents as they are?	6-10
Confidence in the future	① degree of hope over time ② Are you confident about what you will be able to do in the future?	11-15
Intimacy	① degree of exposure to yourself as a member within a group ② Are you flexible enough to have a good relationship with others and yet maintain an independent relationship?	16-20

Student responses in both pre-test and post-test were compared. The results of the analysis are displayed in Table 12 below. As can be seen, the students' self-identity levels increased in all five domains, showing the total mean from 3.47 to 3.66. The details of the analysis are as follows. The independence level was increased from the mean of 3.33 to 3.60; the self acceptance level from 3.46 to 3.53; the confidence for the future level from 3.63 to 3.88; and intimacy level from 3.47 to 3.62.

<Table 12> Results of self-identity level tests

Domain	Number of questions	Mean		Variation
		Pre-test	Post-test	
Independence	5	3.33	3.60	+0.27
Self acceptance	5	3.46	3.53	+0.07
Confidence in the future	5	3.63	3.88	+0.25
Intimacy	5	3.47	3.62	+0.15
Total	20	3.47	3.66	+0.19

5.3 Promoting Students' Communal Spirit

A survey was conducted in Miwon in order to discover the students' perceptions of the current situation—the way in which Korea was turning into a multicultural society, and the various multicultural education programmes the school had provided in order to

adapt to such social change, to accept and respect different cultures, and to improve the personal qualities as global citizens. The results show that, in an era when more than a million foreign people are living in Korea, 78% of the respondents replied that they should live together with multicultural people and help each other. The diverse experiential activities in Miwon's multicultural education programmes seem to have helped the students and parents: to overcome prejudice against foreigners and multicultural families; to accept and respect them as their neighbours; to promote community spirit; and to cooperate with one another and live together. Some conversational data obtained from students, parents and the principal indicate the positive effects of multicultural education on the promotion of a communal spirit.

<Transcript 2: Conversation with a student>

'I was able to learn about my parents' traditional clothing, food, and games at the multicultural education festival. It was great. The most interesting thing was that I had commemorative pictures taken of me and my friends in the folk dress of the other countries. Although people speak different languages and their cultures are different, I feel that I can live with them'

<Transcript 3: Conversation with a parent>

'It was a meaningful event for Japanese mothers because I worked together with other Japanese mothers for the festival. Most of all, introducing students, parents and local residents to Japanese food was wonderful.'

<Transcript 4: Conversion with a parent>

'Usually my daughter doesn't want me to come to school. I demonstrated traditional games of the Philippines at the festival and spent time with her friends. I felt very good that she really enjoyed herself.'

<Transcript 5: Conversion with a parent>

'I participated in a bazaar to share love with some Korean mothers and realised that I am the same kind of parent as they are. I will surely participate in this kind of event next year.'

<Transcript 6: Conversion with the principal of the school>

'We held a multicultural education festival to share thoughts between Korean parents and multicultural parents in order that they might understand one another. We will develop more multicultural education programmes to establish an even greater communal spirit in students' hearts and to plan things that parents can do together such as cooking and a bazaar for other parents.'

<Transcript 7: Conversation with the principal of the school>

'The multicultural programmes helped multicultural students and non-multicultural students improve their bilingual language ability, and we established an educational system to link school with family with the local community for multicultural education. Those were the programmes that brought harmony to multicultural and monocultural students. Thanks to those programmes, the multicultural students were able to adapt to Korea and develop a positive self-identity.'

5.4 Increased Respect of Different Cultures and Cultivated Global Citizenship

One of the essential goals of multicultural education in Miwon was having both multicultural and monocultural students understand different cultures and cultivate a global citizenship through the curricular and alternative courses. In other words, the aim of the multicultural education was to have the students become aware of different cultures, to cultivate attitudes of understanding and respect for different cultures, and to avoid discrimination or prejudice against cultures other than their own. This would also develop the students' global citizenship.

According to the survey carried out in Miwon, the multicultural education programmes were effective in achieving such goals. Table 13 indicates the positive perceptions of students, parents, and teachers with respect to the various multicultural education programmes. Four questions relating to the goals were asked of the students and parents from both multicultural and monocultural families, and the teachers. On the whole, the students, parents, and teachers responded very positively to the multicultural education programmes in all four questions. Positive responses came not only from the multicultural students and parents, but also of the monocultural students and parents, and the teachers. The teachers' responses are particularly interesting in that that 100% of the teachers answered that they 'strongly agree' or 'agree' to the questions.

To the first question: 'The multicultural education programmes concurrent with the curricular and alternative courses are interesting and useful,' 44.5% of multicultural students, 50.6% of monocultural students, 57.1% of multicultural parents, 35.2% of monocultural parents, and 50.0% of teachers responded that they 'strongly agree'; while 32.8% of multicultural students, 20.0% of monocultural students, 26.8% of multicultural parents, 35.2% of monocultural parents, and 50.0% of teachers responded that they 'agree.' To the second question: 'Counselling for multicultural students is helpful to their school life', 42.3% of multicultural students, 45.5% of monocultural students, 46.4% of multicultural parents, 35.2% of monocultural parents, and 65.0% of teachers responded that they 'strongly agree'; while 34.3% of multicultural students, 25.0% of monocultural students, 23.1% of multicultural parents, 35.2% of monocultural parents, and 35.0% of teachers responded that they 'agree'. To the third question: 'CCAP with foreigners is

helpful in understanding different cultures’, 35.0% of multicultural students, 41.4% of monocultural students, 46.4% of multicultural parents, 38.0% of monocultural parents, and 90.0% of teachers responded that they ‘strongly agree’; while 42.3% of multicultural students, 40.2% of monocultural students, 41.1% of multicultural parents, 49.5% of monocultural parents, and 10.0% of teachers responded that they ‘agree’. To the fourth question: ‘Various cultural experiential activities help people improve their understanding of different cultures and establish their self-identity’, 39.4% of multicultural students, 31.0% of monocultural students, 59.0% of multicultural parents, 33.3% of monocultural parents, and 20.0% of teachers responded that they ‘strongly agree’; while 33.6% of multicultural students, 32.3% of monocultural students, 30.4% of multicultural parents, 37.1% of monocultural parents, and 65.0% of teachers responded that they ‘agree’.

<Table 13> Results of perceptions of multicultural education programmes

Questions		Students				Parents				Teachers	
		Multicultural students (N=137)		Monocultural students (N=157)		Multicultural parents (N=56)		Monocultural parents (N=105)		N=20	
		numbers	%	numbers	%	numbers	%	numbers	%	numbers	%
① Multicultural education during curriculum subjects & other alternative courses are interesting and useful	strongly agree	61	44.5	81	50.6	32	57.1	37	35.2	10	50.0
	agree	45	32.8	32	20.9	15	26.8	37	35.2	10	50.0
	average	26	19.0	32	20.9	6	10.7	26	24.8	0	0.0
	disagree	2	1.5	6	3.8	3	5.3	5	4.8	0	0.0
	strongly disagree	3	2.2	6	3.8	0	0.0	0	0.0	0	0.0
② Counseling for multicultural students is helpful to their school life	strongly agree	58	42.3	73	45.5	26	46.4	37	35.2	13	65.0
	agree	47	34.3	40	25.9	13	23.1	37	35.2	7	35.0
	average	31	22.6	35	22.8	16	28.8	30	28.7	0	0.0
	disagree	0	0.0	4	2.6	1	1.7	1	0.9	0	0.0
	strongly disagree	1	0.7	5	3.2	0	0.0	0	0.0	0	0.0
③ CCAP with foreigners is helpful in understanding different cultures	strongly agree	48	35.0	65	41.4	26	46.4	40	38.0	18	90.0
	agree	58	42.3	63	40.2	23	41.1	52	49.5	2	10.0
	average	25	18.2	23	14.6	5	8.9	11	10.5	0	0.0
	disagree	6	4.4	3	1.9	2	3.5	2	2.0	0	0.0
	strongly disagree	0	0.0	3	1.9	0	0.0	0	0.0	0	0.0
④ Various cultural experiential activities help people improve their understanding of different cultures and establish their self-identity	strongly agree	54	39.4	50	31.0	33	59.0	35	33.3	4	20.0
	agree	46	33.6	51	32.3	17	30.4	39	37.1	13	65.0
	average	33	24.1	43	28.5	6	10.7	30	28.8	3	15.0
	disagree	3	2.2	8	5.1	0	0.0	1	0.9	0	0.0
	strongly disagree	1	0.7	5	3.1	0	0.0	0	0.0	0	0.0

Students' global citizenship was also raised as a result of the multicultural education in Miwon and is closely related to the positive effects of multicultural education that were presented during the learning process of multicultural education, as discussed in Chapters 4.2 for the Experiential Essay Writing Contests and 4.8 for CCAP. An essay written by a student during an experiential essay activity (Example 3) illustrates such effects. The essay illustrates: how the student perceives the multicultural learning environment; how this student has developed his/her attitudes toward multicultural peers; the multicultural aspect of the education programmes; and how his/her global citizenship is being cultivated throughout the learning process in Miwon.

<Example 3>

There are a lot of friends whose parents are foreigners at Miwon Elementary school, Gapyeong-goon, Gyeonggi-do. My school is famous for its multicultural. I'm so proud of my school in this respect. Teachers at my school try to find ways for multicultural students to get along with monocultural students, to not to feel awkward; so the school holds various multicultural events for students to learn from one another and cooperate.

There are CCAP activities, language contests, after-school classes, and Japanese classes at my school. My school offers these kinds of activities once a month. They are really helpful in getting along with multicultural students and understanding them. I'll tell you a bit about my after-school Japanese class which I'm taking. First of all, Japanese is my favourite subject because it is fun to learn. I learn through Japanese songs and fill out worksheets. The teacher's lectures are easy to understand as well. Actually, my Japanese teacher is my multicultural friend's mother. She speaks Korean really fluently and speaks Japanese as well. That's why she teaches me and my friends well.

It seems that my school is famous because of such events. I don't feel embarrassed when I met foreigners because I'm accustomed to many multicultural students at my school. In addition to Japanese class, I can learn English through the 'Talking Machine'. Through this machine, I learn a sentence a week. Teachers ask questions of students every week, and the student who answers correctly will get a prize. More and more students try to listen because of the prize.

I especially like CCAP. When I was in the third grade, I couldn't participate in

it. Now I'm in the fourth grade, so I can do it. CCAP is a programme where Korea UNESCO sends a foreigner and an interpreter; and we learn about his/her country. Through the programme, I can learn the location, distinct features, a brief history of the foreign country, and experience the food and traditional games. CCAP help me to understand the country better by experiencing the country's culture and traditional games. A Canadian teacher came to my school and taught many things about Canada. Through the games, I got a prize. It was like killing two birds with one stone. I have a feeling that we will have CCAP activities more often. The reason is that after the CCAP activity, I feel like I have travelled to the country. If I learn about more countries in the world through CCAP, I will feel like I have been travelling all around the world.

The 'Miwon family language contest' is an event where students and family teamed up and sang songs, and put on a play in a foreign language. When my friends and I watched it, we were excited and we clapped our hands. I became closer to my multicultural friends through these multicultural events. Besides, it's really good to have more chances to learn about foreign countries. In the past, there were no events or activities like this. I hope my school holds these kinds of events continuously so that students keep studying multicultures. My school is famous for its multicultural. I'm really proud of my school. Miwon elementary school with many trees and resting places is much better than the school I was in before I transferred to Miwon.

Similarly, the following learning outcomes and the students' self-evaluations below provide additional examples of the positive learning effects during the multicultural education programme. The worksheets in Picture 11 below are from a student production during Cultural Awareness programme (CCAP). It provided them with an opportunity to explore Canadian culture through a Canadian visiting assistant. The students became more aware of a different country and gained some knowledge about Canada and Canadian culture. This included general information about the country, the differences between Canada and Korea, and so on.

The positive consequences of such knowledge and experience were also presented in the students' self-evaluation of the multicultural education. The following are examples of student evaluations of their own learning experiences. Through the multicultural education programmes, they said that they came:

1) to realise that they should live in harmony with people from different cultures and to understand why they should try to understand one another;

2) to respect different cultures, to improve cultural tolerance toward different cultures, and to deepen their understanding of values of cultural diversity; and

3) to be equipped with an international mindset with an improved ability to understand different cultures—all of which provided them good opportunities to develop their global citizenship—and to increase the multicultural students' self-identity in particular.

VI. CONCLUSION

This report has presented insights into Miwon's multicultural education system in which innovative learning was effectively practiced. KICE, a leading education-related institute in Korea that has conducted a series of studies on the development of multicultural education for Korea school students, acknowledges Miwon's multicultural education as one of the most prominently innovative cases in Korea's for OECD ILE.

In order to provide an explanatory description of the innovative multicultural education of Miwon, first of all, in Chapter I, the societal situation with growing numbers in terms of multicultural population of Korea, and the place of and the needs for multicultural education in Korea schools, were provided and expanded upon. The major components of multicultural education that make Miwon's case deserve recognition for OECD ILE were listed. They were: practitioner-initiated and 'bottom-up' approaches; comprehensive and holistic approaches; integrated and inclusive organisations; expanded and extended of physical learning environments; practical and active use of technology; and favourable learning processes and results.

In Chapter II, the investigation details how learning is context-specific and thus recognises how the specific context is essential in understanding the process of learning that the students experience must be taken into account. For this, the practical situation of Miwon and the profile of the multicultural students' of Miwon were provided. It was apparent that Korea's recent and rapid transformation into a multicultural society was reflected in the respect of the number of multicultural students and the profile of their family background. All of these have initiated Miwon for proactive multicultural education.

In Chapter III, the extrinsic structures and characteristics of the multicultural education in Miwon were described, including the flexible organisation of classes; the versatile and active role of teachers and parents and supporting programmes; the restructuring of the national curriculum; teaching strategies and counselling; evaluation of students' learning; and the utilisation of school facilities and resources. This details how innovative learning environments were created in Miwon for multicultural education and the nature of distinctive features of learning that were intended during the multicultural education could be understood.

In Chapter IV, the investigation considered how multicultural education was taking place in respect of the nature and the quality of the students and teachers. Qualitative descriptions of their experiences were provided, including the provision of programmes for diverse cultural experiences; experiential essay writing contests; promotion of active interaction and co-operative learning in integrative classes; counselling programme for multicultural students; multiculturally-oriented extra-curricular activities; accommodation to individual student's needs; provision of Korean language classes; integration of learning goals and evaluations in CCAP; involvement of multicultural families and the local communities; establishment of networks for various activities; proactive utilisation of ICT; and creation of the school physical environment for multicultural education. Relating to the extrinsic features of multicultural education in Miwon (seen in Chapter III), some explanatory analyses representing innovative components of Miwon's multicultural education were also highlighted.

Chapter V explored the positive outcomes of multicultural education. For evidence analysis of positive outcomes, both qualitative and quantitative data were provided. The increased interest in and improvement of language skills; raising levels of multicultural students' self-identity; promoting students' communal spirit; and increased respect of different cultures and cultivating global citizenship are the examples of these.

The KICE research team is aware of that there are problems and issues in Miwon in carrying out such innovative multicultural education such as heavy workloads on the teachers; demands on the specialist teachers for multicultural education; insufficient evaluations of long-term effects; some negative perceptions from Korean-only monocultural background families; and no financial/administrative supports secured from the government or provincial office over following years. However, those difficulties were neither scrutinised in Miwon nor discussed in the present report. While there is a requirement to observe and to understand how Miwon overcomes those difficulties in more detail.

Nevertheless, what this report of Miwon's innovative case provides are as follows. First of all, Miwon's multicultural education went beyond the traditional way of learning and teaching in Korea in order to accommodate to the contextual and societal situation of Korea where practically-grounded educational demands and expectations for multicultural education are required. This practitioner-oriented case would provide

various empirical implications for pedagogical approaches, class/school managements and learning environments not only for multicultural education but also for any other educational areas and issues of concern.

In the respect of the effects of multicultural education in Miwon that contribute to increase the students' awareness and respect towards linguistic, ethnic and cultural differences and diversities, this case should provide reference for educationalists and policy-makers to cultivate multicultural competence, globalised citizenship and futuristic views for students, teachers and parents exclusively. As far as the unique situation of Korea is particularly concerned, Miwon's multicultural education that took students from different backgrounds into equal concerns in order to provide quality education should also be a starting-point in education to prepare for the reunification of the two Koreas, the South and the North, and thus to build on a harmonised society in the future with citizens from very different backgrounds.