

KOREA

Introduction

The third stand of Korea's ILE project focused upon the strategies of organization and system which directly and indirectly have affected multi-cultural education, the theme of the first and second ILE project. The three cases of the system notes below contain three tiers of organization and strategy.

(Case 1) Center for Multi-Cultural Education

The Ministry of Education, Science and Technology established and supported a special institution that is responsible for taking a leading role for research of multi-cultural policies and innovative implementation of multi-cultural education.

(Case 2) Along with Hanul¹ Club

The Hanul Club at the target school carried out innovative multi-cultural education, planned and supported by Provincial Educational office.

(Case 3) Rainbow Chorus

The target school organized and operated the Rainbow Chorus supported by Center of Multicultural Korea Inc. (CMCK) which was established and supported by Ministry of Gender Equality and Family. CMCK provided support and leadership early on for the instructions of the Rainbow Chorus and the school subsequently managed its own chorus to participate in nationwide chorus contests.

¹ *Hanul* literally means “living in the same fence” and by extension “of/in the same neighborhood or community.”

CASE 1: Center for Multi-Cultural Education

1. Aims

The Objective/Purpose

- The objective of this project is to provide support/help for the students from multi-cultural families and local students to grow mutual understanding
- Present an alternative national policy for the purpose of establishing a foundation for multi-cultural education
- Develop and disseminate programs and materials for multi-cultural education
- Develop and implement a teacher-training program for multi-cultural education

The Target of Learning

- Elementary, middle school and high school students from age 7 to 18 numbering 58, of whom 39 are from multi-cultural families, representing 0.56% of a total 6,987 students

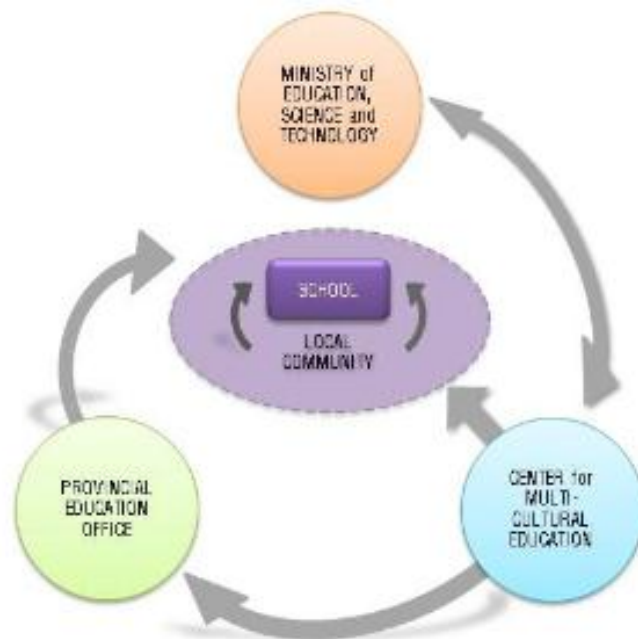
The Background and Principle: The Ultimate Goal and Philosophy

- Social integration has been accomplished through the policy to support multi-cultural families during the initial stage
- Center for Multi-Cultural Education (CMCE) intends to help the multi-cultural and non-multi-cultural students to get along as equals in terms of a more flexible integration and, ultimately, to obtain the perspective of multiculturalism

2. Leadership and Partners

A Network of Related Agencies/Institutions

- Ministry of Education, Science and Technology: responsible for overall project and funding
- CMCE: responsible for project execution, policy recommendation, material development, training of school administrators and core personnel
- Education Office: provides cooperative schools by administrative assistance, sends official notices, executes Education Office projects and teacher training
- School (multi-cultural research/pilot school): implements education, offers administrative assistance, and participates in teacher training
- Regional(Local) Multi-cultural Education Center: visits and assists multi-cultural families, and seeks opinions



(Figure 1) A Network of Related Agencies/Institutions

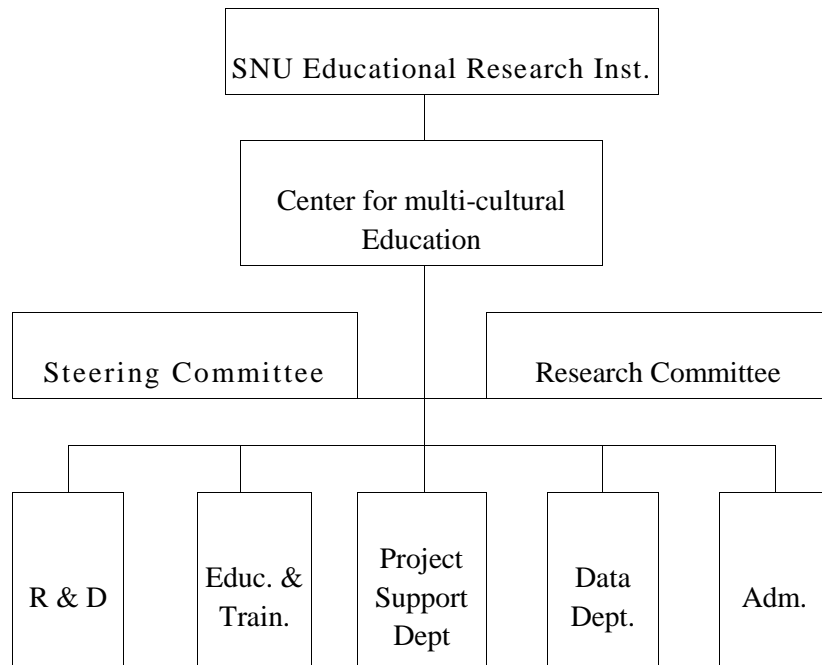
3. Strategies and activities

I. The Characteristics & Design

Characteristics

As Korea has rapidly become a multi-cultural society, the government (formerly the Educational Human Resource Center) created and administered CMCE at Seoul National University (SNU) on July 1, 2007 in order to establish a foundation for cultural education. As the nation's leader in education, SNU had the human and physical resources necessary to conduct an in-depth research on the theories and practice of multi-cultural education and to propose measures to implement such based on thereon. Through a design based on these features, CMCE at SNU assumed the responsibility to put multi-cultural education on track by means of close networking with the Ministry of Education, Science and Technology as the policy maker and the target schools as an intermediary responsible for the actual implementation of education in their respective area.

Design



Executive Committee

Duty	Role
Director	Supervises overall project
Deputy Dir.	Supervises overall project
R&D Dir.	Responsible for Planning & Policy-related Research, Project Implementation
Educ. & Training Dir.	Responsible for Education-related Research, Project Mgt. and Training
Project Support Dir.	Responsible for Overall Project Support & Homepage Mgt.
Full-time Researcher	<ul style="list-style-type: none"> • Supports/Assists Overall Project-related Research • Supports Specific Project-related Task • Coordinates Research for Various Tasks • Provides Assistance for Steering Comm.

Data Dept. Dir.	<ul style="list-style-type: none"> • Responsible for On-site Relations & Linkages • Supervises Research Team and Basic Data Mgt. • Supports Multilingual Activities and Related Work
Adm. Assistant	<ul style="list-style-type: none"> • Manages Research Projects in Progress • Responsible for CMCE Accounting, Space Supervision • Assists Other Administrative Matters and Liaison

II. Role & Activities

Role	Research & Adm. Role
Recommendations for National Policy	Studies on basic awareness for multi-cultural education policies
	Status of national policy for multi-cultural education, task, and assessment of result
Support for Target School (Data/Resources and Textbook Dev.)	<Elementary> multilingual and Korean language textbooks and R & D for children of multi-cultural families
	Reference materials, R&D, and pilot training for teachers of multi-cultural education
Teacher Training	Developing training program for core and multi-cultural teachers and pilot training
	Establishing a foundation for multi-cultural education networking, cyber counselling center mgt and research
Multi-cultural Education and Research Manpower Development	Education/information materials for public awareness of multi-cultural education
	Roundtable of experts for research on multi-cultural education

III. Communication & Feedback

- In-house evaluation and feedback
- Conferences and consultations: Incorporate the outcome of external deliberation into the planning of following projects
- Website: Collect and store research materials and Q & A responses

- Surveys: Incorporate results of studies on public awareness and demand into project task content and implementation process
- Evaluation of Final Report: Incorporate results of project implementation, revision, and improvement

4. Context

Demand for multi-cultural education

- The in-flow of foreigners is increasing:
As of 2011 the number of foreign residents was 1,265 representing 2.5% of the total population, of which 211 were married couples
- The number of students from multi-cultural families attending school is steadily growing:
Elementary, middle school and high school students from age 7 to 18 numbering 58, of whom 39 are from multi-cultural families, representing 0.56% of a total 6,987 students

5. Resources

Scale and Source of Resources

- Annual Budget: 350.5 million won
- Resources: Government budget for education and welfare programs

Supplementary Resources

- Space: SNU Teachers College Suite 9
- Office Equipment: 1 copying machine, 2 computers, 1 notebook, 1 digital scanner, 1 fax machine
- Full-time Personnel: one person for research, data department chief, administrator

6. Development over Time

Project Period and Procedure

- July 1, 2007 to Present
- Adjustment/coordination during project implementation and dissemination of outcome

Project Outcome

- Produced recommendations for a national policy bill: [CMCE] plays the role of a think tank for national multi-cultural education policy

- Support for Target Schools (educational materials and textbook development): Korean language textbooks for children of multi-cultural families, development and dissemination of reference materials for multi-cultural teachers
- Teacher Training: Training program for core multi-cultural teachers and pilot training
- Multi-cultural Research Personnel Training: articles/books to help understand multi-cultural education to be used during teacher training

7. Evidence of effectiveness and efficiency

Result relative to Objectives

Objectives	Results
Proposal of a Bill for National Policy	Contributed to setting a direction for national policy by surveying public awareness of and demand for multi-cultural education as expressed by teachers and students who constitute a basic target audience for the establishment and execution of multi-cultural education policy
	Analysed the current status and accomplishments of multi-cultural education in progress for the establishment of proactive multi-cultural education policy
Support for Target Schools	Disseminated Korean language textbooks in Chinese, Russian, Vietnamese, and Mongolian for children of multi-cultural families who are not accustomed to school education, plus supplementary multilingual textbooks and CDs in Korean with an eye on helping to improve learning by low-level multi-cultural children
	Developed reference materials highlighting the language, history, culture and customs of children of families from Vietnam, China, Thailand, Mongolia, Russia, Uzbekistan, etc. and provided help for multi-cultural teachers via pilot training for using resources
Teacher Training	Provided guidance to education specialists and target school teachers of/above a designated level, developed short-medium/long term training programs for the training of core personnel in need of support and conducted pilot training to utilize such
	Built a network of relevant institutions/organizations for multi-cultural parents, children, teachers, and researchers; built and ran a system to operate multi-lingual cyber counselling system
Training of multi-cultural Education	Produced introductory level books for public education/information so college students taking cultural subjects and the general public to better understand theories and facts about multi-cultural societies and multi-cultural education

Research Personnel	Held periodic meetings and research presentations on multi-cultural education for graduate students taking doctoral courses as well as researchers and professors of various institutions
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8. Success Factors

Success Factors

Building a foundation of cooperation and trust among government, university, and department of education:

- As illustrated in the section on "Strategy & Activities" above, we can find success factors in CMCE, with government funding and mandate, which has organized and managed a system equipped with professional credentials to carry out multi-cultural education in developing policies and direction for multi-cultural education in cooperation with provincial education office

Measure of Risk Management

On-going monitoring and feedback:

- As explained in "Strategy & Activities," CMCE has prevented and managed risks by continuously monitoring and providing feedback on the process and outcome of projects through in-house evaluations, conferences, consultations, web-site, surveys, assessment of reports, and so forth

9. Tensions and impediments

Impediment Factors

- Shortage of human resource to enable CMCE to play "central" role:
 Its "central" position notwithstanding, CMCE has not been able to carry out research, education, and administrative work with its existing team of researchers and university faculty members
- Unclear division of role between the central and regional multi-cultural education centers:
 CMCE has conducted training programs to foster professional human resource only and has thus been unable to devote much energy
- Since the research team consisted mainly of the faculty members from SNU Teachers College departments of Korean Language, Social Studies, German, French, Mathematics, and Geography, on-site demand for multi-cultural education has not been sufficient
- Efforts to deliver results of project in writing to target schools on-site and to reflect them in government policies have been inadequate:
 Efforts have been inadequate to share the results of research with relevant agencies via opportunities for joint projects and to have them reflected in government policies

Measures to Overcome Impediments

- Turn over CMCE to the government agency for 'National Institute for Lifelong Education'
- Divide the roles of the central and regional centers
 - Central: school administrator and core teachers training
 - Education Office: lay teachers training
- Gather the opinions of on-site teachers by having them participate as lecturers and via web-site.
- Activate the sharing of project results in writing by uploading them directly on the web-site; make use of them for teacher training; conduct Q & As; implement mailing to teachers.

10. Sources

- Plans for and reports on 2007-2011 CMCE projects
- CMCE homepage: (<http://www.damunwha-edu.or.kr/Front/main>)

CASE 2: Along with Hanul Club

1. Aims

Project Objectives

- Help multi-cultural families adjust to life in Korea and enhance their sense of identity
- Help strengthen the ability of multi-cultural families to attain self-sufficiency and engage in social activities
- Help expand the community life and cooperative activities of multi-cultural families
- Build a foundation of collaborative support system for multi-cultural families to understand the culture of Korea

The Target of Learning

- The Hannul Club at schools with a large number of multi-cultural students (called "Dasomi") in areas having unique local features
- The Hannul Club of Gimcheon Central Elementary School is made up of 8 local and 8 multi-cultural families

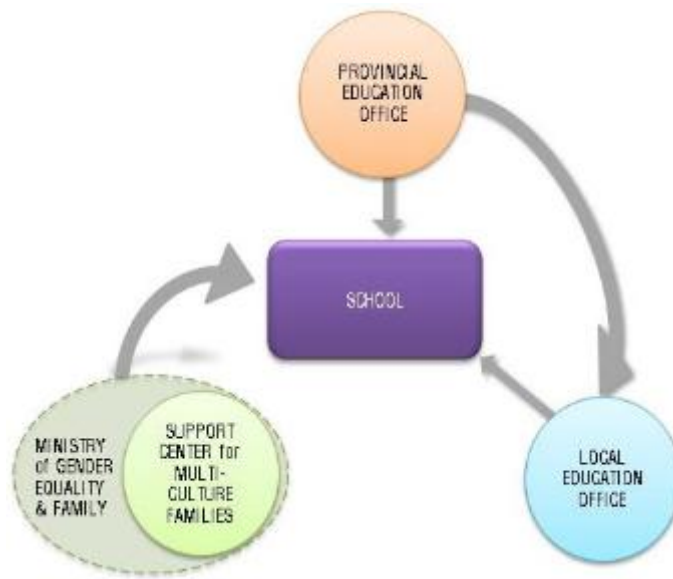
The Meaning and Spirit Underlying Project

- This project was started with the belief that (1) the sharing of community-based social interaction by local and multi-cultural families would promote openness for commonality (2) the promotion of interactions between local and multi-cultural families would facilitate multi-cultural students to make adjustment to school life

2. Leadership and Partners

A Network of Relevant Institutions

- Education Office: makes plans, sets the directions of projects, selects target schools and provides scholarships
- Local Office of Education Support: Presents programs with links to Dasomi schools, pilot schools, schools for global leadership, neighboring colleges, regional multi-cultural centers, and women's groups, etc.
- Target Schools: Schools having a large number of guidance teachers, PTS reps, and counsellors to serve multi-cultural students
- Support Center for Multi-cultural Families (belonging to Ministry of Gender Equality and Family Dept.): Trains teachers to promote an understanding of multi-cultural families and to provide consultation/counselling for them



(Figure 1) A Network of Relevant Institutions

3. Strategies and activities

I. Strategies and Activities

- Organize and manage clubs that reflect the unique features of a given locality - be it a city, a farming village or a fishing village - where various needs of the multi-cultural families can be fulfilled around their special living conditions
- Set up clubs conducive to the social integration of multi-cultural families in a given community with its local teachers, leaders, and parents spearheading the cause
- Conduct programs in line with the features of a given community with an eye on enabling the multi-cultural families to become self-sufficient and organized

<p>Organize Clubs for local and multi-cultural families get integrated</p>	<p>Conduct Programs that reflect the special traits of a given locality and the needs of its multi-cultural families</p>	<p>Set Up a Support with links to the schools and relevant local institutions</p>
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Examples of Program Activities

- Educational activities: communication in Korean language, educational activities for parents, counselling for children's education, etc.
- Volunteering activities: day of gathering for multi-cultural families, forming a bond of love, Showing respect for elders, volunteering in/for neighborhood
- Hobbies and activities: food making, learning traditional manners, sports, writing, calligraphy, learning how to communicate, finding out one's special skills, going village festival, etc.
- On-sight activities: experiencing traditional culture, visiting to Cultural Sights, experiencing urban culture, watching stage performances, etc.
- Other activities : programs to teach how to communicate and to develop special skills in order to help multi-cultural families participating in the mainstream culture, etc.

II. Communication and Feedback

- Interviews for participant's response: Conduct interviews to find out participant's responses and reflect them in subsequent project
- Regular meeting: hold regular meetings with related agencies, parents, students to find out their responses and reflect them in subsequent projects after discussions

4. Context

Rising inflow of multi-cultural families and their children unable to adjust school life

- Cross cultural marriages are on the rise in rural communities of North Gyeongsangbuk-do where the Hanul Club project was initiated
- Organize and activate the Hanul club at schools experiencing an increase in the number of multi-cultural students who are not able to adjust school life

Activate policies of various government agencies to support multi-cultural families (Activate policies of various government agencies responsible for supporting multi-cultural families)

- The level of support by various government agencies has grown to help children from multi-cultural families better adjust to school life
- Create conditions for multi-cultural students to access benefits from Ministry of Education, Science, and Technology, Ministry of Gender Equality and Family, Ministry of Culture and Tourism, and Ministry of Public Health and Social Welfare

5. Resources

Finance Resources

- Provincial Educational Office: Start up fund of 500 million won for per club
- Local Educational Office: 27million won for facilities, man power, and program maintenance
- Budget allocation for target schools: modest amount to operate club

Facilities and Technological Resources

- Facilities and structures: Utilizes facilities of a target school close to Bureau of Education
- Technological Resources: Information sharing through site of Gimcheon Office of Education Support

Additional Resources

- Superintendent of Local Office of Education Support and Target School Teachers: Consultation for Hanul clubs
- Clubs Composed of Local Family Members: Work as mentors and volunteers for multi-cultural families
- Support and service from Professional Human Resources: volunteers (Counselling), and Agricultural R&D Promotion Center, Ministry of Agriculture-Forestry-Fisheries, Ministry of Gender Equality and Family, Multi-cultural Families Support Centers, and local government nearby

6. Development over Time

Period and Procedure

A. Period

- Select clubs once a year through public announcement

B. Procedure

- Setting up clubs at target schools: equal numbers of local and multi-cultural families
- Plan and Execute club activities: Club talk sessions, volunteering, local families and multi-cultural families to engage in one-to-one mentoring, participate in local food festival, natural dying and horseback riding, etc.
- Reporting results: Submit report on the result of annual project to the Bureau of education
- Consecutive Changes: Year one (Focus on Attention and Interest for multi-cultural families), Year two (Continuous meeting leading to steady relationships), Year three (Counseling preparation for college)

Project Outcome and Spread

A. Project Outcome

- Hold several talk sessions
- Volunteering: Visit Nursing homes, Participate in villages clean up and weeding
- Mentoring: Care for Children through mutual visitations on designated dates, offering local news, etc.
- participating local festivals together: Take part in various local cultural festivals provided by other government Bureaus

B. Project Spread

- Select one outstanding club activity or UCC or picture and disseminate it
- Announce club activities when Dasomi families go camping, and multi-cultural events are held
- Disseminate outstanding club activities to introduce next year's project

7. Evidence of effectiveness and efficiency

Results of Learning that have gone through change

- The lives of multi-cultural children in Korea have become very active
- Multi-cultural education spread to kindergartens, elementary schools, and middle schools within their community
- Multi-cultural children have gained pride in themselves and become classroom leaders by helping other as volunteers
- Multi-cultural children have become better adjusted, actively engaging in give and take with their local buddies as their awkwardness turned into ease

Evidence of Using Educational Funds Efficiently

- Funds from Provincial Educational Office : Funds were used to pay for lectures and transportation, to run educational activity programs, to visit to traditional cultural sights and on-sight experiential events (under 40% of the total operational fund), to pay for volunteer activities and travel, plus including collection and publication of information and data related to club activities
- Budgets from Local Educational Office : to pay for building and operating CMC, multi-cultural teachers, operation of a target school for multi-cultural education at schools in a given province or municipality
- Budgets for target schools: to pay for snacks, acquisition of materials for activities, and costs of transportation

- Support from other agencies and other regional autonomous government: Support center for multi-cultural families, technical Support center for Agricultural R&D Promotion Center, local festivals, programs and personal activities by Bureau of Education

8. Success Factors

Elements of Success

- Advance Consultation for operational plans: Status of club members, their intentions to run club activities, and program contents were screened via public announcement. Advanced consultation was given to clubs which was lack of yearly plans
- Appropriate support for club activities: 500 million won was given for annual activities as planned by clubs and instructions were provided for their effective implementation
- Dedication of the club president: She devoted to driving, counselling and mentoring
- Passionate role of the teacher in charge: The teacher planned and operated various program including counselling
- Programs reflecting Regional Colors: Needs of multi-cultural families were met by implementing programs be fitting the regional background of the club - be it a city, a farming village or a fishing village

Measure of risk management

- Training was provided in advance to those responsible for club management
- Program consultations were conducted after screening plans for effective budget execution
- Teachers and parents participated in multi-cultural training (Visited GooMy)
- Training and multi-cultural festivals was conducted to foster long range perspective

9. Tensions and impediments

Impediment Factors

- Teachers in charge of implementing multi-cultural education avoiding their duties due to excessive work load
- Teachers in charge being passive about participation for lack of incentives
- Difficulty in developing programs reflecting regional traits and overall project management
- Low rate of participation in weekday events

Measure to Overcome Impediments

- Advocating the Hannul club results and seeking administrative support

10. Sources

- Gimcheon Office of Education Support site: www.gimcheon-e.go.kr
- Gimcheon Central Elementary School site: www.gja.es.kr
- Gyeongsangbuk-do Education Office site: www.gbe.kr

CASE 3: RAINBOW CHORUS

1. Aims

Project Objectives

- To provide hope in the minds of multi-cultural children
- To enhance a sense of community among non-multi-cultural and multi-cultural children
- To promote self-esteem as Koreans in the minds of multi-cultural children

The Target of Learning

- A total of 40 students from multi-cultural families (35) and non-multi-cultural families (5)

The Meaning and Principle

- To promote the possibility of multi-cultural education through universal language of music

2. Leadership and Partners

Key Figures/Entities

Center for Multi-cultural Korea (CMCK)

- Supported by Ministry of Gender Equality and Family

The Target School

- A teacher in charge of music (Korean): With Teachers' College Degree in music education
- A Conductor (Japanese Mother): Born in Japan, A college degree in clarinet and voice, 13 years of residence in Korea
- An Accompanist (Japanese Mother): Born in Japan, College education in Korea and Japan, 20 years of residence in Korea

A Network of relevant institutions

Center for Multi-cultural Education

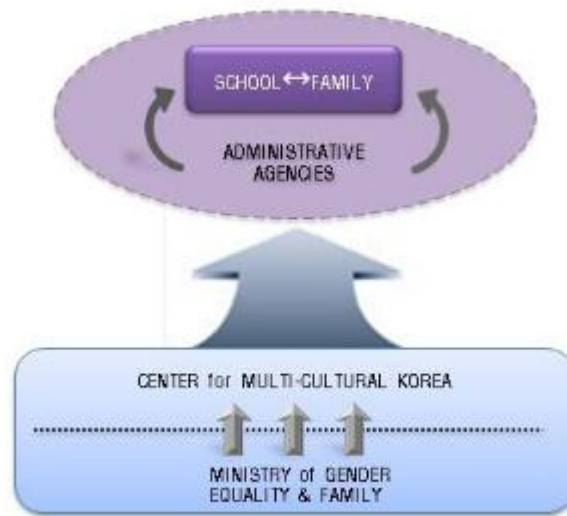
- Established the Rainbow Chorus, Provided early training and support

Ministry of Gender Equality and Family

- Sponsored multi-cultural children's chorus contest held by CMCK

Collaborated and Supported by Local Community

- Autonomy Committee in Serak-myeon, County office, Gyeong Gi-Do Provincial Government



(Figure 1) A Network of relevant institutions

3. Strategies and activities

Characteristics

- Rainbow Chorus Started under non-educational agencies although it is an educational activities
- Rainbow Chorus was composed of students from multinational and multi-cultural families
- CMCK which started Rainbow Chorus has managed it at high level of musical caliber while motivating the target schools to organize and manage similar choruses across the nation and enabling them to maintain a pre-determined standard by leading and supporting them directly
- Once the Rainbow Choruses of target schools attained the stable standard, CMCK encouraged to hold and take part in chorus contests nationwide while reducing direct support

Strategy and Activities

- Preparations for chorus
- Regular practice: Fridays at 3-5 pm (80 hours a year)
- Special practice: 08:00-09:00 prior to a performance or event, weekends (Saturdays) at 09:00-12:00 (40 hours a year)
- Chorus Performance: held 2 musical performances, 1 performance hosted by Gyeonggi Province, 2 hosted by regional communities, and another 2 held by schools (7 performances a year)
- Participation in Contests: 3 times a year (2 national, 1 regional)

Communication and Feedback

- Mutual exchange of information and opinions by up loading a Rainbow Chorus menu on the CMCK web site
- Through multi-cultural chorus contests, CMCK encouraged independent development of members by promoting the level of competency, cooperation, and adaptability to Korean culture within the chorus and in between the chorus groups

4. Context

Structure

- Miwon Elementary Student population represents parents from 7 countries, including Korea, Japan, U.S., Czech Republic, Uzbekistan, the Philippines, and Rumania. About 50% (179 out of 356 students) of Miwon Elementary School students are children from multi-cultural families
- The Miwon is the most distinctly school attended by more multi-cultural children than any other schools in South Korea
- Rainbow Chorus membership at Mywon Elementary School consists largely of multi-cultural children from internationally married and foreign families (35 out of 40 students)

Non-Educational Circumstances

- The level of support from government agencies to accommodate multi-cultural students at the target school has been increasing in recent years
- More favourable conditions that enable multi-cultural students to receive government aids from Ministry of Education, Science, and Technology, Ministry of Gender Equality and Family, Ministry of Culture and Tourism and Ministry of Health and Welfare have been promoted

5. Resources

Resources

- Special Budget: 700 million won allocation, covered cost of transportation, food, costume rental, snacks and etc.
- General Budget: 1 Piano, 1 Electronic piano, 40 Music Stands, 45 Uniforms
- Additional Budget: Covered cost of transportation and food for outside

Supplementary Resources

- Facilities and Buildings: Utilize English lab as a music room, receive a concert hall for chorus concerts
- Technological Resources: Record performance on video and upload it on CMCK and school site
- Additional Resource: CMCK provided support and leadership early on for the instructions of the Rainbow Chorus and multi-cultural parents at school subsequently managed its own chorus

6. Development over Time

Project Period and Procedure

Period

- The Rainbow Chorus is in its third year of operation since its founding in April, 2010
- 40 of 2-6 year students were selected as chorus members through annual audition

Procedure

- The target school can now take over the job of CMCK's conductor and accompanist

Project Outcome

The name of the event	The title of a song	The host	Date and time	Note
2010 GaPyung Art Contest	Do Re Mi song	GaPyung Board of Education	May, 2010	Excellence Award
The first national wide multi-cultural children's Chorus Contest	Do Re Mi song	CMCK	June, 2010	Final
2010 Multi-cultural Talent Contest	Live like HungBoo	Gyeong Gi-Do Provincial Government	October, 2010	Grand Price
2011 2 nd National wide multi-cultural children's Chorus Contest	Global Bicycle	CMCK Ministry of Culture, Sports and Tourism	2011. 6 June, 2011	Grand Price
Musical "Arirang Fantasy" National Wide Road show	Arirang	'SUM' Company Musical	June, 2011	twice

Anneversary of Liberation Day Event	Arirang	Government	August, 2011	once
2011 Gyeong Gi Province multi-cultural Festival	Global Bicycle	Gyeong Gi-Do Provincial Government	October, 2011	once
Global Talent Show	You can do it!	Mywon Elementary School	June, 2011	twice
Musical “Arirang Fantasy” National Wide Road show	Arirang	‘SUM’ Company Musical	July, 2012	twice
National wide Student’s Chorus Contest	Ganggangsulae	Seoul National Education University	September, 2012	Participation Award



“Arirang Fantasy” Musical Show



Grand Price

7. Evidence of effectiveness and efficiency

Result relative to Objectives

- Multi-cultural students attained self-confidence through musical competency and multi-cultural understanding through concerts, music activities, and social participation
- Through the Rainbow Chorus, multi-cultural students developed positive sense of identity, proper cultural values and sense of community
- Through singing Korean children songs with harmony, multi-cultural students attained pride as Korean

Effective Use of Educational Resources

- Special Budget (700million won): covered cost of transportation, food, costume rental, and snacks
- General Budget: building up for chorus infra structure including 1 piano, 1 electronic piano, 40 music stands, 45 chorus uniforms
- CMCK: Covered cost of transportation and food for outside concerts

8. Success Factors

Success Factors

- CMCK's affirmative leadership and encouragement
- Enthusiastic leadership of multi-cultural parents
- Schools providing positive support for multi-cultural students to cultivate their talent

Measure of Risk Management

- Participation in the chorus was relatively low as the target students were preoccupied with taking cram courses to prepare for entrance exam for private schools created in their home community. Measures are not yet to be prepared to address this issue

9. Tensions and impediments

Impediment Factors

- Multi-cultural students have difficulty displaying their talent particularly due to the fact that middle schools do not have the Rainbow chorus program

- Many students do not choose to participate in the Rainbow Chorus owing to their financial difficulties

Measure to Overcome Impediments

- Plan to request CMCK to establish Rainbow Chorus in middle schools close to Miwon Elementary School
- Request for funding from the central or local government

10. Sources

- School Website: Miwon Elementary School (www.miwon.es.kr)
- Center of multi-cultural Education Website: CMCK(www.cmck.kr)