

Learning and Career Support Program for Children with migrant background in Korea

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Table of Contents

1. The current situation of migrants and their families in Korea
2. The current situation of the multicultural(MC) children
3. Educational support system for Multicultural Children
-enhancing learning capabilities and Korean Language Program
4. Educational Support at Youth After-School Academy
and Customized Educational Support
5. Support Program for multicultural youth career development
-career guidance, mentoring, vocational education, bilingual
education and new digital technologies

1. The current situation of migrants and their families in Korea

- ▶ S. Korea is rapidly becoming a multicultural(MC) country (ca. 2.26 million foreigners(4.4%) out of 51.8 million population as of 2023)
- ▶ with the increase of the influx of migrant workers, the marriage migrants and the migrant youth, the number of multicultural(MC) families is increasing rapidly.
- ▶ The number of international students is also increasing (189,000 as of 2023, Ministry of Education(MoE)).

1.1. The nationalities and numbers of the foreign residents in Korea (2022)

○According to official statistics, the proportion of foreign residents to the total population increased slightly from 3.79% in 2021 to 4.37% in 2022. The following table shows the number of foreign residents by nationality:

○Nationality	Number of Residents	Percentage
China	849,804	37.8%
Vietnam	235,007	10.5%
Thailand	201,681	9%
United States	156,562	7%

-Please note that the above figures are based on official statistics and may not include illegal residents.

1.2. Definition of A Multicultural Family in Korea

- A Multicultural(MC) family (다문화가족/多文化家族, 다문화가정/多文化家庭) means a family consisting of a person with the nationality of the Republic of Korea (ROK) and:
a marriage immigrant (결혼이민자/結婚移民者), or
a person with naturalization (귀화/歸化) permission
- Therefore, migrant workers are not the prime policy target of the Korean government

1.3. The current situation of Multicultural Families in Korea, 2022 from Ministry of Gender Equality and Family (MGEF)

- The rate of international marriages in Korea has decreased from 2019(10.3%) to 2021(7.2%).
- Multicultural families become more established and the number of their children(multicultural children) grows fast.
- The number of multicultural family households:1,119,267 (2021)

Total	Korean spouse	marriage immigrants	naturalized	children	other accompanied
1,119,267	161,395	174,122	196,372	286,848	300,530
component ration	14.4%	15.6%	17.5%	25.6%	26.9%

1.4. Challenges for multiculturalism in Korea

- Korea, a country that has a long history of homogeneity, can find it particularly difficult to adapt to a multicultural society of the future.
- Multiculturalism in Korea has been a state-led, top-down response to the political and economic changes of the global environment.
- However, Korea has been showing some improvements in transforming itself into a multicultural society.

2. The current situation of the multicultural children (MGEF, 2022)

Increased difficulties for school-age children, such as school maladjustment and achievement gaps:

- 1. Increase of the multicultural children with school age:**
The number of school-age children is growing rapidly as multicultural families become more established
- 2. Number of children aged 7 to 18: 10.7k in '17-> 17.5k in '21.(increase of 63%)**

2.1. Number distribution of MC children by country of origin (2021)

	2018	2019	2020
Total	237,506	264,626	275,990
Ethnic Korean Chinese	39,642	41,149	41,529
China	44,016	49,826	50,662
Vietnam	77,218	88,476	93,617
Phillipines	22,873	24,502	24,243
Japan	6,990	7,858	7,982
Cambodia	10,087	10,850	11,301
Mongol	3,212	3,607	3,678
Thailand	2,875	3,944	4,389
USA	5,581	8,417	9,708
Russia	1,084	1,304	1,386
Taiwan	3,081	3,543	3,609
Other	21,007	21,150	23,986

2.2. The current situation of the multicultural children (MGEF, 2022)

- 1. Increase of multicultural children compared to the Korean ones**
- 2. maladjustment to school and increase of the learning support needs**
- 3. widening of education disparity in terms of secondary and higher education**

3. Educational support system: Enhancing the learning capabilities of school-age multicultural children

- Distribute teaching and learning materials for MC children and strengthen the support system at the kindergarten stage to eliminate the gap in school preparation through mentoring activities.
- Support for the entire process of entering public education, including admission/transfer, policy school, and registration creation, through offices of education and local MC education support centers.

3.1. Enhancing the learning capabilities of school-age multicultural children and parent capacity

- Strengthen guidance on school systems and school life to multicultural parents and expand opportunities for consultation regarding their children's education.
- Multilingual interpretation support for school notices and home communications to multicultural parents
- Preparatory education tailored to the characteristics of learners during elementary school entrance and transition to school level

3.2. Strengthening Korean language education

Ministry of Gender Equality and Family, Ministry of Education

- Expansion of Korean language classes for intensive Korean language education and on-site Korean language education
- Strengthening Korean language education in schools, including implementation
- ('22) 444 classes → ('23) 527 classes → ('24) around 570 classes (tentative) → ('25~) gradual expansion

3.3. Strengthening Korean Language Infrastructure (MGEF)

- Promote capacity building, including development of Korean language curriculum learning materials and teacher training
- In areas where Korean language classes are not operated or when out-of-school support is needed, Korean language education is provided for children who entered the country midway in connection with the family center
- Strengthening cooperation between Korean language classes in schools and Korean language education at family centers

4. Educational Support at Youth After-School Academy (MoE)

- After-school care is provided at youth after-school academies, including learning support such as homework, supplementary study, and reading guidance, and implementation of multi-cultural specialized programs
- Support target: Youth in need of after-school care (4th grade of elementary school ~ 3rd grade of middle school)

4.1. Educational Support at Youth After-School Academy

- Size/Type: 342 locations nationwide as of 2022 / Basic type, rural/fishing village type, disabled type, multicultural type
- Provide curriculum on key concepts and vocabulary that multicultural students find difficult
- Production and distribution of supplementary teaching materials and video content

4.2. Customized Education Support (MoE)

- Promote the discovery and dissemination of cases of customized education support for MC students in connection with the operation of digital leading schools by digital-based educational innovation pilot offices of education
- Improving basic academic ability in areas with high concentrations of MC students
- Provide comprehensive support to students with learning difficulties due to complex factors

4.3. Special Education Internationalization Zone (MoE)

- Operation of a special education internationalization zone to improve educational capabilities in areas with a high concentration of multicultural students.
- Operation of a school in a special zone that is not subject to Article 23 (curriculum, etc.) and Article 29 (use of textbooks) of the Elementary and Secondary Education Act, thereby securing autonomy in curriculum operation.
- Promote the construction of comprehensive statistics on youth with migrant backgrounds through Statistics Korea and other related Ministries.

4.4. Support for social adaptation, including Korean language education, for youth with immigrant backgrounds

- Rainbow School provides counseling, Korean language education, career education, and social adaptation programs to youth from immigrant backgrounds(MGEF)
- Promote diversification of operation methods such as daytime, night-time, and weekend

5. Support Program for multicultural youth career development

- 'Step-by-step expansion of career consulting programs for multicultural youth using youth counselors at family centers (MGEF)
- 78 locations (2022), 113 locations (2023), 130 locations (2024) → gradual expansion(2025~)
- Counseling: Support for school-age MC children to comfortably discuss concerns they may have, including problems at home, schoolwork, and peer relationships

5.1. Support Program for multicultural youth career development

- Career guidance: Providing career consulting, including co-operation with external professional organizations, so that MC children can design their own career paths by considering their own aptitudes and strengths

5.2. Support Program for multicultural youth career development

- Multicultural Student Mentoring Scholarship Project (Korea Scholarship Foundation):
 - supports mentoring system between MC students and college students
 - provides scholarships to college students.

5.3. Support for Vocational Education

- Strengthening vocational education for MC youth (Ministry of Employment and Labor)
- Operating a boarding-type technical high school (Polytechnic Dasom High School) specialized for MC youth
 - Polytechnic University, a public vocational education and training institution

5.4. Support for Bilingual Education(MoE, MGEF)

- Strengthening the bilingual capabilities of MC children and youth and nurturing talent
- Develop a bilingual education program and implement basic and advanced learning courses within the family center (230 [Multicultural] Family Support Centers)
- Operating a bilingual classroom where youth with migrant background can directly learn the language of their parents and expanding the scope of their life

5.5. Support for New Digital Technologies

- Support the development of basic capabilities in new technologies and digital fields for multicultural youth through systems such as the National Tomorrow Learning Card and K-Digital Basic Competency Training (K-Digital Credit)
- Government-supported training that supports the development of basic capabilities in new technologies and digital fields
- Various new technology courses and job convergence courses, ranging from basic digital areas such as coding and big data analysis to the recently introduced metaverse, are comprised of beginner and intermediate levels

Thank you for your attention