

# I . Introduction

## 1. Background

Education is crucial. This is true not only for individuals, but also for our society as a whole. As a fundamental right of human beings, education is the final act as well as the most important instrument to cultivate rational and democratic citizens that maintain, unite, and continuously develop our society.

With such instrumental value, essential factors for education are the realization of **equality** and of **justice**. At the moment, **equality** is not only the means in its formal sense, but also the substantive and active construct that arguably differentiates individuals in accordance with his or her conditions and capabilities. It ultimately represents a realization of **justice** as the expression of perpetual willingness that returns a respective share for each individual.

However, equity and justice have been nothing more than empty rhetoric in Korean educational community that have focused on evaluating students based on standardized criteria. Regardless of their innate or posterior characteristics, differences among students have become the main reason for irrational discrimination. Such implicit exclusiveness has taken a role as a barrier for education in cultivating harmonized citizens who admit and respect diversity.

Recently, our society began raising concerns for children from international marriages who do not receive equal learning opportunities as native Korean students and who are often subject to restrictions from school enrollment. Even though these children have different racial backgrounds and experience with at least two different types of cultures running in their family (a choice passed on by their parents), our society and even our education system are not prepared to counter this situation

seriously.

This is not a simple problem. If these children perform poorly in schools, they will miss the chance to enter higher education, and, consequently, the chance to have a good and stable working environment. In this end, as a course of nature, it would be harder for them to achieve proper wealth and status in society. In case that inborn cultural difference is associated with a gap in social and economic status, resulting in a vicious cycle, such difficulties may be passed down to the next generation.

In particular, due to rapid growth of globalization, the inflow of immigrants has increased, resulting in an abrupt rise of international marriage. Consequently, problems caused by their children have grown to affect the society as a whole that they now require macroscopic analysis.

Observing this phenomenon from a different perspective, the answer to solve this vicious cycle lies in education. If these children are offered equal opportunities to learn, accept, and receive fair treatment from schools, they will establish fair identity for themselves as a member of our society. With this, the vicious cycle will be terminated, providing opportunities for children. If children of diverse cultural backgrounds grow as capable citizens who use their innate diversity to their advantage, they can be used as a valuable human-resource asset in Korean society that currently faces domestic problems of manpower shortage and aging as well as global concerns from fierce corporate competition.

Nevertheless, there has yet to be a reliable study on these multicultural children and an in-depth investigation for their effective pedagogy. Despite current theoretical efforts which prove to be insufficient, ample policies and bills by government agencies and concerned politicians have surfaced. However, it is still ambiguous whether these measures have actually realized thus far and have been helpful to people who teach these children under harsh conditions. Shallow discourses

following popular political sentiments have been frequently founded. Without fundamental understanding of the problems and an unwavering social consensus, such arguments would force children, parents, and teachers into worse conditions.

The purpose of this paper is to shed light on this matter: to raise problems concerning multicultural children and to provide the theoretical basis for their improvement. It would be meaningful as an early trial for preventing future conflicts and disruption generated from discriminating multicultural people and for utilizing internal diversity as a social, cultural, political, and economic asset for our society.

The mobility and immigration of human resources from marriage or employment are no longer bound as domestic affairs. It has already become an international problem: both fair and just treatments for immigrants have become a global standard that includes Koreans. Particularly, in this era when Korea's recognition as an international-economic power is rising, our society must work to create efforts to promote freedom and education.

## **2. Contents and Purpose of Study**

The contents of this study can be divided to three parts.

First, as grounds for the necessity of multicultural education, quantitative data showing an increase in ethnic and in cultural diversity in Korean society and the current status of students who have multicultural backgrounds will be presented. To do this, statistical data published by respective administrative government ministries will be reviewed and criticized. Deficiencies and errors found from these data will be revealed. In particular, since there is no quantitative data showing an accurate number of multicultural children and its future trend, they will be estimated using technical approximation. Furthermore, domestic and international laws and policies for

protecting the legal status and rights to the education of multicultural children will be reviewed. UN conventions related to basic right of multiethnic children and immigrants that Korea must adopt as a member state of the UN will be presented. Also, domestic laws and policies that are already in effect or are pending at the National Assembly will be reviewed critically.

Second, as mentioned previously, there are no reliable studies on the status and performance of multicultural children as a whole in Korea. As a comparative reference, it would be worthwhile for Korea to review other countries' cases (usually countries that have already entered the immigrant-country level). In this paper, the current situation of multicultural students among OECD countries will be reviewed using data from Program for International Students Assessment (PISA). Among all respondent students, those with foreign-born mothers will be sorted out and compared to those with native mothers in terms of academic achievement and attitudes toward schools.

Third, with these analyses and comparison, current laws and policies for educational rights and welfare in some outstanding countries will be reviewed. From this, implications for conducting effective investigations on the status of multicultural children and, finally, designing proper policies tailored to the Korean situation will be presented.

Based on this, this study has clear purposes.

First, this study analyzes whether current legal systems and policies are adequate and just. By reviewing critically, it will be required for the government to investigate actual condition of children of multicultural background comprehensively, which should be the ground of such law and policies.

Second, this study promotes to deliberate and establish social consensus on the just way of public education to help children of multicultural backgrounds have

proper treatment. Not in response to the temporary and rhetoric concerns, but on the basis of systemical preparation, practical, and mature law and policies will be required to be established.

### **3. Methodology of Study**

#### **(1) Literature References**

First, master's and doctoral thesis, articles in periodicals, research papers, and research commissioned by the government concerning *multiculturalism, multicultural education, mixed-blood children, international marriage, and immigrants for marriage* were reviewed.

Second, white books and statistical yearbooks from the Ministry of Education and Human Resource Development (MOE), Korea National Statistical Office (NSO), Ministry of Foreign Affairs and Trade (MOFAT), and Korea Immigrant Bureau (KIB) in the Ministry of Justice (MOJ) were also reviewed.

In addition, the Open Government website<sup>1</sup> established on the basis of disclosing governmental information was used to obtain statistical data.

#### **(2) Interview Experts**

Kim Soo Yoen, a school inspector from the Joenbuk Office of Education who is in charge of a task force team for multicultural children was interviewed on April 23, 2007 in Joenju City. The current status of these children in school education, poor situation of their family, and their problems on education was discussed.

Staff from the Ministry of Justice (MOJ), Korea Immigrant Bureau (KIB), and the Ministry of Education and Human Resource Development (MOE) were asked

---

<sup>1</sup> <http://www.open.go.kr> It is operating by Ministry of Government Administration and Home Affairs (MOGAHA).

some questions via e-mail and phone on the current situation of the *Fundamentals of Treatment for Living-in-Korea Aliens Act* (tentative), types and time trends of international marriages, and the level of academic achievement of students of multicultural background, respectively.

### (3) Analysis on Data of PISA 2003

The raw data from the Program for International Student Assessment (PISA) conducted by the OECD in 2003 was downloaded from their webpage<sup>2</sup> and analyzed. Microsoft Excel and STATA 9.0 were used as statistical tools for arranging data and for statistical analysis.

## 4. Scope of Study

### (1) The Object of Study – *Children of Multicultural Backgrounds*

Culture is a shared way of life created, learned, transmitted, and accumulated by a certain society. Since it is innate and fundamentally complex, which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits (Bennet, 2007), a member cannot control and change cultural setting at his or her discretion. In fact, there are many factors that determine cultural characteristics – gender, race, nationality, religion, native area. In this paper, cultural differences created by different race and nationality<sup>3</sup> will be examined. Since globalization has embarked, no state can insist on claiming itself a homogeneous race and nationality. However, in Korean society where the level of openness is still fairly low, people of

---

<sup>2</sup> [http://pisaweb.acer.edu.au/oecd\\_2003/oecd\\_pisa\\_data.html](http://pisaweb.acer.edu.au/oecd_2003/oecd_pisa_data.html)

<sup>3</sup> **Race** is an inborn attribute of an individual that one cannot alter. Unlike race, **nationality** is a type of shared-way perception and custom among a group so that it is acquired and educated by the society where one is born and raised. For example, it is impossible for ones to choose to become an Asian before they are born, while possible to select nationality as a Korean after birth, and it is educated and promoted by several devices such as national anthem and flag and so forth. In general, **ethnicity** is a comprehensive terminology that includes both race and nationality.

different races or nationalities seem to experience difficulties due to different appearances and language problems.

There would be many channels for a child to have diverse cultural backgrounds. This study will focus on children whose Korean mother or father married a foreign spouse. In case that one of the parents is foreigner, we shall call it an international-marriage family. Children born from an international-marriage family face more than two cultures in their daily life due to different ethnicity of their parents will be the object of this study and named *children of multicultural backgrounds* hereafter.

## (2) Scope of Multicultural Education – *Three Steps for Multicultural Education*

The development process of multicultural education can be specified into three steps. As the first step, based on a growing concern for cultural diversification of society, the necessity of multicultural education for diverse human resources is suggested. Under the rapid transformation of society toward globalization, minor groups in terms of races and cultures have increases in society. In this end, the mainstream of our society, based on the paradigm of generosity, began concerns on the equal treatment for these minor groups. Recent interests of the Korean society in children of multicultural background come under this step.

As the second step, ground law and policies for multicultural education are developed. Every type of barriers or discriminations is described legally so that society is forbidden to conduct these unfavorable actions toward multicultural children. For example, when a principal of one middle school denied inviting teachers for KSL (Korean Language as a Second language) in the school, legal sanction for the principal would be possible.

As the third and final step, specified contents, curricula, and teaching-learning methodologies are developed for multicultural education in respective level of schools. It may be based on strong ground laws and policies. As affirmative actions, special treatment such as classes for Korean language or arranging teachers of diverse language would be possible.

At present, Korean society seems to be laid on the first stage, but in fact, some municipalities are already at their third stage in coping with a growing number of children from multicultural backgrounds in their district. A common problem is that ground laws and policies related to these children are often insufficient or even missed. Without a clear and positive legal system, multicultural education must face deficits of human resources and finance; consequently, it would remain empty rhetoric and restricted from settlement and expansion. For this reason, this paper emphasizes fundamental laws and policies that support managing multicultural education practically and legitimately than on arguing the necessity of multicultural education and the way or reflecting it on specific school curriculum.

### (3) Scope of Related Laws and Policies

In this paper, related law and policies will be divided into two categories – international and domestic. For the international category, several conventions or recommendations from international organizations that Korea is associated will be reviewed. It is based on the idea that immigrants from employment marriages are no longer limited to a country's matter, and fundamental rights of these people must be kept regardless of their native country. As a member of UN, it is important for Korea to respect the policies of UN organizations.

For its domestic category, as related governmental agencies of the Ministry of



Education and Human Resource Development (MOE), the Ministry of Justice (MOJ)<sup>4</sup>, the Ministry of Gender Equity and Family (MOGEF), Ministry of Foreign Affairs and Trade (MOFAT), and the Ministry of Health and Welfare (MOHW) designated and their fundamental laws and policies reviewed. Not only multicultural education itself, but also accompanying conditions that can support effective managing of multicultural education such as the legal status of multicultural students or condition of family welfare must be investigated. Especially since, bills proposed by such agencies and politicians after the visit of Heins Ward to Korea in May of 2006 must be checked whether they are still promoting or not.

## **5. Constraints**

First, if a foreign worker married a Korean spouse, their children are included as an object of this study as children of multicultural background. Most of these families are composed to a foreign male worker and a Korean female. However, such cases do not take meaningful proportion in the entire number of multicultural children. Furthermore, in this case, children with foreign workers (especially illegal resident worker) are hardly discussed in this paper, since these children are placed in somewhat different positions due to the complexity of nationality and the legitimacy of their residency. It is required for them to be approached from a broader perspective than this study permits. Detailed studies on these children are expected to ensue.

Second, the scope of interviewees was limited. It should have been conducted with persons at diverse stakes such as politicians who suggested bills related to multicultural education, citizen groups that work for conditions and quality of education for multicultural students, students concerned, and their immigrant parents.

---

<sup>4</sup> Especially, Korea Immigration Bureau of the Ministry of Justice will be reviewed.

Third, the PISA result used in this paper is from 2003. In fact, there exists almost a 4-year gap between that period to the present. The test from PISA was conducted in 2006, but its data is still being arranged, and the OECD has not disclosed this data.

Finally, there were limitations to access information from some countries. There were linguistic difficulties and some materials were only obtainable from their corresponding countries. Also, there are only a few studies in Korea about such countries. In particular, in the case of Austria, Belgium, and Hungary, it was difficult to collect current information on their policies, legal system, and cultural context.

## **II . Literature Review**

### **1. The Current Status of Children of Multicultural Background**

Between the liberation from Japanese colonial period to 1980s, most domestic studies of children from multicultural background had focused on mixed-blood cases from marriage between Korean women and soldiers of U.S Army. Not based on an accurate survey, these studies aimed to concern the discrimination and prejudice toward remaining mixed-blood children and criticize the exclusive attitudes of society (Lee Kun Ho, 1955; Ha Sang Lak, 1962). Tak Yeon Taek (1965) first conducted a metrical research including the trend of total number of mixed-blood children and classified them by race and type of marriage. It sparked the beginnings of the following statistical research (Lim Jung Bin, 1968; Kim Mi Hye, 1982). A case study of Park Dong Hee (1965) examined the overall school life – academic performance,

relation among peer group, peer group attitude, and teacher's interview – around detailed study of one mixed-blood child's case was notable.

After the late 1990s, academic curiosity on children of multicultural background began rising so that the coverage of multicultural children expanded to include children from other types of international marriages as well as immigrant workers' families. Furthermore, not only the number of studies but also the type of research conductor has been varied from practitioners to government agencies.

In the most recent five years, the overall status of international marriages (Lee Kuem Yeon, 2003; Choi Geun Jung, 2003; Yang Hye Woo, 2005) and cases of home violence and human rights invasion that marriage immigrants experience (Park Hyun Jung, 2004) have been reported. Also, many masters' theses presented professional subjects specified by the nationality of marriage immigrants and types of international marriages. Seong Ji Hye (1996), Lee Sang Eun & Kang Hae Soon (1998), Min Ka Young (2004) studied marriages between Korean men and Korean-Chinese women, and Yoon Hyung Sook (2004) on diverse background and motivation for international marriage that marriage immigrants from Philippines in Jeonnam province have on their minds. In particular, as interests in marriage immigrants in farming villages are growing, Kim Jung Tae (2004) and Park Jae Kyu (2005) approached marriage immigrants with viewpoints of rural sociology.<sup>5</sup>

Meanwhile, Cho Sung Won (2002) and Kim Jung Sun (2004) studied international marriages between foreign workers and Korean women. In particular, Kim Min Jung (2003), in her master's thesis, focused on the status of immigrant

---

<sup>5</sup> Commonly, most of these studies emphasize that marriage immigrants are laid on poor status in aspect of socioeconomic and require comprehensive welfare policy for them. However, such research results usually depend on how to construct samples. Seol & others (2005; 57-88) examined 954 families of immigrant women for marriage and found that around 74% of them completed more than higher education. In addition, 91% of them had a job in their native country before marriage in Korea (26.5% of them engaged in professional management and 35.7% in white-collar). This research seems to have higher confidence than previous studies since sample families were extracted from diverse categories of international marriage, region of immigrant women, and native countries of them.

workers from the Philippines who married Korean women. In fact, objective researches on foreign workers and Korean (mainly, male workers and Korean female) have not been sufficient thus far, which may be interpreted with the reason that foreign workers do not want to be exposed to the surface due to their unstable status in Korea. However, Seol Dong Hun (2001) construed in his article that foreign workers' condition for residency and employment improved significantly after the Ministry of Justice amended their policy in 2000.<sup>6</sup>

Studies on children from international marriages also increased rapidly. Early study on children of multicultural families whose background are different from mixed-blood children of the 1950s can be found on a master's thesis by Yu Hyun Seung (1998) that conducted field research on these children in the Donducheon area. The theses of In Bong Suk (2001) and Han Joo Yeon (2002) reported the status of children from families of Korean-Japanese marriage but ended in their fragmentary survey. The recent theses of Kim Kap Sung (2006) and Hong Young Suk (2007) are notable for practical information and conclusion made by an in-depth investigation and interview with children of multicultural families and their foreign mother.<sup>7</sup>

Attitudes of foreign workers reluctant to be exposed affect the poor educational status of their children. Kim Hyo Sun (2004) emphasized the right to be educated of immigrant workers' children stated in the international convention, but even an accurate number of those children in Korea is not clear. Lately, the participatory government endowed research institutes spring research on these children's current status and suggest supporting policy and regulations for their welfares. (Kim Jung Won, 2005; Lee Tae Soo et al., 2004; Chang Hye Kyoung et al.,

---

<sup>6</sup> Immigrant women for marriage and foreign workers themselves as well as their family environment are very important, since it fairly affects their children's mindset, attitudes, and identity.

<sup>7</sup> It would be worthwhile to note that Kim and Hong are elementary school teachers in charge of those children in Pucheon area and Jeonnam province.

2003; Chang Hye Kyoung et al., 2004; Han Gun Soo, 2004; Park Hwha Suh, 2005; Seol, 2005; Lee Sung Un & Choi Yu, 2006).

In case of countries with a long history of influx and settlement of immigrants such as the U.S.A. or European countries, their tendency of research is not active as Korea. It seems that because they are already familiar with the coexistence of diverse race and cultures, whether it has been either peaceful or conflict.

However, it was found that there has been affluent research on effective education for children of these immigrants based on social consensus through long history. Especially, in the U.S., there have been in-depth studies on backgrounds and current condition that children of different race contain (Olneck, 1993; Hirschman & Wong, 1984; Grey, 1990; Kiang, 1990; Olneck, 2003; Hill & Allan, 2003). Also, many considerations on the methodology for equal opportunities of learning in schools and classrooms for those children (Schultz, 1973; Berrol, 1982; Wong, 1990; Olneck, 2003) have been conducted thus far.

Japan, a country of similar cultural context as Korea, also has conducted many related research to cope with internal diversity of race and culture. Hawkins (1983) analyzed history and status of *Burakumin*<sup>8</sup> and suggested their harmonization with the majority. In particular, many scholars focused on Korean residents in Japan, *Zainichi Korean*, who have resided since the Japanese colonial period. Research by Y. Motani (2002) and Kaori H. Okano (2006) showed *Zainichi Korean* have tried systemically and continuously to maintain their ethnic identity against exclusiveness of Japanese society<sup>9</sup>, which affect greatly on several amendments of educational law

---

<sup>8</sup> Burakumin is one of the indigenous people of Japan and has been engaged in superficial work such as butcher for generations from ancient time. As a kind of the lowest of caste in Japan, they are still discriminated and excluded from majority of the society.

<sup>9</sup> Organizations of *Zainichi Koreans* denied the policy that force Korean to enter Japanese school and be educated as Japanese. They required official admission of Korean ethnic schools as regular schools to the government as the way of coexistence with Japanese maintaining their identity as Korean. Such movement initiated from Osaka and Kawasaki where the major of *Zainichi Korean* reside.

of municipal and central government of Japan. John Maaher (1997) and Ryoko Tsuneyoshi (2004) also argued that such efforts of *Zainichi Korean* was a momentum of transition of paradigm from assimilationism to pluralism so that recent immigrants in Japan benefit from these new pluralistic policies.

## **2. Multicultural Education**

In fact, it is not easy to find research related to multicultural education since there has been little concern on it in Korea.<sup>10</sup> As domestic researchers that established definitions of multicultural education and suggested proper course of education for children of multicultural background, Kang Shin Im (1998) and Seol Kyu Joo (2004) should be mentioned. Also, Park Nam Su (2000) explained that, based on cultural pluralism, multicultural education aims coexistence, mutual understanding and equality among diverse races and ethnics. Joo Hae Yoen (2001) described multicultural education for respect and acknowledgement to cultural diversity.

In case of typical immigrant nations such as the U.S., Canada, and Australia, multicultural education is already a prevailing concept. Since it is rather a reality of their education field than the aim they pursue, related studies have been conducted affluently (Australia Schools Commission, 1979; Connell & Dowsett, 1982; Mitchell & Salsbury, 1996; Burbules & Torres, 2000; Stromquist & Monkman, 2000; Banks, 2003; Bennet, 2007).

Especially, the works of Banks and Bennet, experts on American sociology,

---

<sup>10</sup> Actually, growing numbers of masters' theses dealing with multicultural education appear from graduate schools of education, but most are limited to individual subject of elementary and secondary school curricula mainly of social studies and art course. They just ended in how to introduce diverse custom, etiquette, religion, art and so forth from other cultures to existing school curriculum. In this paper, however, multicultural education means a new paradigm of education that makes children of different cultural background have equal (sometimes tailored) opportunity. Therefore, since it will be approached from educational demanders' position not suppliers' one, those thesis are not proper for this paper as a preceding literature.

have completed leading performance on theory and practices of multicultural education including not only accurate definitions of main concepts but also effective teaching-learning methodology for students having inborn differences or inequity. Banks (2003) defined multicultural education as a reform movement that is trying to change the schools and other educational institutions so that students from all social class, gender, racial, language, and cultural groups will have an equal opportunity to learn. He collected outstanding researches of related issues on education for children of diverse backgrounds and published the 『*Handbook of Research on multicultural Education*』 (2003). According to Bennett (2007), multicultural education is an approach to teaching and learning that is based on democratic values and beliefs and affirms cultural pluralism within culturally diverse societies in an interdependent world. He also emphasized that educating children of multicultural background means the entire change of contents of learning, teachers, school administration, and educational environment.

While most researches agreed and support multicultural education, Grant (1997) warned that children of multicultural condition in their lives might experience incomplete transition of culture so that they would suffer from confusion on their identity.<sup>11</sup>

Multicultural education is not only defined in various ways, but also used with analogous terms, which are sometimes confused. In general, many similar terms such as internationalization education, global education, or intercultural education are subordinated concepts under “international understanding education” of UNESCO (United Nations Educational, Scientific and Cultural Organization). Korea National Committee for UNESCO and Asia-Pacific Centre of Education for International

---

<sup>11</sup> This theory is also worthwhile for the Korean case laid on initiative stage of discourses on multicultural education.

Understanding (APCEIU) are leading organization for international understanding education in Korea. They arranged analogous terms related international understanding education as shown on [Table 1] below. (Korea National Committee for UNESCO, 1996)

**[Table 1] Several Subordinate Terms in International Education**

<b>Comprehensive Term</b>	<b>Subordinate Terms</b>	<b>Emphasized Ideas</b>	<b>Analogous Terms</b>
<b>International Education</b>	International Understanding Education	Understanding between countries, coexistence and development of countries	Peace education, Comparative education
	Internationalization Education	Strategies to cope with internationalization age	
	Universal Education	Ultrnational problems solving	Globalization education
	<b>Multicultural Education</b>	<b>Respect to cultural differences and conflict resolution</b>	<b>Intercultural education, Cultural relativism education</b>

Source: International Understanding Education in Schools (1996), Korea National Committee for UNESCO

Considering all definitions thus far, multicultural education can be described not only as a passive introduction of diverse culture in the world, but as a new type of paradigm in education that prevents every student from unjust discrimination or disadvantage, because of their innate treaties and to equipped them with capacity to manage their lives as an identical citizen through education for understanding and respecting coexistence of diverse ways of life and thinking from oneself.

### **III. Current Status of South Korea**

#### **1. Growing Diversity in South Korea – *Toward Multicultural Society***



## (1) Demographical Transition

Korea has been one of a few nations whose race is still homogenous in the world. However, it recently faces a big challenge toward diverse society in terms of races and cultures. As [Table 2] shows, aliens who stay in Korea have increased rapidly from 269,641 in 1995 to 747,467 in 2005. That is, 177% of aliens have increased during the 10-year period. Especially in 2005, the proportion of permanently-residing aliens was 1.55% out of total people in Korea and the ratio is still increasing. Furthermore, native countries of these aliens are fairly varied from Asian to African region. Therefore, as of April 2006, there are 188 countries. [Table 3] shows that, in particular, aliens from eastern and central Asian region such as Mongolia, Uzbekistan, Thailand, Vietnam and China have increased notably since the 1990's.

**[Table 2] Trends in the Number of Permanent-Residing Aliens and Korean Ratio**

	1985	1990	1995	2000	2005	2010
<b>Number of Permanent-Residing Aliens</b>	40,920	49,507	269,641	491,324	747,467	1,249,765
<b>Total number of Korean</b>	43,390,000	44,553,000	44,553,000	45,985,000	48,294,000	49,219,537
<b>Aliens/Korean Ratio</b>	0.09%	0.11%	0.60%	1.07%	1.55%	2.54%

Source: Public Report from Committee for Aliens Policy (2006.5.26), Korea Immigration Bureau of the Ministry of Justice (Estimation of 2010: For number of staying-aliens, average (67.2%) of increase rate from 1995 to 2000 (82.2%) and that from 2000 to 2005 (52.1%). That is founded by  $747,467 \times 1,672 = 1,249,765$ . For total number of Korean, analyzed data on demographic trend of Korea National Statistical Office (NSO) was used.)

**[Table 3] Trend of Permanent-Residing Aliens Classified by Country of Origin**

Country	Year	1990	1995	2000	2005	2006. 4	Increasing Rate (2005/2006. 4)
Total		49,507	269,641	491,324	747,467	820,173	204%

<b>China</b>	147	67,771	159,475	282,030	334,471	394%
U.S.A	14,019	51,996	87,457	103,029	109,074	109.8%
Vietnam	1	9,105	19,009	38,902	44,377	387.4%
Philippines	578	18,752	27,912	38,057	43,550	132.2%
Thailand	52	4,611	17,563	34,188	34,660	651.7%
Japan	5,323	27,429	25,861	39,410	33,953	23.8%
<b>Taiwan</b>	<b>23,583</b>	27,493	24,056	25,121	27,317	- 0.64%
Mongolia	2	856	14,956	22,475	25,489	2,877%
Indonesia	78	7,059	19,935	25,599	23,558	233.7%
Bangladesh	11	9,903	18,866	15,116	14,738	48.8%
Uzbekistan	0	1,571	9,413	13,834	14,036	793.4%
Others	5,713	43,095	66,821	109,706	114,950	166.7%

Source: Public Report from Committee for Aliens Policy (2006.5.26), Korea Immigration Bureau of the Ministry of Justice

Similarly, number of aliens who are naturalized in Korea has also increased as shown in [Table 4]. The Korea Immigrant Bureau (KIB) reported in its statistical yearbook (2005) that native countries of naturalized aliens have been also diversified to more than 30 countries. Among these aliens, naturalized Chinese were 10,543 as of 2005, which constituted 85.7% out of total naturalized aliens. Naturalized aliens from eastern Asian countries such as Philippines, Vietnam, and Indonesia have tended to increase gradually as well. Such a trend seems likely to reflect the recent increment of female immigrants for marriage, which will be examined in the ensuing chapter.

**[Table 4] Growing Number of Aliens Who Are Naturalized in Korea**

Year	1990	1995	2000	2001	2002	2003	2004	2005
<b>Number of Aliens</b>	538	989	1,808	2,066	4,118	7,995	9,830	17,461

Source: Public Report from Committee for Aliens Policy (2006.5.26), Korea Immigration Bureau of the Ministry of Justice

## (2) Growing Number of Multicultural Families

Multicultural families in Korea are still increasing due to the earnest influx of aliens after 1990's as the preceding. In particular, increasing numbers of foreign

workers and marriage immigrants in Korea expedites this trend further. KIB reported in its 2005 yearbook that among its permanent-residing aliens, those who have come to Korea for marriage with a Korean occupy the second largest portion out of total number of permanent-residing aliens.<sup>12</sup> Likewise, most naturalized aliens are marriage immigrants in 2005.<sup>13</sup>

In fact, such a growing numbers of multicultural families are an unexpected factor that triggers transition and, sometimes, problems in society. Thus, it has recently become a concern for Korea. It is noticeable that the number of international marriage increased while the total number of domestic marriages stagnated or even decreased. [Table 5] below shows this result.

**[Table 5] Trend of Number of International Marriage**

Year	Total Number of Marriage(D)	International Marriage(I)	
		Number	Ratio(I/D)
1990	399,312	4,710	2.2%
1995	398,484	13,494	3.4%
2000	334,030	12,319	3.7%
2001	320,063	15,234	4.8%
2002	306,573	15,913	5.2%
2003	304,932	25,658	8.4%
2004	310,944	35,447	11.4%
2005	316,375	43,121	13.6%
2006	332,752	39,690	11.9%

Source: 2006 Statistics on Marriage (2007.3), National Statistical Office

There were almost 397,000 cases of international marriages in 2006, which has been increased threefold from 12,319 cases since 2000. Compared to 2005, however, cases in 2006 were declined around 34,000 (8.0%). National Statistical

<sup>12</sup> The biggest portion is occupied by aliens who want to have a job in Korea.

<sup>13</sup> The yearbook also stated that naturalized aliens have been rapidly increased since the Korean Nationality Act was amended in 2004 to ease the condition to achieve Korean nationality for marriage immigrants.

Office (NSO) analyzed the reason for this decline to an influence of the advance notice of “Visit-and-Work policy.” This policy helps aliens mainly from China and CIS to enter Korea and work. Hence, it is not necessary for aliens to marry a Korean.

According to the KIB yearbook of 2005, 88.8% of aliens who immigrated into Korea for marriage with Korean were women and 11.2% were men. The Ministry of Health and Welfare (MOHW) reported in its research on marriage immigrant (2005) that one third of internationally married couples dwell in the countryside. NSO reported in *2006 Statistics on Marriage* that 41% of bachelors in farming and fishing villages married foreign women in 2006. Mainly, women marriage immigrants came from Asian countries such as Vietnam, Philippines, China, and Japan. [Table 6] shows native countries of female foreigners who married Korean spouse.

**[Table 6] Native countries of women marriage immigrants**

	2000	2001	2002	2003	2004	2005	2006	Proportion
<b>China</b>	3,586	7,001	7,041	13,373	18,527	20,625	14,608	48.4
<b>Vietnam</b>	95	134	476	1,403	2,462	5,822	10,131	33.5
<b>Japan</b>	1,131	976	959	1,242	1,224	1,255	1,484	4.9
<b>Philippines</b>	1,358	510	850	944	964	997	1,157	3.8
<b>Mongolia</b>	77	118	195	318	504	561	594	2.0
<b>Cambodia</b>	-	-	-	19	72	157	394	1.3
<b>U.S</b>	235	265	267	323	344	285	334	1.1
<b>Uzbekistan</b>	43	66	183	329	247	333	314	1.0
<b>Others</b>	779	936	1,046	1,263	1,250	1,135	314	1.0
<b>Total</b>	7,304	10,006	11,017	19,214	25,594	31,180	30,208	100.0

Source: 2006 Statistics on Marriage (2007.3), National Statistical Office

Women marriage immigrants from China and Vietnam occupied 81.9% out of total in 2006. It is notable that women from Cambodia constituted only 1.3% out of total, but its increasing rate reported 151% in 2006. This statistics also reported that, in case of women immigrants who married bachelors in farming and fishing villages, among 3,525 cases of marriages, Vietnamese took the highest proportion (2,394), and

China (718) and Philippines (170) followed.

### (3) Current Status of Children of Multicultural Background

MOHW also noted that as of 2005, 41% of couples of international marriage have children. These children usually acquire Korean citizenship at birth because one of their parents (mostly father) is Korean.<sup>14</sup> Hence, likewise other children whose parents are both Korean, they are supposed to grow and be educated in Korea. However, there has been no reliable data and information from the government on these children even though they need special care in some aspects due to their differences. Only students who registered officially in each level of regular schools were investigated at one point by the Ministry of Education. There are just estimations for other students outside the official system.<sup>15</sup> [Table 7] below shows the current spread of children of international marriage families in each level of regular schools as of December 2005.

**[Table 7] Number of Children of Multicultural Background Who Are Registered in Regular Schools**<sup>16</sup>

	Elementary Schools		Middle Schools		High Schools	
	Students from International Marriage Family	Total Students	Students from International Marriage Family	Total Students	Students from International Marriage Family	Total Students
<b>Seoul</b>	756	707,722	148	385,146	77	349,548
<b>Pusan</b>	306	256,834	37	149,107	21	140,169
<b>Dae gu</b>	158	205,162	22	114,927	10	101,726
<b>In cheon</b>	207	224,660	25	123,489	14	101,342
<b>Gwhang</b>	118	134,606	8	70,829	7	59,071

<sup>14</sup> South Korea adopts the personal principle for acquisition of nationality while U.S adopts the territorial principle.

<sup>15</sup> MOE estimated that there were 17,300 children of foreigner at school ages (from seven to eighteen) as of May in 2005. Among those children, excepting for 7,800 students of schools for foreigner, there might be 9,500 children who are possible to enter public schools. However, as of October in 2006, there were only 1,574 students enrolled in public schools and other 7,926 students were neglected. (Lee & Choi, 2006; pp.121)

<sup>16</sup> This data was achieved December 4 in 2006 by requesting MOE to open data on current number of children of multicultural background through Open Government webpage ([www.open.go.kr](http://www.open.go.kr)).

<b>ju</b>						
<b>Dae jeon</b>	129	129,952	24	65,474	11	58,205
<b>Ul san</b>	75	104,544	15	54,461	5	45,923
<b>Kyung gi</b>	1,454	961,989	338	496,418	60	370,108
<b>Gang won</b>	398	117,646	40	58,972	10	54,352
<b>Chung buk</b>	331	126,588	23	61,438	6	54,497
<b>Chung nam</b>	464	156,222	53	77,251	15	67,987
<b>Jeon buk</b>	679	157,804	45	75,965	11	70,129
<b>Jeon nam</b>	878	153,546	54	75,409	15	66,624
<b>Kyung buk</b>	432	204,392	40	102,930	13	93,720
<b>Kyung nam</b>	357	271,652	49	138,205	4	114,340
<b>Je ju</b>	53	51,302	3	23,856	0	19,035
<b>Total</b>	<b>6,795 (0.1714%)</b>	<b>3,964,621</b>	<b>924 (0.0446%)</b>	<b>2,073,877</b>	<b>279 (0.0158%)</b>	<b>1,766,776</b>

Source: MOE (2006.4), Population of Children from International Marriage Family in Each Level of Schools in 16 Cities in Korea, requesting data

Those children of multicultural background in public education system range from seven to eighteen years old at present, so it is possible to estimate that period of their parents' marriage is from in early 1990's to 2000. As [Table 5] showed above, in the recent five years (from 2000 to 2005), the increasing rate of international marriages more than doubled than that of previous ten years. For this reason, it is reasonable to argue that the government should investigate the children of multicultural background who are sure to increase sharply at least in six or seven years.

To be sure, not all couples of international marriage reside in Korea. Since cases of international marriage includes that of overseas Korean, those who actually live in Korea only constitute a small proportion out of the total. Reliable data on the number of international marriage families living in Korea is required so as to draw substantial size of their children at present. The Ministry of Justice set off the research

on the number of foreign spouses of Korean who reside in Korea from 2005 as [Table 8] shows below.

**[Table 8] Spread of Foreign Spouse of Korean<sup>17</sup>**

	As of 2005. 12. 31	As of 2006. 11. 30
Gang won	2,140	2,426
Kyung gi	19,516	23,890
Kyung nam	3,437	4,725
Kyung buk	3,095	4,285
Gwhang ju	1,288	1,619
Dae gu	2,010	2,602
Dae jeon	1,727	2,072
Pusan	3,659	4,286
Seoul	19,999	24,614
Ul san	1,102	1,445
In cheon	4,875	5,681
Jeon nam	3,047	3,727
Jeon buk	2,956	3,617
Je ju	599	736
Chung nam	3,202	4,009
Chung buk	2,359	2,864
<b>Total</b>	<b>75,011</b>	<b>92,598</b>

Source: MOJ(2006), requesting data

Based on the 2005 data, Seol, Dong Hun<sup>18</sup> estimated that there may be around 80,000 children of international marriage family by multiplying 70,000, the approximate number of foreign spouse in 2005 by 1.17%, the total fertility rate in 2002. However, it is necessary to take into consideration the existence of foreign spouses who are not included in this data even though they live in Korea such as

<sup>17</sup> This data was achieved December 12 in 2006 by requesting MOJ to open data on current regional spread of international marriage couples also through Open Government webpage ([www.open.go.kr](http://www.open.go.kr)).

<sup>18</sup> *Administration agencies for immigration is required reorganization*, Seol Dong hun Column, December 4, 2006, Government Affair Briefing ([http://korea.kr/newsWeb/appmanager/portal/news?nfpb=true&portlet\\_categorynews\\_3\\_actionOverride=%2Fpages%2Fbrief%2FcategoryNews%2Fview&windowLabel=portlet\\_categorynews\\_3&pageLabel=opinion\\_page\\_02&nfls=false&portlet\\_categorynews\\_3newsDataId=135088823&portlet\\_categorynews\\_3category\\_id=column\\_news&portlet\\_categorynews\\_3section\\_id=cn\\_sec\\_10](http://korea.kr/newsWeb/appmanager/portal/news?nfpb=true&portlet_categorynews_3_actionOverride=%2Fpages%2Fbrief%2FcategoryNews%2Fview&windowLabel=portlet_categorynews_3&pageLabel=opinion_page_02&nfls=false&portlet_categorynews_3newsDataId=135088823&portlet_categorynews_3category_id=column_news&portlet_categorynews_3section_id=cn_sec_10))

illegal foreign worker or those who were naturalized prior to their marriage. In the case that these families are included, the number of children of multicultural background would be larger than the existing data.

Among parents of these children, the proportion of foreign mother is greater than that of foreign father (regardless of her/his native countries). [Table 9] shows the number of student whose mother is alien in each level of schools. As a whole, students with foreign mother take more proportion in elementary schools than secondary ones as well as in countryside than cities.

. [Table 9] Proportion of Students with Foreign Mother <sup>19</sup>

	Elementary Schools		Middle Schools		High Schools	
	Students from International Marriage Family(A)	(A) with foreign Mother	Students from International Marriage Family(A)	(A) with foreign Mother	Students from International Marriage Family(A)	(A) with foreign Mother
Seoul	756	485	148	84	77	30
Pusan	306	238	37	26	21	10
Dae gu	158	142	22	14	10	4
In cheon	207	187	25	14	14	7
Gwhang ju	118	104	8	7	7	5
Dae jeon	129	118	24	21	11	3
Ul san	75	18	15	12	5	4
Kyung gi	1,454	1,108	338	220	60	36
Gang won	398	360	40	38	10	8
Chung buk	331	314	23	19	6	2
Chung nam	464	415	53	48	15	12
Jeon buk	679	675	45	45	11	11
Jeon nam	878	851	54	50	15	15
Kyung buk	432	413	40	32	13	9
Kyung nam	357	339	49	41	4	3
Je ju	53	35	3	1	0	0

<sup>19</sup> Requested data to MOE as like [Table 7]



<b>Total</b>	<b>6,795</b>		<b>924</b>		<b>279</b>	
--------------	--------------	--	------------	--	------------	--

Source: MOE(2006.4), Population of Children from International Marriage Family in Each Level of Schools in 16 Cities in Korea, requesting data

## **2. Current Laws and Policies for Children of Multicultural Background** – *focus on educational opportunities and welfare*

Discourses on multicultural families are required to be approached not from a narrow viewpoint limited in domestically, but from a world-wide perspective under the spirit of reciprocity among countries. It is because immigrants and their children who chose Korea for their life, regardless of purposes such as working or marriage, used to be people of respect in their native countries and such respect must be regarded universally valid around the world. The other way around, when Koreans emigrate, they should be treated under the same universality. Therefore, the Korean government must adopt recommendations on immigrants' right and proper treatment from the United Nations, and domestic policies and fundamental laws should be created on the same context as the international norm. For this reason, this chapter examines international conventions and recommendations on fundamental rights of immigrants and their children, and based on these, domestic policies and laws will be critically reviewed.

### (1) International Regulations

The International Law of UN states all children shall not be discriminated due to their social condition and have rights to be protected as a status of minor through *Convention on the Rights of the Child (CRC)*. It also elucidates that opportunities for not only compulsory education, but also higher education must be accessible to all people tailored to their capacity. South Korea ratified CRC in November 20, 1990.

[Figure 1] suggests the main articles of the CRC.

**[Figure 1] *Convention on the Rights of the Child (CRC)*<sup>20</sup>**

**Article 2**

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

**Article 28**

1. States Parties recognize the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

- (a) Make primary education compulsory and available free to all;
- (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
- (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
- (d) Make educational and vocational information and guidance available and accessible to all children;
- (e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

UN also declared the *International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families* in December 18, 1990. This convention stipulates children of migrant workers to have the right to be educated and treated equally like other children of the country concerned, even though one of their parents stays or works illegally. It came into effect on July 2, 2003, but South Korea has yet to ratify this. [Figure 2] shows main articles of this convention.

**[Figure 2] *International Convention on the Protection of the Rights of All Migrant***

<sup>20</sup> <http://www.ohchr.org/english/law/pdf/crc.pdf>

## *Workers and Members of Their Families*<sup>21</sup>

### **Article 29**

Each child of a migrant worker shall have the right to a name, to registration of birth and to a nationality.

### **Article 30**

Each child of a migrant worker shall have the basic right of access to education on the basis of equality of treatment with nationals of the State concerned. Access to public pre-school educational institutions or schools shall not be refused or limited by reason of the irregular situation with respect to stay or employment of either parent or by reason of the irregularity of the child's stay in the State of employment.

### **Article 45**

1. Members of the families of migrant workers shall, in the State of employment, enjoy equality of treatment with nationals of that State in relation to:

(a) Access to educational institutions and services, subject to the admission requirements and other regulations of the institutions and services concerned;

(b) Access to vocational guidance and training institutions and services, provided that requirements for participation are met;

(c) Access to social and health services, provided that requirements for participation in the respective schemes are met;

(d) Access to and participation in cultural life.

2. States of employment shall pursue a policy, where appropriate in collaboration with the States of origin, aimed at facilitating the integration of children of migrant workers in the local school system, particularly in respect of teaching them the local language.

3. States of employment shall endeavor to facilitate for the children of migrant workers the teaching of their mother tongue and culture and, in this regard, States of origin shall collaborate whenever appropriate.

4. States of employment may provide special schemes of education in the mother tongue of children of migrant workers, if necessary in collaboration with the States of origin.

Prior to such efforts by the UN, the UNESCO had taken a leading role to declare education for children of diverse background and provide guidelines for educating those children. UNESCO has continuously set powerful recommendations

---

<sup>21</sup> <http://www.ohchr.org/english/law/pdf/cmw.pdf>

that promote member states to guarantee equal rights of education for all children without discrimination due to race, nationality and other social, economical, political condition.

The most fundamental one would be the *Recommendation against Discrimination in Education* declared in December 14, 1960. Suggestive principles the recommendation wish to ensure the application are the following<sup>22</sup>:

- (a) An international dimension and a global perspective in education at all levels and in all its forms;
- (b) Understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations;
- (c) Awareness of the increasing global interdependence between peoples and nations;
- (d) Abilities to communicate with others;
- (e) Awareness not only of the rights but also of the duties incumbent upon individuals, social groups and nations towards each other;
- (f) Understanding - of the necessity for international solidarity and cooperation;
- (g) Readiness on the part of the individual to participate in solving the problems of his community, his country and the world at large.

In particular, in terms of nationality or race, it says the member countries should “not allow, in any form of assistance granted by the public authorities to educational institutions, any restriction or preference based solely on the ground that pupils belong to a particular group, as well as give foreign nationals resident within their territory the same access to education as that given to their own nationals.”

## (2) Domestic Law and Policies

In retrospect, the historical context of Korea established with the liberation

---

<sup>22</sup> [http://www.unesco.org/education/pdf/RECDIS\\_E.PDF](http://www.unesco.org/education/pdf/RECDIS_E.PDF)

from colonial control by the Japanese Empire, may be natural for the overall Korean society, from constitutional order to individual mindset, to have prevailed by strong national consciousness. Emphasizing “loyalty toward the nation” and “succession and promotion of national culture” is still effective on in all forms of education as a fundamental principle. In fact, such extreme nationalism has contributed to conduct rapid and successful economic growth and modernization of Korea with high levels of efficiency and dynamics. However, at the same time, the homogeneity formed by strong nationalism has also brought some pathology like exclusive attitudes and closed mindedness toward other minor nationalities in the society. Under this context, in the course of nature, foreign workers and even mixed-blood people who have Korean nationality have been discriminated and ignored. Furthermore, such a nationalistic paradigm is reflected in institutional scheme of Korea as it stands. Comprehensive law schemes and policies related not only with education for children of multicultural background, but also their environment that determine their educational welfare.

#### **A. Review of the Constitution**

Clause 1 of **Article 6** in the Constitution of Korea states that “all treaties promulgated and contracted by the Constitution and international regulations admitted generally have the same force as domestic law.” However, without clear criteria for determining “international regulations admitted generally,” there are few international rules accepted by Korean law system. Lee & Choi (2006; pp.64-65) found many international conventions and regulations that Korean government did not ratify yet. Particularly, treaties of international organizations that Korea did not join, for example, the International Labor Organization (ILO), do not have effect domestically. Furthermore, Clause 2 of same Article states that “aliens are guaranteed their status in

terms of international regulation and treaties.” In reality, rather, their status used to be determined in terms of domestic law, and related law is not sufficient at that.

Clause 1 of Article 11 in the Constitution clearly states that “every person is equal under the law, so that no one is discriminated in every realm of political, economic, social and cultural life due to his or her gender, religion and social status.” In this clause, racial difference is not mentioned in the list as a reason of equality. Race is an inborn trait of a person, so it cannot be regarded as a social status. For this reason, mixed-blood people cannot be the subject of equality right even though they are Korean.

Some problems are also detected in several Acts grounded on such idea of the Constitution. However, it is also true that some trials to improve unjust clauses are set forth among governmental entities. Growing concerns on affirmative actions for minorities start to be discussed partially.

## **B. Review of the Korean Nationality Act**

In terms of achieving nationality, the Korean Nationality Act has the personal principle.<sup>23</sup> The Act does not allow a dual-nationality system; hence aliens cannot be Korean nationals without giving up their native nationality and going through the naturalization process. Since no one can enjoy rights guaranteed in the Constitution without Korean nationality, it is a type of force for an alien who wants to live with fundamental freedom to achieve the Korean nationality. Due to such an exclusive

---

<sup>23</sup> Clause 1 of Article 2 in the Nationality Act declares that one can achieve Korean nationality at birth if father or mother possesses Korean nationality at that time. Clause 1 of Article 3 declares that if one who are not Korean recognized by Korean father or mother is under age and one of parents is Korean at that time, he or she can achieve Korean nationality by reporting to the Minister of MOJ. (researched with ‘Nationality Act’ as a key word through webpage of Ministry of Government Legislation, <http://www.moleg.go.kr>)

nationality scheme, those who immigrate to Korea for employment or marriage used to suffer from giving up their origins and, sometimes, identity.<sup>24</sup>

However, the Korean Nationality Act has been improved toward less discrimination on different races and enhanced diversity by several amendments. First of all, it is noticeable that the Act abrogated *jus sanguinis* along with the paternal line that has caused discrimination on mixed-blood people in its amendment of 1997 and transferred to that along both paternal and maternal line.<sup>25</sup>

Moreover, the amendment of 2004 eased requirements of achieving Korean nationality for marriage immigrants, which enhances the welfare of their families. Before 2004, in order to achieve Korean citizenship, a foreign spouse must stay in Korea for two years after marriage, be equipped with some capacity (such as naturalization qualification test) and be permitted by the Minister of MOJ. However, if a Korean spouse is missing, dies, or unilaterally cancels the marriage at his discretion while a foreign spouse stays in Korea but does not get Korean nationality yet, the foreign spouse and their children cannot help facing considerable difficulties for living in Korea without nationality. In such cases, nationality of those children would be unstable, which may affect their school enrollment. For this reason, the amendment of 2004 reflected such difficulties of marriage immigrants and declared that foreign spouses with failed marriage, not by their mistakes and who raise underage children can achieve Korean citizenship even though the period of their

---

<sup>24</sup> For this reason, Lee & Choi (2006; pp.79-80) criticized that naturalization-centered policy does not always contribute to enhance the integrity of the society and suggest that Korea must take account for dual nationality system so as to protect immigrants' human rights and make the society more diverse and open for them.

<sup>25</sup> In the society that admits only paternal line, children whose father is foreigner could not achieve Korean nationality. Under such a system, those children used to be deleted from census register or, sometimes, listed as children of their grandparents. Due to such distorted legal status, those children easily suffered from disadvantages in social activity and invasion of human rights.

residency is less than two years. (Clause 2 of Article 6<sup>26</sup>)

However, some argue that requirements for naturalization should be even easier and shorter since it is still very difficult for these immigrants to prove their innocence about breaking marriage and their situation with insufficient capacity of using Korean language and understanding complex legal procedure.<sup>27</sup>

### **C. Review of the *Korean National Human Rights Commission Act***

Clause 4 of Article 2 in the *Korean National Human Rights Commission Act* defines the act of discrimination as below<sup>28</sup>:

*The act of discrimination that invades the equality right means such behavior described below (a~d) by reason of gender, religion, disability, age, social status, native place (birthplace, legal domicile, domicile of origin, one's main residential district before being adult, etc.), native state, ethnicity, physical condition (appearance, etc.), marriage type (married, unmarried, remarried, virtually married, separation, divorce, bereavement, etc.), pregnancy or parity, family type and status, race, color, ideology, political opinion, previous conviction, sexual preference, schooling, military career and so forth.*

- a. Privileged treatment, exclusion, distinction, or unjust treatment on a certain person in the situation related employment (invitation, training, posting, promotion, wage, age limit, retirement, lay-off, etc.)*
- b. Privileged treatment, exclusion, distinction, or unjust treatment on a certain person in the situation related supply or use of service, goods, transportation, land, housing, etc.*
- c. Privileged treatment, exclusion, distinction, or unjust treatment on a certain person in the situation related education, training and its use in educational*

---

<sup>26</sup> It was searched under the “Nationality Act” as a key word through the webpage of Ministry of Government Legislation (<http://www.moleg.go.kr>).

<sup>27</sup> Soh, Ra mi (2005), *Current status and problem of supporting law for immigrant women in international marriage families*, Center for human rights of Immigrant women, a material of a forum for 3th anniversary of the Center (unpublished manuscript).

<sup>28</sup> It searched with “Korean National Human Rights Commission Act” as a key word through webpage of Ministry of Government Legislation (<http://www.moleg.go.kr>)



*facilities or vocational training institutes.*

*d. Sexual harassment*

Exceptionally, the clause distinguishes efforts of *provisional* preference toward a certain person or group for remedy existing discrimination from acts of discrimination described above. This Act is worthwhile since it clearly states that discrimination on one's native state, race, and appearance would be illegal and tries to adopt affirmative actions for minor who have suffered by discrimination thus far.

**D. Review of the *Fundamentals of Education Act***

In fact, no Articles in the *Fundamentals of Education Act* reflect evident facts that children of multicultural background are actually “different.” Consequently, they would suffer from language problems and cultural confusion in their everyday lives both in school and family, identity crisis, and sense of alienation among peer group. For example, Article 4 of this Act presents equal opportunities in education. It says that “every people shall not be discriminated in education because of gender, religious, belief, social position, economical status or physical condition.<sup>29</sup>” Since this fundamental declaration has symbolic meaning to many other subordinate acts and law, it should include people who embrace diverse cultures and racial traits in themselves as a minority.

**E. Review of the *Act on Elementary and Secondary Education***

Article 19 in the *Elementary and Secondary Education Act*<sup>30</sup> states that, when an alien's child want to enter an elementary school in Korea, the guardian should

---

<sup>29</sup> It was searched with “Fundamentals of Education Act” as a key word through webpage of Ministry of Government Legislation (<http://www.moleg.go.kr>)

<sup>30</sup> *ibid.*

submit verification of registration as an alien, that of legal immigration from the KIB, and admission of residence as an alien to the principal of the school their children will register. This is quite an intricate process especially for aliens who are not familiar with formal Korean language. Also if the alien's status has changed by trouble with the Korean spouse such as divorce or fraud, they cannot be admitted as legal immigrants, consequently their children cannot enter in the public education in Korea, because one of their parents is not qualified as a proper protector.

The *Elementary and Secondary Education Act* also clearly states the necessity and condition of "school of aliens" for the students who experience diverse nationality and cultural background (Article 60, Clause 2). However, because of complicated and tough entrance conditions, children of multicultural background cannot easily access schools.<sup>31</sup> Even though children of multicultural background experience difficulties to adopt themselves in regular schools, they do not have any alternatives to choose.<sup>32</sup>

Fortunately, efforts for improvement of those problems have been made possible by the government gradually in response to pressure for caring multicultural children. For example, in November 17, 2006, it announced that Article 19 in this Act was amended to ease existing complicated process for entrance of multicultural children. In order to enter the elementary or secondary schools, guardian of these children can replace several complex verifications with one document which can prove that they reside within the corresponding school district at that time.

---

<sup>31</sup> In order to enter the school of aliens, students must have citizenship of other country, or, in case of Korean, they must have experiences that lived foreign countries more than 5 consecutive years. High cost of the school is one of the entrance barriers.

<sup>32</sup> Some people who do not agree on the expansion of schools of aliens and argue that schools of aliens will generate not only a sense of incongruity in the society but also greater amount of private education cost in order to enter those schools. This is typically presenting the fact that Korea has been experienced unduly homogeneous race and unitary nation for too long time and that it is very hard to change deep value system and way of thinking in a relatively short time.

Also, in Article 60 Clause 2, students who have citizenship as Korean can enter schools of aliens only with more than 2 years residence in a foreign country instead of more than 5-consecutive year residence. These changes are very suggestive cases since it makes children from multicultural family access to the public education more easily and also exercise their right to choose their own place of education.

**F. The *Fundamentals of Treatment for Leaving-in-Korea Aliens Act*** (Tentative)

In fact, there have been no immigrant policies for foreigners in Korea. Lately, under the Prime Minister, the “**Committee of Policy for Aliens**” was established which consists of 17 related ministries such as MOJ, MOE, MOFE (Ministry of Finance and Economy), MOGAHA (Ministry of Government Administration and Home Affairs), and MOFAT (Ministry of Foreign Affairs and Trade). They manifest the *coexistence* with aliens and pursue the *globalized and multicultural society*. Their role is to deliberate and provide advice on every policy for aliens who would live in Korea for their lives.

Based on this committee, MOJ proposed the “**Fundamentals of Treatment for Leaving-in-Korea Aliens Act (tentative)**” in May of 2006. One of the purposes of this fundamental is “to help not only aliens who got married with Korean but also children from those parents successfully adopt to Korea, to minimize cost of conflict resolution or social welfare estimated to be created from those children’s maladjustment, and to secure human capital in the future ultimately.” Articles related with children of multicultural background are as below;

**[Figure 3] *Fundamentals of Treatment for Leaving-in-Korea Aliens Act***

**Article 19**

2. The government should make proper educational curriculum so that children of leaving-in-

Korea aliens are not excluded or discriminated unreasonably in schools and social activities due to ethnicity of themselves or their parents.

**Article 22**

2. The central and municipal government should support nurturing and educating for children of marriage immigrants who are under school age.
3. The government should manage special curriculum for children of marriage immigrants who have physical, mental, or verbal disabilities.

As a result of requesting the current situation of this act to MOJ via its homepage and search for the homepage of National Assembly, this Act was submitted to the National Assembly on December 5, 2006 and is still pending within the Legislation and Judiciary Committee of the National Assembly as of April 27, 2007.

**G. Committee for Correction of Disparity and Discrimination**

In response to increasing concerns on multicultural society, cooperating with the Prime Minister, MOGEHA, MOHW, MOE, MOJ, MOGAHA, MOCT (Ministry of Culture and Tourism), and MOIC (Ministry of Information and Communication), the committee for Correction of Disparity and Discrimination was established to provide **Basic Policy for Integration of the Mixed-Blood and Immigrants** and **Master Plan for Family of Women Marriage Immigrants** in May 2006.

The Basic Policy aims completion of the Antidiscrimination Law as soon as possible as a fundamental law for people of multicultural background. It contains several policies for multicultural children as below:

- ✓ To replace “mixed-blood“ that connotes discrimination on races with more neutral terminology through public subscription;
- ✓ To strengthen multicultural education in schools by eliminating undue nationalism and discriminative factor and reflecting multiculturalism and human rights in curricula of elementary and secondary education;
- ✓ To provide financial support for nurturing and school fee of multicultural

children;

- ✓ To introduce professional consultant, mentoring system, one-to-one relationship with peer and guardian teacher for multicultural children; and
- ✓ To provide training programs and incentive for teachers of multicultural education

The Master Plan focuses more on women immigrants, which reflects the fact that around 90% of marriage immigrants are women, and the role of mother is crucial for their children. Hence, this plan includes diverse devices to promote practical managing of multicultural education but duplicated with the Basic Policy in some extent. Key contents related with children of multicultural background are as below:

- ✓ To support women immigrants to enhance educating ability inside family – establish education supporting system in each Local Office of Education and distribute guide books in diverse languages to foreign mothers so as to be informed about school affairs of their children;
- ✓ To promote policies to develop materials for consulting children of multicultural background;
- ✓ To adopt school investigation that assess the educational atmosphere for children of women immigrants and reflect the result to the school assessment, furthermore, assessment of Local Office of Education;
- ✓ To operate after-school special programs at individual schools related with *system of accountability to guarantee basic level of academic performance*; and
- ✓ To designate person in charge of multicultural education in each level of Office of Education

## **H. Ordinances from Local Governments**

It is remarkable that local self-government entities recently take significant emphasis on children of multicultural background within their district. For example, **Chungchoeng province** decided to finance education for students and preschool

children from international marriage family freely *regardless* of family income level<sup>33</sup>.

**Kyungki province** Office of Education proposed special learning program for children of multicultural family so as to enhance their basic capacity of academic achievement. University students, general citizen or local volunteers who are good at communicating in diverse languages participate in this programme and intensively teach reading, writing, speaking, and mathematics after school.<sup>34</sup>

Also **Joebuk province** established a task force team inside their Local Offices of Education charging of issues and policies about multicultural background children in their district. They are operating not only educational services for children, but also language and culture program for aliens who got married with Korean spouse. As a municipality that has second largest population of marriage immigrants in Korea, Joebuk Office of Education is the leading organization that adopts policies from central government and develops them tailored to their own situation. Main projects they are running as below<sup>35</sup>;

- ✓ Periodical investigation on population and spread of multicultural families and their children;
- ✓ Produce educational manual in English, Chinese, and Japanese<sup>36</sup> and distribute freely to marriage immigrants period of school entrance;
- ✓ Hold annual camp or travel for foreign mother and children and events or festivals that involve also native Korean mother and students;
- ✓ Promote teachers to develop better curriculum for their class with multicultural children by operating contests of good cases of teaching and learning
- ✓ Operate a task force team for *Onnurian* family and children so as to share useful

---

<sup>33</sup> *Support nurturing fee for international marriage families*, Chosun Ilbo, Nov. 11 2006

<sup>34</sup> Kyungki Office of Education, operate special programmes for children of multicultural background, Yeonhap News, Mar, 10 2006.

<sup>35</sup> Onnurian Edu Plan (2006), Jeonbuk Office of Education

<sup>36</sup> It is because that more than 80% of marriage immigrants are Japanese and Chinese-Korean in Jeonbuk province.

information.

## **IV. Comparison with OECD Countries**

*- Using Data of PISA 2003*

Up to now, rapid growth of racial diversity and that of the number of multicultural background children was presented. Consequently, sufficient and effective education was required to secure proficient human resource and to integrate the society without conflict. To achieve this, existing educational paradigm should be transferred to new and supportive regulations. In order to make effective laws and policies, practical understanding on the actual situation – the problems, beneficiary of the policies and their conditions – should be the very first step.

The Korean situation seems like to be at such a stage. Respective governmental Ministries and politicians have produced many ideas and bills in a relatively short time as response to growing concerns and demands. However, they failed to present objective and reliable information on exact scale and spread of multicultural population and their current situation.

Hereafter, PISA (Programme for International Students Assessment)<sup>37</sup> data of 2003 collected by OECD will be statistically analyzed in order to draw some implications for such information in Korea. The assessment is composed of four categories – mathematics, reading, science, and problem solving. Also, a series of questionnaire that asks respondent students' socioeconomic condition and attitudes is conducted with the assessment. In these questionnaire, questions on family

---

<sup>37</sup> PISA (Programme for International Students Assessment) is a project of OECD that is conducted to 15 years students in OECD members' country at three-year interval. It assesses those students' level of achievement in mathematics, reading, science and problem solving and compares the results by countries so as to use as a useful reference for policy development. Sample students are draw from each country considering population scale and regional balance. The first assessment was conducted in 2000, the second in 2003, and the third in 2006. In this study, data of 2003 was used since that of 2006 is still unpublished as of April 30 in 2007.

environment (for example, birth country of mother and father) that make it possible to judge whether a student has multicultural background or not are indicated. Since the object of this study is children of international marriage between foreign spouse and Korean, it would be useful to analyze the result of the questionnaire and compare academic performance of students with multicultural background to that of students with native-born mother in each country. It would be also possible to grasp attitudes of those students in schools using several questions on their feeling and thoughts toward teachers, peers and school.

In this chapter, using PISA data of 2003, current situation of multicultural in OECD member countries will be compared and that of multicultural children in Korea will be deduced on the basis on those comparisons. It is expected for Korean policy makers to draw implications on how to construct the actual investigation on multicultural children and where to focus more concerns and efforts using the result of this analysis. Furthermore, it would be possible to review current policies and laws on education for multicultural peoples by examining their counterpart in countries with unique results. In fact, it is unreasonable to accept or ignore other countries' cases unconditionally since each has its own historical context and condition. Therefore, taking instructions from other cases should be based on the situation of Korea.

As the main variable that affects the academic achievement and attitude of multicultural children, the birth country of mother will be used. The father's birth country is controlled is because, in Korea, most married immigrants who reside in Korea are women (According to KIB, as of 2005, 88.8% of marriage immigrants are women).<sup>38</sup> Therefore, it would be more implacable for Korean policymakers to refer

---

<sup>38</sup> As several preceding literatures indicated (Kim Minjung, 2003; Cho, 2000; Jeon, 2002; Kim, 2004), men immigrants for marriage who take around 10% of total marriage immigrants may be divided into two types; professionals from advanced countries and unskilled workers from developing countries. The



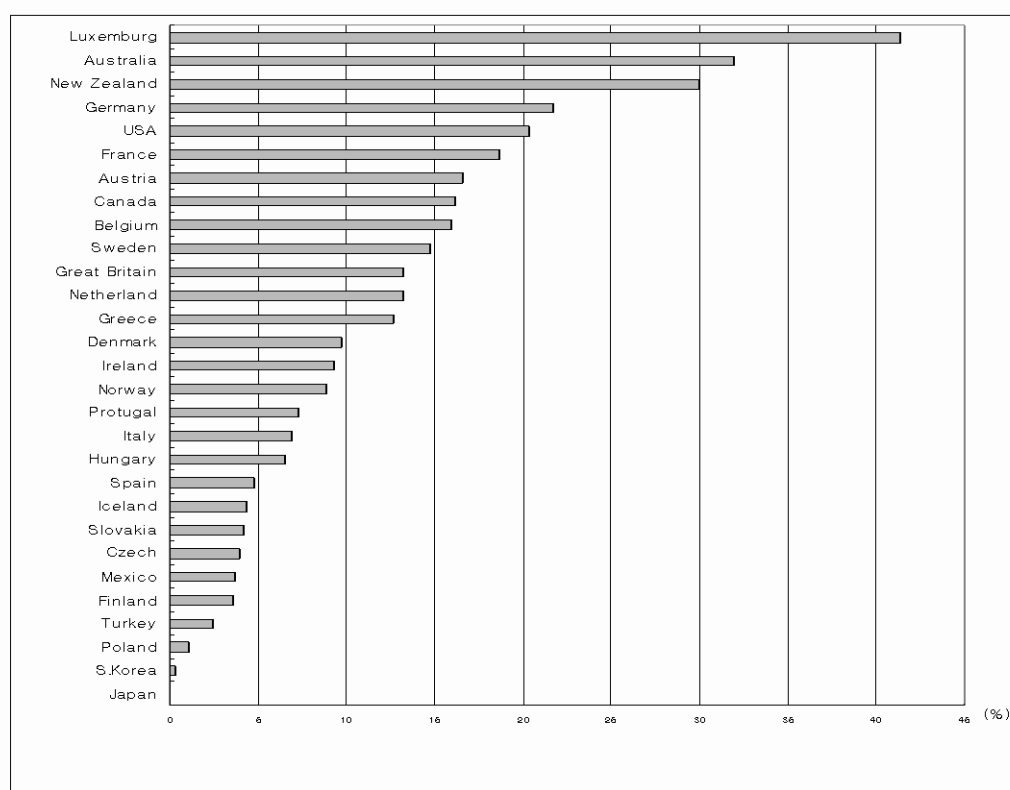
this result in the data analysis.

## 1. Influence of Mother's Cultural Background on Academic Achievement of Students

### (1) Share of Students Whose Mother Was Born Overseas

Except for missing data of Switzerland, share of students with foreign-born mother in OECD member countries are depicted [Figure 4] below:

**[Figure 4] Share of Students with Foreign-born Mother in OECD Countries (%)**



**Note:** Data of South Korea is missing in this dataset. Australia, New Zealand, Germany, USA, and France are typical immigrant countries designated by the UN. Luxemburg is not an immigrant country, but traditionally, there has been the highest portion of foreigners among EU countries since there has been many people from adjacent countries.

---

former, married couples usually leave Korea and enter husbands' country with high possibility. Even though they remain in Korea, those couples possess a certain degree of socioeconomic condition. Therefore they are hardly included in the scope of this study as a type of international marriage. The latter, as mentioned previously, many of unskilled workers have vague, sometimes illegal status for staying in Korea; hence they may not be proper for this study. For these reasons, birth country of father is controlled.

Typical immigrants' states – Australia, USA, New Zealand, France, Germany, and Great Britain – have relatively high shares of respondent children with foreign-born mother. In case of Luxemburg that is showing the highest share of students with foreign-born mother reflects the fact that it has the highest proportion of foreigner among EU countries.<sup>39</sup>

Korea and Japan are usually regarded as countries of strong and tradition homogeneity, showing an extremely small quantity of foreign mother. In actuality, it is almost impossible for two countries to provide reliable estimates with such unduly small sample.

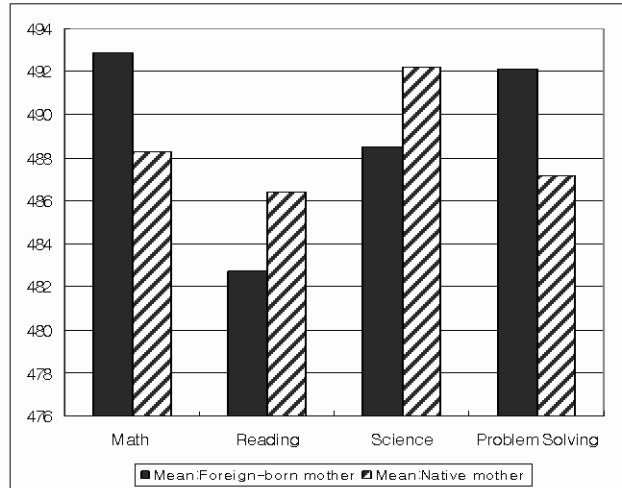
## (2) Differences in Academic Achievement by Mother's Birth Country

Respondent students are classified by mother's birth country, student with foreign-born mother and that of native mother, and their academic performance are compared. To conduct this, two-sample t-test were conducted with 95% level of confidence. On the whole, before sorting by country, the result of comparison is as [Figure 5] below:

### **[Figure 5] Mean Difference between Students with Foreign-Born and Native-Born Mother**

---

<sup>39</sup> As of 2006, in Luxemburg, 35.9% of the entire population is taken by foreigner. (<http://www.luxbed.or.kr/lux4.html>)



**Note:** In mathematics and problem solving, children with foreign-born mother achieved higher scores than those with native-born mother, while achieved lower scores in read and science. It may be interpreted that, in general, children with foreign-born mother show more weaknesses in reading and science which require higher linguistic capabilities than mathematics and problem solving.

In respective categories, p-value resulted to 0.0000 meaning that there is a significant difference of mean score between these two groups. In mathematics and in problem solving, students with foreign-born mother present higher score than that with native mother, while lower score in reading and science. This result may reflect the fact that children with foreign mother could face difficulties in language of corresponding country. It would be harder for them to interpret and solve reading and science problems than children of native mother since those problems require high linguistic ability. However, in case of mathematics and problem solving, problems are suggested with numbers and equations that require relatively lower linguistic ability.

With surveying individual countries, interesting patterns are examined. As a result of two sample t-test<sup>40</sup>, from [Table 10-1] to [Table 10-4] present the difference in mean score of each category – mathematics, reading, science and problem solving between two groups of students.<sup>41</sup>

<sup>40</sup> The null hypothesis of this analysis was that mean score of two students groups were not different.

<sup>41</sup> In those tables – from [Table 10-1] to [Table 10-4], data of Japan is missing. Data of South Korea is

**[Table 10-1] Mean Difference between Students with Foreign-born  
and Native Mother – Mathematics**

	Mean of students with Foreign-born mother (A)	Mean of students with Native mother (B)	Mean Difference (B)-(A)
Great Britain	528.8649	521.9179	<b>-6.947</b>
Canada	536.1372	529.5852	<b>-6.552</b>
Australia*	534.4887	533.7249	<b>-0.7638</b>
USA	419.009	420.8389	1.8299
Ireland*	506.4429	512.9005	6.4576
Hungary*	487.7179	496.2391	8.5212
Portugal	455.47	470.6046	15.1346
New Zealand	527.0933	544.6051	17.5118
Slovakia	490.6027	509.2589	18.6562
Czech	517.768	542.8871	25.1191
Iceland	495.3262	520.9908	25.6646
Turkey	404.9207	431.764	26.8433
Greece	424.5185	452.6192	28.1007
Italy	473.2501	502.2175	28.9674
Spain	467.4079	500.1733	32.7654
Luxemburg	479.3783	514.444	35.0657
Poland	454.1617	491.7438	37.5821
France	491.5619	530.6544	39.0925
Finland	504.3231	547.8327	43.5096
Norway	461.1307	510.8856	49.7549
Austria	469.7893	525.1346	55.3453
Denmark	472.8246	529.6587	56.8341
Netherlands	502.288	560.902	58.614
Sweden	467.0761	527.9701	60.894
Germany	458.8932	533.1117	74.2185
Korea	463.6194	546.323	82.7036
Belgium	478.6262	561.369	82.7428
Mexico	326.7886	413.9495	87.1609

**Note:** \* means that p-value is greater than 0.05. It shows that there are significant differences in mean score between two groups of students. In case of Great Britain, Canada, and Australia, students of foreign-born mother show higher achievement in mathematics. Conversely, scores of students of foreign-born mother are far behind from those of students of native mother in Mexico, Belgium, Korea, Germany, Austria, Finland, and so forth.

**[Table 10-2] Mean Difference between Students with Foreign-born  
and Native Mother – Reading**

---

included but the result is not significant because of relatively small number of observation.

	Mean of students with Foreign-born mother (A)	Mean of students with Native mother (B)	Mean Difference (B)-(A)
Great Britain*	523.4697	519.2795	<b>-4.1902</b>
Canada*	528.4787	525.2235	<b>-3.2552</b>
Hungary*	486.4871	486.2944	<b>-0.1927</b>
Australia*	534.0432	535.845	1.8018
Turkey*	443.4075	450.6743	7.2668
Portugal*	471.7574	479.1743	7.4169
Ireland*	517.1073	524.8417	7.7344
Slovakia	463.7999	479.1796	15.3797
New Zealand	522.794	543.3602	20.5662
Czech	489.8107	512.4361	22.6254
Iceland	475.2914	498.2074	22.916
Greece	446.2136	477.2888	31.0752
Italy	474.2833	505.758	31.4747
Korea*	507.7836	540.3226	32.539
USA	486.313	522.295	35.982
France	474.5036	514.9272	40.4236
Spain	455.2724	496.6319	41.3595
Denmark	463.3815	504.9002	41.5187
Norway	466.7183	512.8432	46.1249
Netherlands	488.1684	534.5057	46.3373
Sweden	479.4973	528.3955	48.8982
Finland	493.1878	544.0292	50.8414
Luxemburg	455.77	509.0075	53.2375
Austria	448.5559	510.1403	61.5844
Belgium	462.2118	536.6989	74.4871
Poland	422.6053	499.2788	76.6735
Germany	443.5199	525.8016	82.2817
Mexico	343.1672	428.4343	85.2671

**Note:** \* means that p-value is greater than 0.05. It shows that there are significant difference in mean score between two groups of students. In case of Great Britain, Canada, and Hungary, students of foreign-born mother show higher achievement in reading. Conversely, scores of students of foreign-born mother are far behind from those of students of native mother in Mexico, Germany, Belgium, Austria, Korea, Finland, and so forth.

**[Table 10-3] Mean Difference between Students with Foreign-born and Native Mother – Science**

	Mean of students with Foreign-born mother (A)	Mean of students with Native mother (B)	Mean Difference (B)-(A)
Turkey*	448.7631	436.9066	<b>-11.8565</b>
Great Britain*	534.1701	526.9329	<b>-7.2372</b>
Australia*	532.232	536.1032	3.8712
Canada	516.1826	520.2389	4.0563

Ireland*	508.2772	513.9656	5.6884
Hungary*	499.5421	509.9199	10.3778
Portugal	459.2255	471.9574	12.7319
Slovakia	489.10128	505.8178	16.71652
Iceland	481.2743	500.3803	19.106
New Zealand	520.4968	545.1462	24.6494
Czech	521.3272	547.6365	26.3093
Italy	490.6115	519.5009	28.8894
Greece	457.8161	487.7009	29.8848
Spain	457.2132	495.6434	38.4302
USA	479.6665	519.1943	39.5278
Finland	506.1172	548.5034	42.3862
Luxemburg	464.842	508.153	43.311
France	489.9026	534.3974	44.4948
Norway	446.9965	501.2356	54.2391
Poland	442.3061	499.4787	57.1726
Netherlands	485.4927	546.6615	61.1688
Denmark	428.727	490.7282	62.0012
Austria	442.2486	511.0054	68.7568
Mexico	358.3563	428.2907	69.9344
Sweden	456.7442	526.7555	70.0113
Korea	467.7188	542.8518	75.133
Belgium	459.342	536.5224	77.1804
Germany	448.2905	538.0291	89.7386

**Note:** \* means that p-value is greater than 0.05. It shows that there are significant differences in mean score between two groups of students. In case of Turkey and Great Britain, students of foreign-born mother show higher achievement in science. Australia, Canada, and Ireland are still showing small gap between two groups of students as like in [Table 10-1] and [Table 10-2]. Conversely, scores of students of foreign-born mother are far behind from those of students of native mother in Germany, Belgium, Korea, Austria, Mexico, Finland, and so forth.

**[Table 10-4] Mean Difference between Students with Foreign-born and Native Mother – Problem Solving**

	Mean of students with Foreign-born mother (A)	Mean of students with Native mother (B)	Mean Difference (B)-(A)
Great Britain	528.0288	519.5354	<b>-8.4934</b>
Canada	534.0849	528.8682	<b>-5.2167</b>
Hungary*	504.1658	505.5204	1.3546
Ireland*	501.1582	506.8537	5.6955
Australia	534.2098	541.4344	7.2246
Portugal	455.2968	472.8794	17.5826
New Zealand	534.2128	552.9865	18.7737
Slovakia	483.6149	503.4251	19.8102
Czech	516.427	540.2363	23.8093
Greece	431.8175	457.0472	25.2297
Turkey	390.0427	416.2203	26.1776
Italy	472.2753	503.4436	31.1683
Spain	465.7575	497.9847	32.2272
USA	470.3043	502.7771	32.4728

Iceland	475.9398	510.3298	34.39
Luxemburg	479.8363	514.5078	34.6715
France	498.2206	537.2544	39.0338
Finland	508.2552	549.0353	40.7801
Austria	472.9944	521.7381	48.7437
Sweden	472.7369	523.4081	50.6712
Norway	453.736	506.6324	52.8964
Denmark	473.9488	531.6853	57.7365
Netherlands	480.6008	541.6796	61.0788
Poland	421.671	487.2364	65.5654
Germany	465.5652	541.9999	76.4347
Belgium	477.193	554.3503	77.1573
Korea	474.7898	552.4754	77.6856
Mexico	320.1342	415.4455	95.3113

**Note:** \* means that p-value is greater than 0.05. It shows that there are significant differences in mean score between two groups of students. In case of Great Britain and Canada, students of foreign-born mother show higher achievement in problem solving. Australia, Canada and Ireland are still showing relatively small gap between two groups of students as like in [Table 10-1], [Table 10-2] and [Table 10-3]. Conversely, as like previous subjects, scores of students of foreign-born mother are far behind from those of students of native mother in Mexico, Belgium, Germany, Belgium, Korea, Austria, Finland, and so forth.

In case of Australia, Canada, Great Britain, Ireland, Hungary, there are no significant differences in academic achievement between the two groups of students. Rather, students of foreign-born mother showed higher score than those of native mother in statistically significant level. It is estimated that students of multicultural background are guaranteed to enjoy identical opportunities of learning as general students and perform their academic work in excellence without difficulties.

On the other hand, in Germany, Austria, Finland, Poland, Belgium, Mexico, Korea, and so forth, show visible gaps between two student groups. In general, students of foreign-born mothers recorded lower level of academic performance.

### (3) Difference in Schooling Years of Foreign-born and Native Mothers

As another variable for students' academic performance, schooling years of mother are examined. Mothers' education level seems to be worthwhile as an index to

estimate children’s academic achievement since mothers usually have great influence on their children’s early linguistic capacity. It is obvious that such an early capacity affects their academic performance. To examine the schooling years of foreign-born mothers would be an index to estimate children’s academic achievement.

To calculate years of schooling of mothers, ISCED (International Standard Classification of Education) system was used in the PISA 2003 questionnaire. ISCED was designed by UNESCO in the early 1970’s to serve “as an instrument suitable for assembling, compiling and presenting statistics of education both within individual countries and internationally.<sup>42</sup>” The present classification, now known as ISCED 1997, was approved by the UNESCO General Conference at its 29<sup>th</sup> session in November 1997. The classification is described as [Table11] below:

**[Table 11] International Standard Classification of Education (ISCED) 1997**

Level	Fields of Education	Converted Years of Schooling <sup>43</sup>
0	Pre-primary education	0 year
1	Primary education or First stage of basic education	6 years
2	Lower secondary education or Second stage of education	9 years
3	Upper Secondary education	12 years
4	Post-secondary non tertiary education	-
5	First stage of tertiary education (not leading directly to an advanced research qualification)	More than 16 years
6	Second stage of tertiary education (leading to and advanced research qualification)	

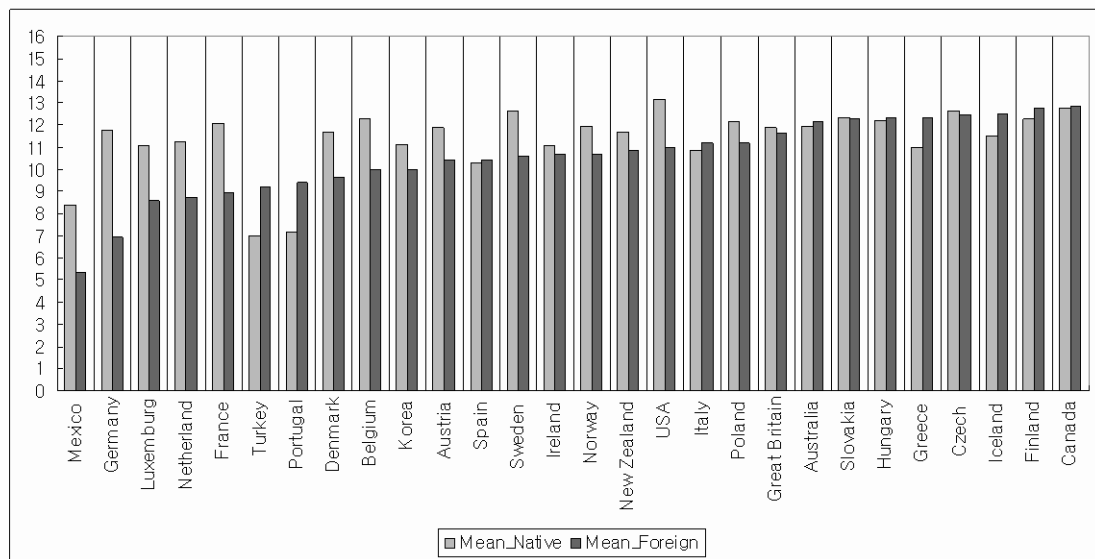
[Figure 6] is showing the difference in schooling years calculated from ISCED 1997 of foreign-born and native mother by countries.

<sup>42</sup> International Standard Classification of Education(ISCED), November 1997, UNESCO ([http://www.unesco.org/education/information/nfsunesco/doc/isced\\_1997.htm](http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm))

<sup>43</sup> For convenience, years of schooling is calculated on the basis of Korean education system.



**[Figure 6] Mothers' Schooling Years by Countries (%)<sup>44</sup>**



**Note:** Schooling years of mothers is presented. Schooling years of foreign-born mothers are arranged from low level in left side to high in right. Most of countries are showing a certain difference between schooling years of foreign-born mothers and native-born mothers. To some extent, it is clear that countries of low level of education of foreign-born mothers show more educational gap between two groups of mothers. Mexico, Germany, Luxemburg, France, and Netherlands have relatively significant difference. On the contrary, Australia, Canada, Czech Republic, Great Britain, Ireland, Slovakia, and Spain show no difference between two types of mothers. Exceptionally, foreign-born mothers are showing higher years of schooling in Greece, Iceland, Finland, Portugal, and Turkey.

Regardless of countries and birth countries of mothers, the highest frequency of mother's completed years of schooling is 12 years meaning upper secondary school – high school in Korea.

Commonly, two patterns are indicated. First, in most countries, the number of foreign-born mothers who completed less than 6 years of schooling is greater than that with native mothers. It shows, in general, the level of education of foreign-born mother is lower than that of native mother.

Second, unlike the trend above, the number of foreign-born mothers who have more than 16 years of schooling is greater than that of native mother. More than 16

<sup>44</sup> Data of Japan and Switzerland are missing in this case.

years of schooling means the case of achievement more than Masters' degree in graduate school of general university. To that end, foreign-born mother of more than 16 years of schooling, with a high possibility, might immigrate to continue further studies or job of higher level of income. In such case, children with these mothers would be positively affected.

It is hard to draw general regularity in mothers' schooling years in total since there are too many different cases in each country. However, some countries – Mexico, Austria, Belgium, Germany, Netherlands, and France – have particularly high gaps in schooling years between foreign-born and native mothers.<sup>45</sup> Conversely, in Australia, Canada, Hungary, the gap in schooling years between two groups of mother are not significant. It is remarkable that those countries, on previous [Table 10], showed little differences in academic achievement between children with foreign-born mother and that of native mother.

#### (4) Influence of Mother's Birth Country and Schooling Years on Academic Performance of Children

In order to estimate the influence of mother's birth country and level of education on children's academic achievement, an equation for a multiple regression analysis was established as below;

#### **[Equation 1] Multiple Regression Analysis on Influence of Mothers' Cultural Background**

<p><b>Academic achievement of children</b>  <math>= a + b_1 \cdot \text{mothers born in test country}^{46} + b_2 \cdot \text{schooling years of mother}</math></p>
--

<sup>45</sup> It is possible to argue that mothers' level of education depends on the immigration policies in each country. For example, Canada reflects mothers' schooling years to the point for permission of immigration so that higher level of education is an advantageous factor for entering Canada. However, it would not be a decisive factor since some other countries do not count mothers' education, but present same patterns in terms of children's performance. For this reason, immigration policies are not taken into account in this study, but just focus on the influence of mothers' education on their children.

<sup>46</sup> If a student checked his or her mother was born in other country, 'mothers born in test country' was

Following [Table 12] arranged  $b_1$  and  $b_2$  of each country.

**[Table 12]  $b_1$ ,  $b_2$  and Standard Error of the Estimate in OECD Countries**

Country	Number of	Mathematics		Reading		Science		Problem Solving	
		mtcount ry	meduc (s.e)	mtcount ry	meduc (s.e)	mtcount ry	meduc (s.e)	mtcount ry	meduc (s.e)
Total	173,307	-8.73 (0.7182)	9.4551 (0.0604)	-0.3261 (0.7042)	8.1961 (0.0592)	<b>-0.4607*</b> <b>(0.7254)</b>	8.8387 (0.061)	-9.067 (0.72)	9.5782 (0.06)
Australia	7709	<b>-0.8616*</b> <b>(2.2772)</b>	5.5513 (0.3)	1.8068* (2.3036)	5.055 (0.3035)	3.8896* (2.4405)	6.2107 (0.3216)	7.2385 (2.1653)	5.1171 (0.2853)
Canada	17450	-6.5328 (1.7529)	6.3401 (0.2689)	-3.8123 (1.7958)	5.1888 (0.2754)	4.0696 (1.9698)	7.001 (0.3021)	-5.2835 (1.7735)	7.0818 (0.272)
Great Britain	5522	-9.2778 (3.4323)	7.6644 (0.4138)	<b>-5.778*</b> <b>(3.4846)</b>	7.5184 (0.4201)	-9.2022 (3.8846)	8.8787 (0.4684)	-10.3733 (3.4464)	7.3123 (0.4155)
France	2605	13.9216 (4.528)	7.4451 (0.5117)	16.0727 (4.7041)	7.5742 (0.5316)	16.741 (5.4486)	8.4825 (0.6157)	15.6352 (4.5809)	6.8233 (0.5177)
New Zealand	2404	15.8216 (4.0519)	6.4 (0.54)	19.6513 (4.3779)	6.3961 (0.5835)	22.6331 (4.3953)	6.8233 (0.5858)	17.6701 (3.9973)	5.8201 (0.5328)
Slovakia	5555	15.9129 (5.8645)	11.5 (0.5298)	12.502 (5.839)	9.8029 (0.5275)	13.1714 (6.4173)	12.1857 (0.5797)	16.9302 (5.7955)	11.5631 (0.5236)
Czech	4174	18.53 (7.3304)	16.2398 (0.7499)	17.8981 (7.0746)	13.7849 (0.7347)	19.9771 (7.9009)	16.0093 (0.8083)	17.4396 (7.0562)	13.3629 (0.7218)
USA	2723	20.2218 (4.342)	8.3358 (0.6219)	18.427 (4.5549)	8.2778 (0.6525)	20.6136 (4.6911)	8.903 (0.672)	13.7464 (4.5128)	8.9323 (0.4646)
Portugal	3176	23.7647 (5.6451)	5.0881 (0.2695)	15.2053 (6.0416)	4.5086 (0.2884)	21.2621 (6.0747)	4.8655 (0.29)	26.0421 (5.9727)	4.8583 (0.2851)
Luxemburg	2225	25.9018 (3.7586)	5.2476 (0.4034)	43.6398 (3.9529)	4.9714 (0.4242)	32.1232 (4.1479)	5.782 (0.4451)	26.7224 (3.798)	4.5793 (0.4076)
Poland	3512	29.0446 (14.0472)	9.9594 (0.7048)	67.0091 (14.9446)	10.0872 (0.7498)	45.3784 (15.796)	12.3101 (0.7926)	56.042 (13.8966)	9.94 (0.6973)
Italy	8570	29.763 (3.8121)	7.6414 (0.3483)	32.8759 (3.9046)	7.8549 (0.3567)	30.6398 (4.213)	8.5492 (0.3849)	32.5437 (3.8968)	7.2233 (0.356)
Ireland	2819	<b>3.0486*</b> <b>(5.3518)</b>	6.1449 (0.5176)	<b>4.4688*</b> <b>(5.4137)</b>	5.2503 (0.5236)	<b>2.3544*</b> <b>(5.8802)</b>	5.7628 (0.5687)	<b>2.907*</b> <b>(5.0362)</b>	5.7327 (0.4871)
Iceland	2195	30.4011 (9.0337)	6.9786 (0.6378)	-0.0049 (0.0015)	1.0143 (0.0178)	24.7928 (9.6218)	7.0111 (0.6793)	36.895 (8.5776)	5.6177 (0.6056)

designated with 0. Contrarily, if he or she checked that mother was born in test country, it was designated with 1.

Spain	7836	32.1083 (4.4131)	4.9723 (0.221 2)	37.8443 (4.7981)	4.7272 (0.240 5)	36.3319 (5.0151)	5.3808 (0.251 4)	30.0048 (4.7176)	5.086 (0.236 5)
Greece	2786	39.5314 (5.1095)	8.9384 (0.527 6)	39.4429 (5.7114)	7.2874 (0.589 8)	39.6137 (5.4986)	8.7948 (0.567 8)	36.233 (5.3779)	8.4813 (0.555 3)
Austria	3220	42.0312 (4.3495)	8.9523 (0.810 5)	44.2363 (4.6155)	11.110 8 (0.86)	51.9768 (4.3914)	11.511 2 (0.818 3)	35.4938 (4.1823)	8.5477 (0.779 3)
Norway	2294	42.4795 (6.841)	5.6893 (0.789 8)	38.8027 (7.4179)	4.9442 (0.856 4)	42.4481 (7.594)	7.2533 (0.876 8)	44.4138 (7.2047)	5.1155 (0.831 8)
Denmark	2434	45.4804 (6.1210)	4.9208 (0.657 9)	30.3898 (5.8183)	4.9031 (0.625 4)	53.2617 (6.8747)	4.1912 (0.738 9)	43.6164 (5.7848)	6.018 (0.621 8)
Germany	2908	45.8898 (4.6984)	5.1174 (0.485 2)	53.583 (4.8828)	5.056 (0.504 2)	57.752 (4.9691)	6.043 (0.513 1)	48.9976 (4.458)	4.9382 (0.460 3)
Finland	3789	45.937 (6.9718)	5.997 (0.454 6)	52.5492 (6.8153)	4.9444 (0.444 4)	43.1678 (7.6067)	5.6999 (0.496 0)	43.2747 (6.9318)	5.7019 (0.452)
Turkey	3742	46.3 (8.6458)	3.9732 (0.277 7)	26.2609 (10.362)	8.3959 (0.396 5)	<b>7.1615*</b> <b>(10.5)</b>	8.6733 (0.401 8)	45.6584 (10.354)	9.0358 (0.392 4)
Sweden	2755	49.3344 (5.0135)	4.5438 (0.556 6)	34.9945 (4.9554)	4.644 (0.550 2)	52.4853 (5.5634)	5.4383 (0.617 7)	39.9013 (4.6807)	4.0165 (0.519 7)
Netherlands	2754	49.461 (4.8811)	4.2941 (0.425 3)	39.329 (4.4925)	3.1886 (0.391 4)	51.2819 (5.3157)	5.0464 (0.463 1)	51.5732 (4.8663)	4.1791 (0.424)
Belgium	5592	67.6851 (3.61)	5.5819 (0.389 5)	61.7191 (3.5078)	4.8895 (0.378 5)	61.5997 (3.5864)	5.9819 (0.387)	63.3619 (3.4597)	5.5537 (0.373 3)
Mexico	16832	81.3045 (3.1067)	3.3182 (0.122 3)	78.0762 (3.4255)	3.7402 (0.134 9)	63.7445 (3.2748)	3.7588 (0.128 9)	87.9176 (3.4215)	4.2825 (0.134 7)
Korea	3592	82.6 (28.9901)	6.8293 (0.418 4)	<b>13.6777*</b> <b>(26.1327)</b>	4.7606 (0.377 2)	76.8872 (31.9084)	5.9572 (0.460 5)	76.5711 (27.5363)	5.4556 (0.397 4)
Hungary	3119	<b>9.8847*</b> <b>(6.1255)</b>	14.592 (0.615 7)	<b>0.5232*</b> <b>(6.0127)</b>	13.307 6 (0.604 3)	<b>10.947*</b> <b>(6.4896)</b>	13.438 (0.652 3)	<b>2.3585*</b> <b>(6.1125)</b>	14.974 8 (0.614 4)

\* p>0.05

**Note:** “mtcountry” denotes mothers born in test country and ‘meduc’ represents her years of schooling. Negative coefficients are emphasized with bold letters. It means that those cases with bold letters showed no significant influence of mother born in test country to their child. To some extent, it may be interpreted that children with foreign-born mothers are free from mothers’ cultural background in their performance in the school. In general, standard errors of the estimate of mothers born in test country are higher than those of mothers’ education level so that there are few observations that could be explained with the regression line.

In general, standard errors of the estimate of “mtcountry” meaning mothers-born in test country are higher than those of “meduc,” meaning mothers’ years of

schooling. Therefore, there are fewer academic achievements of students that could be explained with mother's birth country than with level of education.

In Belgium, Austria, Germany, Finland, Denmark, Sweden, and Turkey, coefficients of mothers-born in test country are relatively higher than other countries. It means that children with native-born mother are at an advantage over those with foreign-born mother. In some countries, however, differences in terms of influence of mothers' birth country are detected. In case of mathematics, there is some different patterns in the result of Australia, Canada, and Great Britain from other countries. These countries, unlike other countries, showed negative coefficient of birth country of mother for their children's mathematics score. Despite very few scores explained by mothers' birth country, it seems to be worthwhile, since the result shows at least more students are free from their mother's ethnic differences than other countries.

Reminded that Australia, Canada, and Great Britain showed no significant difference in mean score between children with foreign-born mother and with native-born mother in [Table 10], and influence mothers' cultural background, especially her birth country, are stronger in countries of significant difference in two groups of student on the basis of relatively higher coefficient value.

In reading, science, and problem solving, similar patterns are detected. Belgium, Germany, Turkey, sometimes Austria have relatively higher values of coefficients than other countries. Mothers' birth country seems to have greater influence on academic performance of their children than others in those countries. Even in countries that were relatively free from the influence of mothers' birth country in mathematics, such a positive pattern hardly shows in reading, science and problem solving except for Great Britain.

In every case, mothers' level of education seems to have positive influence on children's academic achievement. Standard errors of the estimate of "meduc,"

mothers' years of schooling, are relatively small so that more observations are fitted to the regression line. Unlike mothers' birth country, no students have an indirect inverse relationship between achievement to mothers' level of education.

## **2. Influence of Mother's Cultural Background on Students' Attitudes in School**

In the questionnaire for students in PISA 2003, four questions concerning on their feeling and attitudes toward peer group, teachers, and the school are selected. Students in each country will be divided into two groups – students with foreign-born mother and that with native mother – and compared to each other. Method to respond the question is selected on four degrees of answers – “strongly agree,” “agree,” “disagree,” and “strongly disagree.” To present the data in simpler way, “strongly agree” and “agree” are constitute “agree” and “strongly disagree” and “disagree” into “disagree.”

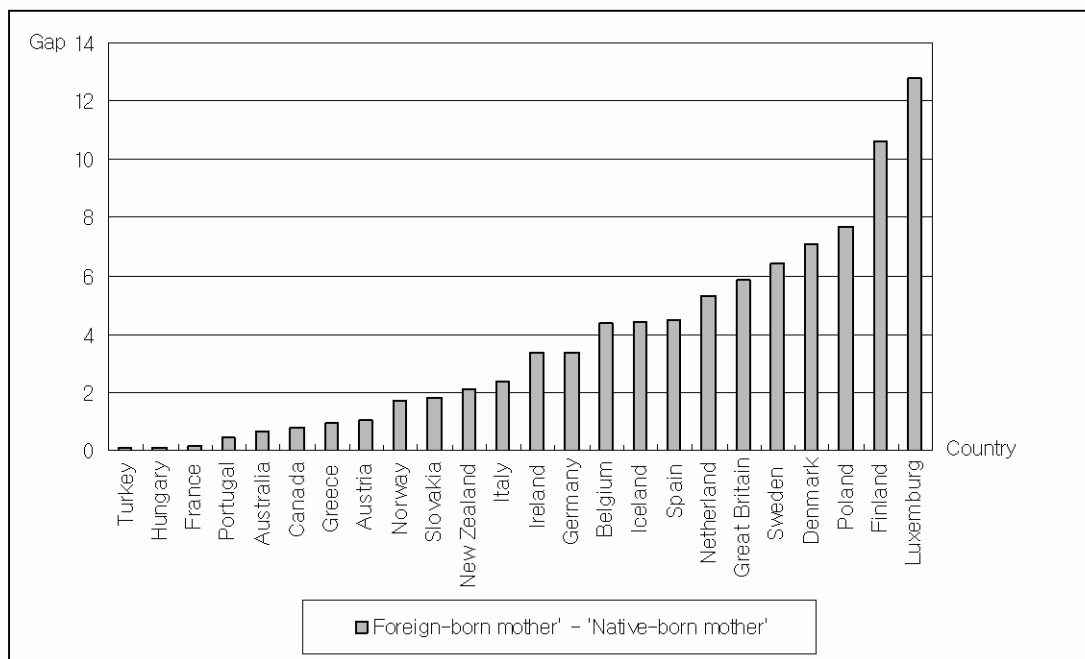
### **(1) Influence of Mother's Birth Country on Children's Sense of Belonging**

The differences of negative answers for the question, “I feel I belong to school” between two groups of students are presented in [Figure 7] as below. Higher value means more students of foreign-born mother have negative feeling of belonging to school than students of native mother.

#### **[Figure 7] Gap of Negative Sense of Belonging between Two Groups of Students (%)<sup>47</sup>**

---

<sup>47</sup> Data of USA, Switzerland, Mexico, Japan, and Korea are missing.



**Note:** [Figure 7] shows the difference of negative answers (feeling not belonging to the school) between two groups of students – students with foreign-born mother and those with native-born mother. In all countries, students with foreign-born mother showed more portions of negative answers than those of native-born mother. While the gap is high in Luxemburg, Finland, and Poland, Australia, Canada, Hungary, and Turkey showed almost same portion of negative answers among two groups of students.

In all countries, proportion of negative answers is greater among children with foreign-born mother than among that of native-born mother in general.

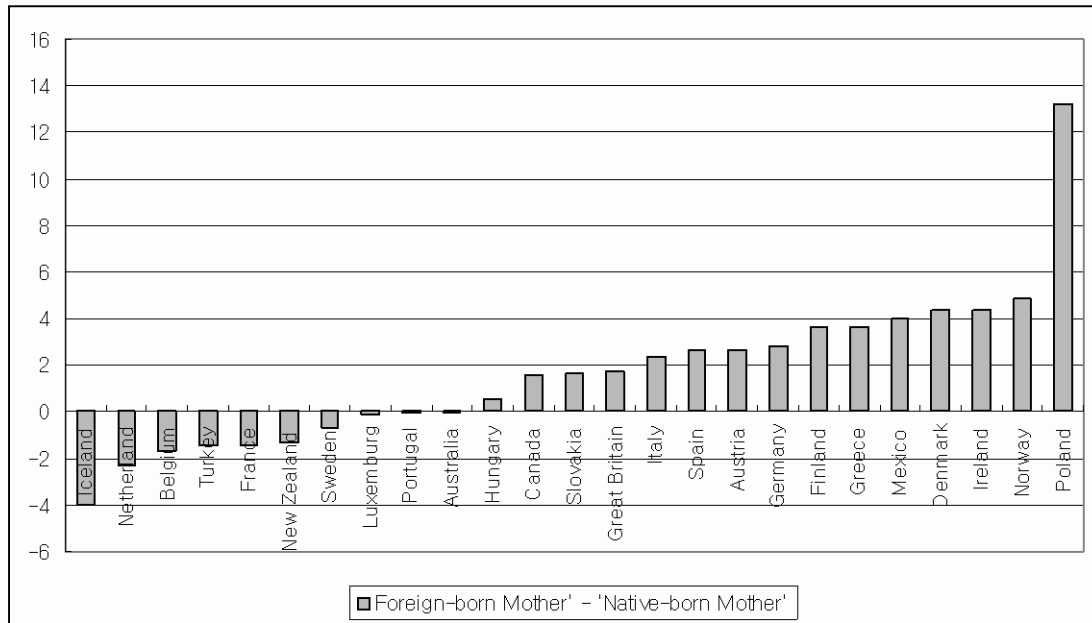
It deserves to pay attention on the result that Belgium, Germany, Denmark, Finland and Poland – countries of significant difference in mean score between two groups of children and of relatively stronger influence from mothers’ birth country – show typical gap of consciousness between two groups. On the other hand, Australia, Canada and Hungary – countries of no significant difference in achievement of two groups of students – shows almost same proportion of answers in two groups.

## (2) Influence of Mother’s Birth Country on Children’s Peer Relationship

The gap of negative answers for the question, “I make friends easily” between two groups of students are presented in [Figure 8] as below. Also, higher

value means harder position of students of foreign-born mother than those of native mother.

**[Figure 8] Gap of Sense of Hardness in Peer Relationship (%)** <sup>48</sup>



**Note:** [Figure 8] shows the difference of negative answers (feeling hard to make friends) between two groups of students – students with foreign-born mother and those with native-born mother. In most of countries, students with foreign-born mother showed more portions of negative answers that those of native-born mother as like previous [Figure 7].

Like the result of sense of belonging shown above, more students of foreign-born mother responded negatively than the native mother. Also, Australia has almost same portion of answers collected by two groups of students. In Poland, Denmark, Mexico, Germany, and Austria – countries of less sense of belonging for students of foreign-born mother – students of foreign-born mother also show harder relationship in peer group. Exceptionally, in France, Iceland, Netherlands, and Turkey, greater portion on negative answers are responded by children with native-born mother.

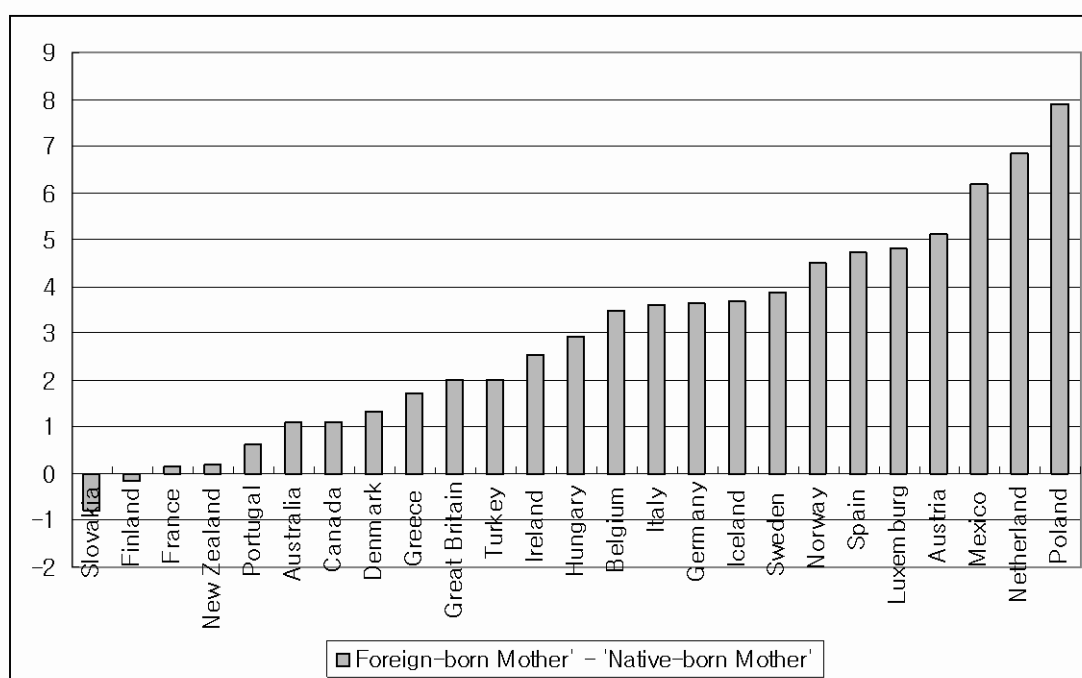
<sup>48</sup> Data of USA, Switzerland, Japan, and Korea are missing also in this questionnaire.



### (3) Influence of Mother's Birth Country on Children's Identity in School

The gap of positive answers for the question, "I feel awkward in the school" between two groups of students are presented in [Figure 9] as below. In this table, higher value means more negative identity of students of foreign-born mother than those of native mother.

**[Figure 9] Gap of Feeling Awkward (%)**<sup>49</sup>



**Note:** [Figure 9] shows the difference of positive answers (feeling awkward) between two groups of students – students with foreign-born mother and those with native-born mother. In most countries, students with foreign-born mothers feel awkward in higher degree than those with native-born mother.

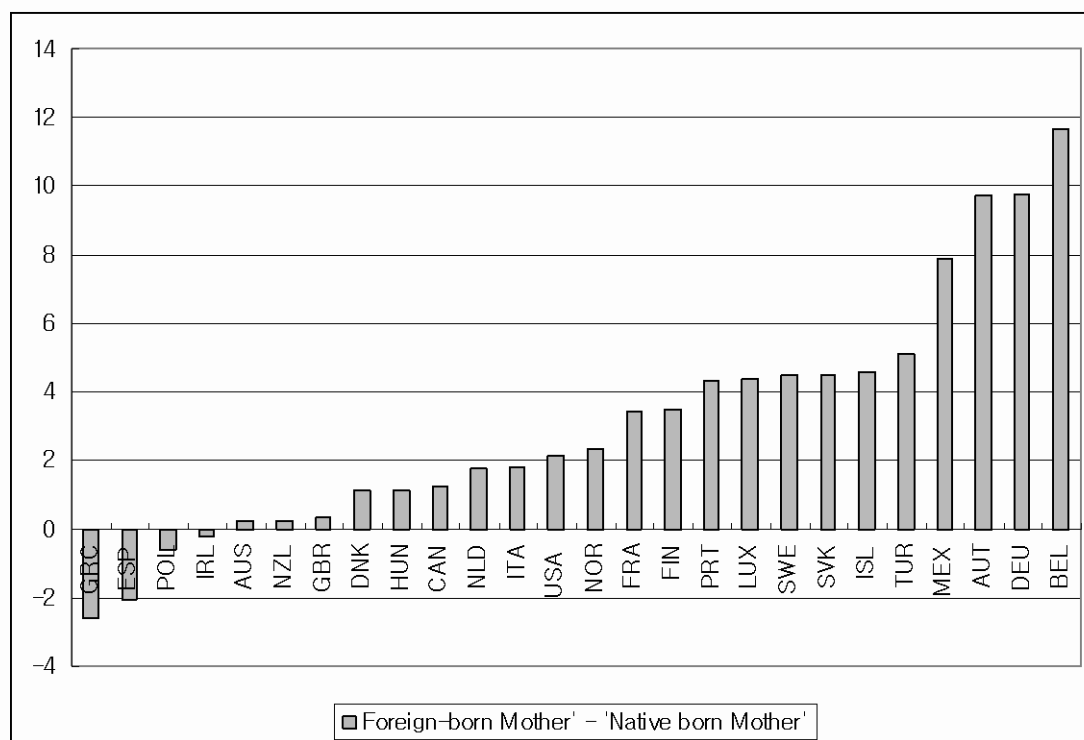
Without exception, children with foreign-born mother responded more that they do not feel identical to other children. It seems to be interpreted that they may experience identity crisis by recognizing their difference in appearance, behavior, or language from others. It would be a negative factor for those children to manage their lives, which may affect on their performance in the school.

<sup>49</sup> Data of USA, Switzerland, Japan, and Korea are also missing in this questionnaire.

#### (4) Influence of Mother’s Birth Country on Children’s Feeling for Teachers

The gap of negative answers for the question, “Teachers treat me fairly” between two groups of students are presented in [Figure 10] as below. Higher value means more negative cognition toward teachers of students of foreign-born mother than those of native mother.

**[Figure 10] Gap of Feeling Unfair for Teachers (%) <sup>50</sup>**



**Note:** [Figure 10] shows the difference of negative answers toward teachers (feeling unfair) between two groups of students – students with foreign-born mother and those with native-born mother. In Germany, Belgium, Austria, Mexico, students with foreign-born mother have negative feeling toward their teachers more than students of native mother.

In Germany, Belgium, Mexico, and Austria – typical countries where

<sup>50</sup> Data of Switzerland, Japan, and Korea are missing.

multicultural students might have more difficulties in their life, teachers do not treat students of foreign-born mother well. Furthermore, even in countries that are characterized as multiculturalized, a certain gap of consciousness toward teachers' attitudes exists between two groups of students except Great Britain, New Zealand, and Ireland.

## **V. Analysis of the Result**

### **1. Patterns of Mother's Cultural Background and Their Children**

Two patterns are found regarding mothers' cultural background and academic achievement of children.

First, in some countries of high share of students whose mother was born overseas, academic achievements of students with foreign-born mother are not significantly different from that with native mother. Rather, sometimes these students showed higher achievement than students with native mother. Besides, the level of education of foreign-born mothers in such countries is not significantly different from that of native mother. These countries have few cases of students' scores that could be explained with mothers' birth countries and levels of education. It means students are, to some extent, free from mothers' cultural background. Australia, Canada, Great Britain, and Ireland come under this pattern.

Second, even though countries have high share of students with foreign-born mother, there are some cases that present significant difference in academic achievement between students with foreign-born mother and that with native mother.

In such countries, levels of education of foreign-born mothers are relatively lower than native mothers. Results of multiple regression analysis showed there are more cases of students' scores that are explained with mothers' birth country and level of education. Austria, Belgium, Germany, and Poland come under this pattern.

In addition, specific patterns regarding mothers' cultural background and children's feeling and attitudes in the school are also found. On four questions for students, most countries showed similar patterns. Even though it was not considerable level of difference, students with foreign-born mothers usually have an intention to show lower sense of belonging to school, harder relationship in peer group, more confusion on their identity and negative recognition toward teachers than student with native mother.

It would be significant that such a pattern seem to run parallel with that of academic achievement of students by mothers' birth countries and level of education. Austria, Belgium, and Germany showed higher gap between two groups of student; students with foreign-born mother have more negative feeling and attitudes than students with native mother. Conversely, Great Britain, Australia, Canada, and Ireland showed no significant difference in achievement between two groups of student also showed less negative responses from students with foreign-born mother than other countries.

Reasons for these patterns may be explained through following two facts.

First, Australia, Canada, and Great Britain commonly use English as a vernacular language while Germany, Austria, Finland, Poland, Mexico, Korea use their own unique languages. As English is generally treated as secondary school curriculum subject in most countries, people who migrant to Australia, Canada, Great Britain might be less difficult to adapt to the new environment. However, in most European or Asian countries that use unique languages, immigrants might have more

difficulties, which would negatively affect their children's academic performance.

Second, Australia and Canada operate a "Migrant Permit" policy that permits aliens who satisfy a certain criteria only. It would be favorable for immigrants who want to enter these countries to have higher level of education, job career as a skilled labor and economic capacity. This can explain why the average level of education of foreign-born mother was higher than native mother in those two countries. It may positively affect their children's academic achievement. On the other hand, most immigrants are unskilled laborers in European countries, Mexico, and Korea.

However, these two facts are not sufficient to explain all cases. In the case of Great Britain<sup>51</sup>, Hungary, and Turkey, there are no such things as "Migrant Permit" system, and the educational gap between students of foreign-born mother and those of native mother is low. Moreover, negative attitudes toward their school or identity are lower than other countries. Moreover, even though French is also a general language in western culture, France shows significant differences in academic performance and negative attitudes between two groups of students.

Further research related languages and migrant policies are essential to analyze the problem of multicultural students. However, it is constrained for this paper to deal with those factors, so it is strongly required for future studies to investigate this matter. However, legal and political factors that greatly affect and reflect the paradigm of the society will be reviewed.

## **2. Legal and Political Factors behind Different Outcomes**

To understand the different outcomes in the analysis, it is required to examine

---

<sup>51</sup> Great Britain has started to introduce 'Work Permit' system since 2006. However, because it focuses on whether migrate people have skill to work or not, 'Work Permit' cannot be considered as the same context as 'Migration Permit' in Australia or Canada.

the legal and the political background behind outcomes. In particular, the context of Canada, Great Britain, and Australia as leading countries that seem to be successful to educate multicultural students will be reviewed. France, Germany, and USA will also be reviewed as countries that have high share of multicultural students, but present relatively poor performance in comparison to previous countries.<sup>52</sup>

### (1) Canada

In effect, the situation of Canada is somewhat different from that of Korea in many respects. Canada has been divided into two main ethnic groups – Anglo Saxons and French since the founding of the country. Discourses on multiculturalism have begun by the government to prevent French from being separated and liberated on the ground of anxiety on the shortage of human resources. However, it is referable that such discourses are expanding toward minorities.

Unlike the Korean constitution, Canadian constitution contains racial and national difference as a type of discrimination that should be eliminated.<sup>53</sup> In the Human Rights Act (1977), race, country of birth, nationality, and color are included as reasons for discrimination that should be prohibited. Based on this Act, Canadian Human Rights Commission and Canadian Human Rights Tribunal are operated (Lee & Choi, 2006; pp.113).

Also, as a fundamental law for multiculturalism, Canadian Multicultural Act was enacted in 1985. The main purpose of this Act is “to recognize the importance of

---

<sup>52</sup> Seol (2006) classified three models of multiculturalism – *differential exclusionary model, assimilationist model, and multicultural model*. France, Germany and USA seem to come under the assimilationist model that forces immigrants to give up their originalities and to be melted into the main stream.

<sup>53</sup> Article 15, Clause (a) in **the Charter of Rights and Freedom (1982)** under the constitution states that *every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, color, religion, sex, age or mental or physical disability.*  
([http://laws.justice.gc.ca/en/Const/annex\\_e.html#1](http://laws.justice.gc.ca/en/Const/annex_e.html#1))

preserving and enhancing the multicultural heritage of Canadians; to provide that all Canadians, whether by birth or by choice, enjoy equal status, are entitled to the same rights, powers and privileges; to redress any proscribed discrimination, including on the basis of race, national or ethnic origin or color; to recognize the diversity of Canadian as regards race, national or ethnic origin, color and religion as a fundamental characteristic of Canadian society.<sup>54</sup>”

*Plan for Public Education and for Combating Racism on the Road to Integration for New Immigrants* are also notable since those policy was designed in order to eliminate racial discriminative contents toward colored ethnic in public education curricula.

## (2) Great Britain

Kim Namkuk (2006, pp.10-13) labeled the multiculturalism of Great Britain as “*deliberate multiculturalism.*” Great Britain has experienced diverse ethnic, particularly Hindu and Pakistani for long periods due to colonial domination on these two countries in the past. For the first time in European countries, Great Britain established the Race Relation Act<sup>55</sup> (1976) and the Commission for Racial Equality (Lee & Choi, 2006; pp.57-58). Grounded on the strong tradition of parliamentary and the sociocultural atmosphere that respect balance of interests among individual and mutual agreement, Great Britain usually tries to resolve problems, by communication and discussion among person concerned with autonomous and representative rights, than by national-wide approach. On the basis of such strong democratized context, it

---

<sup>54</sup> <http://laws.justice.gc.ca/en/C-18.7/text.html>

<sup>55</sup> Race Relation Act (RRA) was established in 1967 and amended in 2000 to remove discrimination on racial grounds and balance of opportunity and mutual benefits in relations between people of different racial groups.  
( <http://www.statutelaw.gov.uk/content.aspx?LegType=All+Legislation&title=Race+Relations+Act&Year=1976&searchEnacted=0&extentMatchOnly=0&confersPower=0&blanketAmendment=0&sortAlpha=0&TYPE=QS&PageNumber=1&NavFrom=0&activeTextDocId=2059995&parentActiveTextDocId=2059995&showAllAttributes=0&hideCommentary=0&showProp=0&suppressWarning=1>)

seems to be sensible that, in the result of analysis of PISA 2003, students whose mother was born overseas in Great Britain showed high academic performance and positive attitudes irrespective of mothers' cultural background.

### (3) Australia

Australia, a leading country of immigrants now, but famous for *Spirit of White Australia* in the past, abolished many policies related to *White Australia* in the early 1970's and has accepted a growing scale of influx of immigrants. Actually, the concept of multicultural education policies initiated in Australia in the same period, and focus was on the celebration of the cultural differences of immigrants and their benefit to the whole community (Welch, 1996; pp.105-110). With 43% of the population born overseas or with at least one parent born overseas, and with some 200 languages between people, Australia has one of the most cosmopolitan populations in the world.<sup>56</sup> In [Figure 4] above, Australia contains second largest scale of students whose mother was born in overseas among OECD countries as of 2003. Like Canada, Australia also has tried to induce more immigrants so as to resolve problems of insufficient human resources.

The government states four principles that underpin multicultural policy – “Responsibilities of all, Respect for each person, Fairness for each person, and Benefits for all.”<sup>57</sup> Especially, such principles emphasized that policies must try to make the society free from discrimination including on the grounds of race, culture, religion, language, location, and place of birth. Furthermore, the government operates the Department of Immigration and Multicultural Affairs and, particularly, tries to

---

<sup>56</sup> Multicultural Australia: United in Diversity, Department of Immigration and Citizenship in Australian Government ([http://www.immi.gov.au/media/publications/settle/\\_pdf/united\\_diversity.pdf](http://www.immi.gov.au/media/publications/settle/_pdf/united_diversity.pdf))

<sup>57</sup> <http://www.immi.gov.au/living-in-australia/a-diverse-australia/government-policy/australians-together/current-policy/principles.htm>



break prejudice of racial discrimination in public education curricula. Also, every governmental office should employ an Ethnic Community Liaison Officer in order to communicate well with people of other languages (Soel, 2006). Such atmosphere of the society would affect positively on better performance and attitudes of students with foreign mother as the result of analysis presented above.

#### (4) Germany

Similar to Korea, Germany has a strong consciousness and tradition as a nation-state. Seized with undue sense of superiority for their race, Germany left a scar on the world history. But recently, it has tried to overcome their fault and be generous toward cultural diversity.<sup>58</sup>

However, the ground paradigm of policies for immigrants is to assimilate them into the German society. Also, it is true that consciousness toward immigrants of the main stream is not favorable. Most immigrants are blue-color workers<sup>59</sup> who remain relatively at lower socioeconomic status than people of mainstream Germany, which seems to affect the lower achievement and worse attitudes of their children than native ones in schools.

#### (5) France

France is a typical country of the assimilationist model. Under the republicanism with tolerance for minority and solidarity overcoming race, religion, and social class, immigrants are guaranteed identical human rights in French

---

<sup>58</sup> The government promised in 1998 that “we clearly recognize irreverse fault for other ethnic in the past and promise to promote integration policy for immigrants who live together in this country.” (Korean Women’s Development Institute (KWDI), 2003; pp.85)

<sup>59</sup> According the same report from KWDI (pp.94), 68.5% of foreign wives are blue-color workers.

society.<sup>60</sup> However, it is put on the premise that immigrants should abandon their native cultural and ethnic characteristics before being identical to others. Also, still, the majority of the society regards other ethnos as the object of generosity. It seems to reflect the fact that most of immigrants are Algerian who dominated France as a colonial people of the past.

In 2003, a public high school in Paris suspended two Islamic girls for wearing Hijab – a traditional head scarf of Islamic countries – at school. It was a symbolic case that showed a certain inconsistency between their arguments on equality under the republicanism and actual context of French society. It seems to be also sensible that significant differences were found in achievement and attitudes between student with foreign mother and that of native mother in PISA 2003 data.

## (6) USA

The USA has pursued a grand integrated culture under the *Americanism*.<sup>61</sup> Famous for the metaphor, “melting pot,” immigrants in the US have been required to be liquefied into the main stream dominated by WASP (White Anglo-Saxon Protestant).

In fact, the US has been challenged for long time by voices that pursue a “mosaic” rather than a “melting pot.” Under such a demand for change of paradigm, it is noticeable that USA introduced the Affirmative Action and has strengthened it gradually. It was initiated by President Lyndon B. Johnson in 1965 in order to rectify considerable discrimination in employment. However, it gradually expanded in education, official organizations, and other field of the society (Kim, Hyung in, 2006;

---

<sup>60</sup> The Declaration of Human Rights of France in 1789 states that every people in France is equal in state's eyes, so shall not be discriminated regardless of place of birth.

<sup>61</sup> The spirit of national foundation of USA is *E Pluribus Unum*, meaning ‘from diversity to one.’ The phrase is carved in coins so that every people can always remember it. (Lee & Choi, 2006; pp.49)

pp.20) There have been controversies on the Affirmative Action. For all this, it is regarded as an important momentum for emphasizing the fundamental rights for people of different cultural background and for change from assimilation toward multiculturalism.

### **3. Implications for South Korea**

Most countries have formed fundamental law and policies related multiculturalism through societal and political experiences, conflicts and consensus accumulated for long history.

Characteristics and contents of such law and policies seem to be on the same context as the trend of multicultural students' academic performances and attitudes in each country. Countries of multiculturalistic law scheme and policies do not show significant differences in academic achievements and attitudes in schools between students with foreign-born mother and those with native mother, while countries of assimilationist model do.

Referring to this, Korea, a country on the preparational stage for multicultural society, must consider and deliberate the establishment of proper laws and policies for just education for multicultural children. Since Korea has not experienced diverse ethnos and problems thus far, what Korean society must do is not to present impetuous counterplans in response to temporary concerns, but to deliberate and make consensus on the paradigm that would be a foundation of such counterplans.

In general, marriage immigrants in Korea, mainly women, use to place lower socioeconomic status after their marriage to Korean spouse. However, 53% of immigrant women for marriage have completed high school in their native country before immigration. 22% of them have completed more than college level of

education (Seol and others, 2005; pp.57). The same research also reported that 91% of those women had their own job before immigration (36% of entire immigrant women were office worker and 27% of them were professionals in their native countries).<sup>62</sup> Nevertheless, unlike other countries that argue foreign mothers positively affect their children's academic performance, such immigrant women in high level of education suffer from difficulties to educate their children. Rather, many researchers have reported that they would not have positive influence on their children's school affairs. At this point, it is possible to estimate that other variables, such as exclusive atmosphere of the community, attitude of teacher and schools, or insufficient supportive policies block foreign mothers with high level of education from helping their children to enhance achievement and attitudes toward schools. It definitely shows that the Korean society is not fully prepared toward multicultural society.

To this end, following three efforts are required for Korea to overcome current status on the basis of analysis on OECD countries.

First, social deliberation and consensus making for a decision on proper direction of multicultural education adjusted to actual situation of Korea should be preceded. After the decision, it should be reflected in the *Constitution*, the *Fundamentals of Education Act*, and other law and policies concerned with education for multicultural children. It does not need to make haste for the *Fundamentals of Treatment for Leaving-in-Korea Aliens Act* (tentative). Before passing and declaration the Act, sufficient considerations on its fitness for Korean situation and possibilities of exercise should be deliberated.

In particular, opportunism or vote-catching policies should be sublated. MOE surveyed the number of multicultural students behind the academic standard in the

---

<sup>62</sup> This can be found in [Figure 6] even though it is not visible due to too small number of observation. Around 45% of foreign mother have completed more than 12 years of schooling.

past year, the time of Heins Ward's visit to Korea. The data showed more students of multicultural background were behind than native students; our society focused and argued on the problem of such students. However, the officer in charge of that survey confessed that it was conducted in hurry and without sufficient criteria on the "standard" and systematical method of research.<sup>63</sup> Such haste countermeasures would distort the prejudice on children of multicultural background and generate wrong and ineffective policies.

Second, concerning the passing of bills and policies and treating other affairs related with children of multicultural background, it is required for governmental ministries to share these work clearly and systemically. Recently, MOE, MOHW, MOJ and MOGEF suggested many policies and plans at the same period. However, some part of those policies and plans are duplicated or contradictory each other.<sup>64</sup> For example, there was a case that research data for the same object was differed according to governmental ministries. In the case of Jeonbuk Office of Education, the number of children of multicultural background surveyed by the Office was not consistent with the result by the NSO.<sup>65</sup> However, MOE does not request the data from NSO, but order Office of Educations in each district to survey. It is not only inefficient, but may also confuse policymakers.

Third, it is required a provision of a path for people concerned on multicultural education to voice their needs and wants so as to prevent the policies

---

<sup>63</sup> Interview with the officer in charge of multicultural family in MOE. She asked not to use the data in the thesis since it is not correct. Actually, there is no clear criteria for judging 'behind standard' in our educational system.

<sup>64</sup> Actually, the Minister of MOJ, Chun Jung Bae, was opposed to the Master Plan for Integration of Immigrants and Mixed-Blood People from Committee for Correction of Disparity and the other plans from MOGEF since some policies in them violate the policies of MOJ.

<sup>65</sup> Interview with KIM Soo Yoen, the school inspector in Jeonbuk Office of Education in charge of multicultural family in Jeonbuk province. The Office surveyed the number of multicultural children through each level of schools but, sometimes, multicultural students who are not different from others in appearance – children from Japanese mother or Korean-Chinese mother – are reluctant to reveal their mothers' birth country in front of their friends.

from being an armchair theory. It is still hard for those people in the field of multicultural education – children of multicultural background, their foreign parents, teachers and schools to organize their interests and appeal it to the policy makers. In case of Osaka city in Japan<sup>66</sup>, the municipal government conducts periodical survey (once a year) children of multicultural background, mainly children of *Zainichi Korea*. The survey examines their ability to understand Japanese and asks their difficulties and needs in schools. Based on the survey, the government, if necessary, dispatch JSL (Japanese as a Second Language) teachers to their schools and provide proper policies for them (Okano, 2006; pp.481-482). In reality, such measures may be regarded as a form of affirmative action for children of multicultural background. However, it would be possible for Korea to adopt such policies since the Korean National Human Rights Committee Act declared that the provisional preferential treatments for person or group who have been disadvantaged are not viable for discrimination.

## VI. Summary and Suggestion

As one of the few remaining mono-ethnic countries in the world, the idea of a closed nation toward other ethnic cultures and emphasizing homogeneity has dominated the mentality of Koreans for centuries. Such exclusionism, however, has recently been challenged. The most remarkable change may be the fact that ethnic diversity is growing at an unprecedented rate. The alien-Korean ratio exceeded 1.5% in 2005, and it will be greater than 2.5% in 2010 according to the estimation from the

---

<sup>66</sup> Japan has been regarded as a closed country as like Korea but faced different ethnicity (mainly *Zainich* Korean) for long time. For this reason, there have been affluent academic research and social discourses, which is very implacable for Korean society.

government. At this point, the number of Koreans married to foreign spouse is also growing rapidly. Especially in rural areas, 41% of bachelors married foreign women in 2006.

According to such trend, it is obvious that children who would possess multicultural background in terms of ethnicity due to their foreign parent are also increasing. However, there have been no official investigations on the exact number of these children and their current status. Some academics have estimated the approximate number of children of international marriage family, but they are not consistent with each other. MOE revealed that there are 6,795 students of multicultural family in elementary schools, 924 students in middle schools, and 279 students in high schools as of 2006 in Korea. However, no research on school-aged children outside regular school or children under school-age was conducted. Besides, academic performances or attitudes, thoughts and feelings of them toward schools are not known.

Current laws and policies that support children who have multicultural background to benefit education are also insufficient. With strong influence of nationalism, the *Constitution* and the *Fundamentals of Education Act* failed to contain ethnic differences as a trait that should be protected. The *Elementary and Secondary Education Act* set significant limits on entrance of children with foreign parents to regular schools and on special schools for aliens with tough and complex qualifications. The *Korean Nationality Act* based on the *jus sanguinis* along with paternal line makes these children's legal status unstable when there are problems with their Korean father.

However, with hope, slow but steady improvements are made within the legal system. The *Elementary and Secondary Education Act* eased qualification for entrance of children with foreign parents, and the *Korean Nationality Act* converted the

*jus sanguinis* along with paternal line to allow both paternal and maternal lines so that children with foreign parent can be protected of their status even though their Korean parents have problems. Furthermore, the *Korean National Human Rights Commission Act* was enacted and declared racial, national, and cultural differences as the object of protection. Recently, the MOJ proposed the *Fundamentals of Treatment for Leaving-in-Korea Aliens Act* (tentative), and this Act currently is pending at the National Assembly. It is expected to firm the legal status and to enhance the level of welfare for multicultural people if the Act is to be enacted. The MOHW and the MOGEF also established master plans and policies for supporting multicultural families, women immigrants for marriage, and their children. Also, many municipalities try to cope with increasing numbers of international marriage families establishing a task force team, ordinances, and regulations.

In this regard, Korean society seems to be on the initiative stage of preparing proper legal system of just education for children of multicultural background. In order to overcome the insufficiency of reliable investigation in Korea and provide implications for policy making, PISA 2003 data was analyzed for this study. Using the data, it reviewed academic achievements and attitudes toward the school, peer relationship and feeling for teachers of children of multicultural background (limited to children whose mother was born in overseas) aged 15 in OECD member countries. As a result, outstanding countries were divided into two groups.

First, in typical state of immigration, such as Australia, Canada, Great Britain and Ireland, shares of student with foreign-born mother was high and their level of education was not significantly different from native mother. In these countries, academic achievements of students with foreign-born mother are not significantly different from those with their native mother. Rather, sometimes these students



showed higher achievements than students with native mother. Attitudes toward their schools, peer relationship, and feelings toward teachers' treatment that multicultural students have were quite positive. They also showed lower levels of confusion than students in other countries. Commonly, these countries are operating multicultural policies that respect diversity by itself and pursue their coexistence.

Second, in Belgium, Germany, France and USA, shares of student with foreign-born mother were also high, but the result was different. General levels of education of foreign-born mothers were lower than native mothers, and there were significant differences in academic achievements between two groups of students. Also, students with foreign-born mother showed more negative attitudes and feelings in their school than those with native mother. Such countries, in common, pursue assimilation and integration of different ethnos into their main stream culture rather than coexistence of diverse cultures.

To sum, it seems clear that the paradigm of legal system and policies of the country have great influence on consciousness and attitudes of the society and furthermore, on academic performance and attitudes of students in multicultural background. Therefore in Korea's case, it is important to take deliberative consideration in designing and developing ground laws and policies for just education for multicultural people. To this end, the following three suggestions are proposed.

First, social deliberation and consensus making for the proper direction of multicultural education adjusted to actual situation of Korea should be preceded. It would be better to initiate this from an academic field. After the decision, it should be reflected in the *Constitution*, the *Fundamentals of Education Act*, and other laws and policies concerned with education for multicultural children.

Second, in order to avoid inefficiency and confusion from duplication or

contradiction of the governmental actions, it is suggested for governmental ministries to clearly and systemically share those work of making bills and policies and treating other affairs related with children of multicultural background.

Finally, it is suggested to provide a path for people concerned on multicultural education to voice their needs and wants so as to prevent the policies for them from being an armchair theory. Since the people involved in the field of multicultural education – children of multicultural background, their foreign parents, teachers and schools – are still the weak and the minor in our society, the government should organize and propose better benefits and opportunities and appeal them to the policy makers as this matter will continue to constitute a serious national agenda.

## References

### Domestic References

---

**Chang Hye Kyoung & others** (2003), 『Comparative Study on Policies for Foreign Workers』, Korean Women's Development Institute (KWDI), Seoul

**Cho, Sung Won** (2002), Another Families in Korea – International Marriages between Korean Women and Immigrant Worker, Study on Ethnology Vol.6(2002. 5), pp.105-134, Institute for Korea Ethnology, Seoul

**Ha Sang Lak** (1962) 『Social Problem of Mixed-Blood Children』, Sin Sa Jo, Vol.1 ('62), No.10, pp.249-253, Sin Sa Jo Company, Seoul

**Hong Young Suk** (2007), 『Problems on Education of Multicultural Family and Implication』, Master's Thesis, Gwang Ju University of Education

**Joo, Hae Yeon** (2001), 『A Study on the reality and improvement of international understanding education』, Master's thesis, Graduate School of Education of Korea University

**Kang Shin Im** (1998), 『An Educational Task on the Multiculturalism of Korean Society』, Collection of Graduate thesis, pp.203-228, Seoul

**Kim Hyo Sun** (2004), 『A Study on the Education and Medical Services for the Migrant Workers by the Social Integration Type』, Master's Thesis, Ewha Women's University

**Kim Jung Sun** (2004), 『Making a Family of a Foreign Male Worker and Korean Woman』, Asian Women Institute in Ewha Women's University

**Kim Jung Tae** (2004) 『An Analysis on International Marriages in Rural Area』, Globalization and Modernization of Korean Society, pp. 105-114, Chung Nam University

**Kim Jung Won** (2005), 『A Study on the Condition of Educational Welfare for the Foreign

- Workers' Children in South Korea』, Korean Educational Development Institute, Seoul
- Kim Min Jung** (2003), 『Being a Korean Husband – Immigrant Workers from Philippines』, 35<sup>th</sup> Forum of Korean Society for Cultural Anthropology, Seoul
- Kim Nam Kuk** (2006), 『Multiculturalism in Europe – Challenge and Counter plan』, National Assembly Vol. 325 ('06.6), pp.4-15, Seoul, National Assembly of Republic of Korea
- Kim, Gap Sung**(2006), 『A study on the realities of child education in a multicultural family in Korea』, Master's thesis, Seoul National University of Education
- Kim, Jae Young**(2006), Problems on Education for Mixed-Blooded Children : “I want to go to school”, Seoul, 『NEXT』 Vol. 29(2006.3), pp.118-127
- Kim, Mi Hye** (1982), 『A Study on the sense of identity of mixed-blooded children』, Master's thesis, Graduate School of Ewha Women's University
- Lee Kuem Yeon** (2003) 『Marriage and Family of Immigrant Women』, Solidarity for Support Immigrant Wokers, Seoul
- Lee Kun Ho** (1955) 『Mixed-Blood Children in Korea』, Yeo Sung Kye, Vol.4 ('55.8), No.8, pp.16-18, Yeo Sung Kye Company, Seoul
- Lee Sung Un & Choi Yu** (2006), 『Research on Legislative Support for Multi-culture Family』, Korean Legislation Research Institute, Seoul
- Lee Young Seung** (2003), 『Scene of Multiculturalism: Australia – Overcoming White Australian』, Ethnology Research Vol.11 ('03.9), pp.27-38, Korea Research Center of Ethnology
- Lee Young Seung** (2004), 『Development of Multiculturalism and Import of High Quality Labor: Australia』, Ethnology Research Vol.12 ('04.3), pp.74-83, Korea Research Center of Ethnology
- Lim. Jung Bin** (1968), 『A Study on mixed-blooded children in Korea』, Master's thesis, Graduate School of Ewha Women's University
- Min Ka Young** (2004), 『Crash of Global Capital and paterfamilias in Korea』, Asian Women Institute in Ewha Women's University
- Park Dong Hee** (1965) 『A Case Study on a Mixed-Blood Boy, K in the School』, Educational Research Vol.60 ('65.1), Korea Educational Productivity Institute, Seoul
- Park Hyun Jung** (2004) 『Report of Condition of Immigrant Women for Marriage in GwangJu-Joennam Area』,
- Park Jae Kyu** (2005) 『A Study on Support Measures for Settlement of Immigrant Women for Marriage in Rural Area』, Globalization and Modernization of Korean Society, pp. 105-114, Chung Nam University
- Park, Hong Whan**(1999), 50 Years History of Mixed-Blooded People, New People Vol.

390(1999. 10.28), pp.28-30, Dae-Han Maeil Newspaper Company

Park, Nam Su(2000), 『Citizenship education on multicultural society』, Social Studies Education Vol.33, pp.101-117, Seoul

Seol Dong Hun, Han Gun Su and Lee Ran Ju (2003), 『An Investigation on Children of Foreign Workers Living in Korea』, Korean National Human Rights Commission

Seol Dong Hun & others (2005), 『An Investigation on Immigrant Women for Marriage and Policy measures for Health and Welfare』, Ministry of Health and Welfare, Seoul

Seol Dong Hun (2006a), 『Social Recognition on Multicultural Family』, National Assembly Vol.325 ('06.6), pp.2-3, National Assembly of Republic of Korea

Seol Dong Hun (2006b), *Administration agencies for immigration is required reorganization*, Seol Dong hun Column, December 4, 2006, Government Affair Briefing

Seol Dong Hun (2006c), 『Case of Multiethnic and Multicultures in Advanced Countries』, Glocalization Review ( [http://webzine.klafir.or.kr/read.htm?middle\\_title\\_no=991](http://webzine.klafir.or.kr/read.htm?middle_title_no=991))

Seol Kyu Joo (2004), 『The Rise of Global Civil Society and the Orientation of Multicultural Citizenship Education』, Social Studies Education Vol.34, No.4, pp.31-54, Seoul

Seong Ji Hye (1996), 『A Study on Marriage between Korean-Chinese Women and Korean Men』, Master's Thesis, Daegu Hyosung Catholic University

Tak Yeon Taek (1965) 『Problems of Mixed-Blood Children in Korea』, National Assembly Vol. 49 ('65.10), pp.59-64, National Assembly of Republic of Korea

Yang Hye Woo (2005) 『Immigrant Women and International Marriage』, Discussion material of the Committee for Correction of Disparity, pp.446-460

Yoo, Hyun Seung (1998), 『Social studies for solving problems on mixed-blooded adolescents』, Master's thesis, Graduate School of Education of Sogang University

Yoo Jung Soek (2003), 『Scene of Multiculturalism: Canada – Origin of Multicultural Policies』, Ethnology Research Vol.11 ('03.9), pp.12-26, Korea Research Center of Ethnology

Yoon Hyung Sook (2004), 『Conflicts and Adaptation of International Marriage Spouse』, *Minority in Korea*, pp.321-349, Seoul

Public Report from Committee for Aliens Policy (2006.5.26), Korea Immigration Bureau of the Ministry of Justice

2006 Statistics on Marriage (2007), National Statistical Office

Yearbook of Exit and Entry (2005), Korean Immigration Bureau

Korea National Committee for UNESCO(1996), 『International Understanding Education in Schools』, Seoul

Onnurian Edu Plan (2006), Jeonbuk Office of Education

### Overseas References

---

Australia Schools Commission (1979), 『Education for Multicultural Society』

Berrol, 1982; Public Schools and Immigrants; the New York City Experience, *American Education and the European Immigrants*, pp.31-43, University of Illinois

Burbules, N.C & Torres, C.A (2000), 『Globalization and Education: Critical Perspectives』, Routledge, NY

C.I Bennet (2007), 『Comprehensive Multicultural Education; Theory and Practice』, Allyn and Bacon, MA

Connell & Dowsett (1982) 『Making the Difference; Schools, Families, and Social Division』, Australia, G.Allen and Unwin

Grey M. A (1990) 『Immigrant Students in the Heartland; Ethnic Relations in a Garden City, Kansas, High school』, New York, Basic Books

Hirschman & Wong (1984), 『Socioeconomic Gains of Asian Americans, Blacks, and Hispanics : 1960-1976』, American Journal of Sociology, Vol. 90, pp.584-607

J. Banks & C.A McGee (2003) 『Handbook of Research on multicultural Education』, Jossey-Bass, San Francisco

- Michael R. Olneck, *Immigrants and Education*, pp.310-327

- Hill, B. & Allan, R., *Multicultural Education in Australia*, pp.979-996

John Hawkins (1983), 『Educational Demands and Institutional Response: Dowa Education in Japan』, Comparative Education Review, Vol.27, No.2, pp.204-226

Kaori H. Okano (2006), 『The Global-Local Interface in Multicultural Education Policies in Japan』, Comparative Education, Vol.42 No.4, pp.473-391

Kiang, P. N (1990), 『Southeast Asian Parent Empowerment: the Challenge of Changing Demographics in Lowell, Massachusetts』, Jamaica Plains, MA

Mitchell & Salsbury (1996), 『Multicultural Education and International Guide to Research policies, and programmes』, Westport, CN

Nigel Grant (1997), 『Some Problems of Identity and Education: a Comparative Examination of Multicultural Education』, Comparative Education, Vol.33 No.1, pp.9-28

Olneck, M. (1993), 『Terms of Inclusion: Has Multiculturalism redefined Equality in American Education?』, American Journal of Education Vol.101 No.3, pp.234-269

Ryoko Tsuneyoshi (2004), 『The ‘New’ Foreigners and the Social Reconstruction of Difference: the Cultural Diversification of Japanese Education』, Comparative Education, Vol.40, No.1, pp.55-81

- Schultz, S** (1973) 『The Cultural Factory; Boston Public Schools』 , Oxford University, NY
- Welch, A.** (1996) 『Australian Education: Reform or Crisis?』 , Allen & Unwin, Sydney
- Wong, M** (1990), 『The Education of White, Chinese, Filipino, and Japanese Students: A Look at “High School and Beyond.”』 , Sociological Perspectives Vol.33, pp.355-374
- Y. Motani** (2002), 『Toward More Just Educational Policy for Minorities in Japan : the Case of Korean Ethnic Schools』 , Comparative Education, Vol.38, No.2, pp.225-237

### **Internet References**

---

**Open Government** <http://www.open.go.kr>

**PISA Database** [http://pisaweb.acer.edu.au/oeed\\_2003/oeed\\_pisa\\_data.html](http://pisaweb.acer.edu.au/oeed_2003/oeed_pisa_data.html)

**Fundamental Acts in Korea - Ministry of Legislation** <http://www.moleg.go.kr>

**Convention on the Rights of the Child**  
<http://www.ohchr.org/english/law/pdf/crc.pdf>

**Recommendation against Discrimination in Education**  
[http://www.unesco.org/education/pdf/RECDIS\\_E.PDF](http://www.unesco.org/education/pdf/RECDIS_E.PDF)

**ISCED 1997**  
[http://www.unesco.org/education/information/nfsunesco/doc/isced\\_1997.htm](http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm)

**The Constitution of Canada**  
[http://laws.justice.gc.ca/en/Const/annex\\_e.html#I](http://laws.justice.gc.ca/en/Const/annex_e.html#I)

**Race Relation Act of Great Britain**  
<http://www.statutelaw.gov.uk/content.aspx?LegType=All+Legislation&title=Race+Relations+Act&Year=1976&searchEnacted=0&extentMatchOnly=0&confersPower=0&blanketAmendment=0&sortAlpha=0&TYPE=QS&PageNumber=1&NavFrom=0&activeTextDocId=2059995&parentActiveTextDocId=2059995&showAllAttributes=0&hideCommentary=0&showProp=0&suppressWarning=1>

**Multicultural Australia United in Diversity**  
[http://www.immi.gov.au/media/publications/settle/\\_pdf/united\\_diversity.pdf](http://www.immi.gov.au/media/publications/settle/_pdf/united_diversity.pdf)

<http://www.immi.gov.au/living-in-australia/a-diverse-australia/government-policy/australians-together/current-policy/principles.htm>