

Abstract

The Reality of Educational provisions and Support Plans for Migrant Youths – Focusing Secondary School Age Youths

Bangran, Ryu(KEDI)

Kyung-Ae, Kim(KEDI)

Jae-Boon, Lee(KEDI)

Hye-Jeong, Song(Chung-ang University)

Il-Cook, Kang(Mokpo University)

A study revealed the trend that in the sense of increase rate the secondary school age youths were more than elementary school age children in international-marriage family, although the number of elementary school age children itself was even higher. According to the trend, this study aims to examine the reality of the education and career provision, and to suggest necessary policies focusing the secondary school age youths in multicultural families. Study also tried to present appropriate policy by understanding the features and the demand of rapidly growing secondary school students of multicultural family.

Before data collection, materials about multiculturalism and multicultural education have been reviewed for reference. The main idea of this study is aligned with the attitude of multicultural education discussion based on the multiculturalism which insists that minority groups should not be discriminated. The fact that different from the Western countries Korea

mostly has immigrants from around Asia and has insufficient provisions for the immigrants which make them hard to acclimate to the new society became the basis to present policies to construct the society of anti-bias and anti-discrimination.

The aspect of educational opportunities is reflected by examining how many multicultural students are included to the public educational systems. Statistical data of Ministry of Public Administration and Security and Ministry of Education, Science and Technology showed that among children of multicultural family quite many secondary age students are not accepted to schools compared with elementary age students. Considerable number of such students is supposed to be the children brought from their native countries when their parent re-married Korean spouses (Ethnic Minority Immigrant Pupils).

Significantly high rate of multicultural pupils go to the schools in rural areas. We visited ten schools in two urban areas and three rural areas and meet with teachers and multicultural students to know the educational provisions and career plans. In some of the schools the meeting with the students was not permitted because the school said it was not desirable to interview with the students because of their multicultural backgrounds. In that case, just teachers were available. Throughout the meetings, it was uncovered that even though the secondary age youths did not want to be classified as a separated group their different looks led them difficult situation. Additionally, teachers often used “for Multicultural” when they mention about the students, which reflected their low set of expectations toward the multicultural students.

Stories about migrant background youths who were learning Korean were also available in private organization outside school. Some of them were in need for special care for their mental and emotional problem due to their unstable family atmosphere and its high possibility in the future. Furthermore, they urged the proper textbooks for enhancement of Korean language abilities and career development programs for the youths.

Sampling study was performed nationwide with 1,275 multicultural students and 900 other students from 99 middle schools (58 urban schools, 41 rural schools), 468 multicultural students and 870 other students from 68 high schools (44 urban schools, 24 rural schools). General return rates were 89% from multicultural students and 107% from other students. Extra questionnaire papers sent to other students in the process of selecting classes resulted in the higher return rate from expected sampling group.

Among the survey results, a remarkable point was that more multicultural students answered 'have no idea' to the question about future education and career desire and plan than other students. As middle school students, both multicultural students and other students strongly required the career experience and training programs. But the level of requirement of multicultural students was rather lower than that of other students. These results present the necessity of provision for concerned information and consideration.

Teacher survey was also occurred in the same sample schools as student survey. Total 2,563 teachers including 1,730 middle school teachers and 736 high school teachers were selected balancing the number of the teachers in charge of multicultural students and other teachers. Major analysis in this case was about the awareness of teachers by class, area, experience of multicultural students' teacher and their subjects. Key result from this analysis was that the more a teacher experienced the multicultural students the more the teacher got accepting to multicultural and relaxed in teaching multicultural students. This reveals that direct engagement reduces prejudice. Teachers indicated wide career searching programs and career trainings were urgently required.

As the supporting laws for migrant youths activated in foreign countries, the cases of Germany, France, and Canada were examined. This study handled the integrated supporting systems and the methods of each country for development of teacher's specialty of to deal with multicultural education.

In the final part, political issues are considered while analyzing the educational provision and the reality before suggesting policies. The policies were suggested being divided by guarantee for the opportunity of school education, support for acclimation to education system, career design support, and integrated system. Suggested policy to guarantee the educational opportunity includes the construction of supporting system to enlarge the school inclusion of migrant youths, and systemic management of pre-education schools to help them access to school.