LOCAL GOVERNMENT'S ROLE AND TASK FOR DEVELOPING CITIZENSHIP IN THE MULTICULTURAL SOCIETY

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1. New society, New Challenges

- Global context: Economic & cultural globalization
  → Active global migration
  → Increase of multicultural country and multicultural society

- Local context: Effect of accelerated globalization
  → Sudden increase of immigrants since 2000
    (esp. increase of international marriage and immigrant workers)
  → Transition to multicultural society
1. New society, New Challenges

* Trends of immigrants in Korea

(unit: ten thousand people)

Ministry of Security and Public Administration (2013)
1. New society, New Challenges

*Types of foreign residents in Korea*

- Migrant Workers: 36.0%
- Marital Immigrants: 10.2%
- International Students: 5.8%
- Koreans with Foreign Citizenship: 13.0%
- Married Naturalization: 5.8%
- Others: 12.5%
- Children of Foreign Resident: 13.2%
- Citizenship through other reasons: 3.5%
- Others: 12.5%
1. New society, New Challenges

- Sudden increase of migrant workers via international marriage
- 200,000 native students decrease annually, students with migration background increase 20% annually
1. New society, New Challenges

- Multicultural society:
  - Cultural conflict,
  - Communication problems,
  - Domestic violence within members, etc.

- Multicultural school circumstances:
  - Discrimination,
  - Bullying, & maladjustment to school due to race & complexion difference, etc.

- Work place:
  - Racial discrimination,
  - Problems regarding foreign laborers' human rights, etc.

- Local community:
  - Discrimination by majorities,
  - Poor social relation network for immigrants,
  - Ghettoization of immigrants' residence, etc.
1. New society, New Challenges

- Appearance of anti-multiculture internet community
  "Immigrants are job-stealers, hotbed of crime, and they harm ethnic legitimacy"
  → Xenophobia

Photo source: Hankookilbo
2. Needs and direction of citizenship education

Challenge: Advent of multicultural society
inflow of new members

Choice: Cultural abundance, social development
vs. Social conflict, division
(occurrence of social cost)

Action: Needs of new citizenship education:
Mutual understanding of culture within social members, development of communication capability
2. Needs and direction of citizenship education

- Administrative action of Korean central & local government in the multicultural society
  - Promoting stable settlement of Immigrants through various immigrant s-supportive policies led by central governments (Ministry of Gender Equality & Family, Ministry of Justice, Ministry of Education)
  - Most of the policies are focused on adaptation and assimilation of immigrants (e.g. Korean education and etc.)

  Policies to enhance native residents’ understanding and tolerance on immigrants, mutual understanding on their culture, and cultural communication are needed.

- Increase of needs for new citizenship education aiming enhancement of understanding between for native residents & immigrants, and development of mutual communication for social cohesion in multicultural age

→ Needs for detailed determination of principle and establishment of strategy in practice
2. Needs and direction of citizenship education

Johnston (1999 & 2006) How to overcome the crisis of modern society
- Emphasize the need for nurturing 4 types of citizenship through adult citizenship education

1. Inclusive citizenship:
   Policy and social customs that allow every citizen regardless ethnic group and cultural background to participate in the social activity as an equal citizen
   (e.g. Establishing human rights protection policy for foreign workers and immigrants as the social member)

2. Pluralistic citizenship:
   Capability to take account of cultural diversity and pluralism such as race, sex, culture, and etc.
   (e.g. Respecting the value and language of minority group including immigrants)

3. Reflexive citizenship:
   Self-critical and reflective attitude on the social issues and problems &
   Capability to coordinate traditional rights and responsibilities of all the citizens
   (e.g. Understanding globalization and mutual dependence, recognizing the peace and conflict)

4. Active citizenship:
   Capability to coordinate among groups to facilitate social development
   (e.g. Participation in social and political activities to abolish racism, ethnic discrimination, and etc.)
3. Citizens and local development

Learning citizens and local development

Relationship between Human Capital & Social Capital

- Individual Learning
- Human Capital
- Economic Competitiveness
- Organizational Learning
- Social Capital
- Social Inclusion

- Education Region
- Sustainable Local Development

※ Source: OECD(2001). p. 31 (Revision of the Figure 3.1)

Strong linkage
Weak linkage
3. Citizens and local development

Government 3.0 Era, Changing Citizens:

Changes on citizens’ values and philosophy toward local government

Passive Reliance → Active Opposition → Co-operative Participation on Problem Solving

Training of citizens with awareness / Reinforcement of local governments’ competitiveness
4. Limitation toward activation of citizenship education

- Lack of sympathy about the meaning and needs of citizenship education
- Lack of systematic network within related institutes
- Diversity or duplication of local citizenship education
- Absence of related sources and DB
- Change of recognition the meaning and needs of citizenship education
- Designation and operation of local institution or division for citizenship education
- Building governance for prosecution of citizenship education
5. Local governments' role for activating citizenship education

- Linkage of various citizenship education policy and master plan establishment
  - Establishment of master plan as a long-term point of view
  - The 3rd National Lifelong Learning Promotion Plan

- Secure stable budget for citizenship education
  - Conduct as a consecutive policy project for promoting citizenship education

- Project for citizens’ learning safety net
  - Expand and operate as the safety net program in the region
  - Establish network system to share the contents for citizenship education and to promote cooperation

- Leading to the local specialization of the citizenship education program
  - Develop the citizenship education model: Various and locally specialized model development as the regional brand
  - Enhance social capital by operating projects to promote civil community & supporting learning circles
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References (2)

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Thank you!