New emerging competency in lifelong learning in Korean context

: engaging with multiculturalism in local community

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I. Conceptual understanding

II. Practice and policy

III. Recommendation and suggestions
Conceptual understanding
Conceptual understanding

Lifelong Education
Lifelong + Lifewise educational provision
- Vertical and horizontal integration

Lifelong learning
- Learning takes place ongoing basis throughout life and in a wide range of situations
  - pursuit of knowledge
  - social inclusion
  - active citizenship
  - personal development
  - competitiveness and employability
Conceptual understanding

Reshaping lifelong learning engaging in multicultural context

- **Extensive global migration and changed social landscape**
  - Migration encourages a multicultural locality
  - Undergoing ‘Multicultural Korea’ engaging in a diversity of ethnicity, culture, class and identity

- **Culture, diversity, disjuncture, marginalisation**
  - Migration generates a social disjuncture and individuals’ disequilibrium leading to a discontinued social situation

- **Multicultural practice and transnational learning environment**
  - Migratory experience urges people to modify the assumptions of societal norms, which entails transitions of the learning mode. Also, local people start to experience different ethnicities, cultures, nationalities and social realignments.

- **Multicultural competency and democratic deliberation**
  - Multicultural competency in a wide variety of places: at home, work, leisure, community centres and through daily interactions with foreign residents
Emerging multicultural context

*Changed* LLL local community context

<table>
<thead>
<tr>
<th>Type of situation</th>
<th>Intended</th>
<th>Incidental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>Non-formal</td>
<td>B</td>
<td>E</td>
</tr>
<tr>
<td>Informal</td>
<td>C</td>
<td>F</td>
</tr>
</tbody>
</table>
Practice and Policy in Korea
Lifelong Education policy and practice in Korea

Major goal and agenda of LLL

- Empowering employability (work - learn)
- Intensifying comprehensive system toward lifelong learning society
- Promoting active participation in LLL for All

- LIFELONG EDUCATION WHITE PAPER(2010)
Lifelong Education policy and practice in Korea

**National structure and support system for Lifelong Education**

- **Ministry of Education, science and technology**
  Implementing & Facilitating the activation of resources

- **National Institute for lifelong education**
  Support & promotion, R&D Lifelong education programme

- **Board of lifelong education**
  Evaluate, improve systems and coordinate government policies

- **Provincial Institute for lifelong education**
  Offer lifelong education opportunities, information and counseling

- **Lifelong Education Communities**
  Coordinate, deliberate on programmes, foster linkage with regional organizations

- **Lifelong Education Council, Districts**
## Lifelong Education facilities affiliated with schools/ universities (2010)

<table>
<thead>
<tr>
<th>Type of Facility</th>
<th>Facilities</th>
<th>Programs</th>
<th>Learners</th>
<th>Teachers/Lecturers</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>3,213</td>
<td>160,249</td>
<td>29,026,042</td>
<td>64,605</td>
<td>15,491</td>
</tr>
<tr>
<td>Schools (Primary-University-graduate schools)</td>
<td>400</td>
<td>25,677</td>
<td>884,479</td>
<td>14,221</td>
<td>1,810</td>
</tr>
<tr>
<td>corporations</td>
<td>298</td>
<td>50,882</td>
<td>1,236,890</td>
<td>15,792</td>
<td>1,196</td>
</tr>
<tr>
<td>media organization</td>
<td>203</td>
<td>3,853</td>
<td>119,007</td>
<td>2,233</td>
<td>597</td>
</tr>
<tr>
<td>Knowledge&amp; human resources development facilities</td>
<td>761</td>
<td>13,158</td>
<td>768,736</td>
<td>8,104</td>
<td>3,459</td>
</tr>
<tr>
<td>civic social groups</td>
<td>386</td>
<td>3,922</td>
<td>169,401</td>
<td>3,171</td>
<td>1,133</td>
</tr>
<tr>
<td>Distance learning facilities</td>
<td>781</td>
<td>47,794</td>
<td>23,123,612</td>
<td>13,602</td>
<td>5,463</td>
</tr>
<tr>
<td>Lifelong Education centers</td>
<td>384</td>
<td>15,055</td>
<td>721,917</td>
<td>7,482</td>
<td>1,833</td>
</tr>
</tbody>
</table>

*Local Community Centres (cities/provinces level): 2,681*
# Lifelong Education policy and practice in Korea

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Participation rate (Formal &amp; Informal Education)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than middle school</td>
</tr>
<tr>
<td>Total</td>
<td>16.8</td>
</tr>
<tr>
<td>Age 25~34</td>
<td>10.2</td>
</tr>
<tr>
<td>Age 35~44</td>
<td>21.5</td>
</tr>
<tr>
<td>Age 45~54</td>
<td>17.3</td>
</tr>
<tr>
<td>Age 55~64</td>
<td>16.2</td>
</tr>
</tbody>
</table>

Source: Nile(2011) http://eng.nile.or.kr/
Lifelong Education policy and practice in Korea

The distribution of participant in specific program

Source: Nile(2011) http://eng.nile.or.kr/
Critical understanding and challenges

Who has less opportunity of LLL access?
- Gulf and divide of lifelong education participation
  : Not enough time (65.7 %), High cost (19.2 %), Pressure for taking care of family (9.1 %), Lack of information and network, low motivation

Why?
- Underprivileged individuals + marginalised groups
  : Educational background, Age, Gender, Income, Ethnicity
Multicultural landscape in local level

Global heterogeneity and local impact

- [World] International immigrants: 214 million
- [Korea]
  - Foreign residents make up 3% of Korean population (cf. 5.11% in 2050)
  - 1.41 million foreign nationals were living in Korea (immigrants, business, education, international refugees etc)
  - Migrant workers comprised the largest group( 42.5 %)
  - Chinese- Vietnamese - Filipinos- Indonesians etc
  - Marriage Immigrants are second largest (10.1 %)
  - Chinese- Vietnamese - Japanese
  - The third major group is International students(5%)
  - Chinese- Mongolians- Vietnamese - Japanese - Americans
  - The association of multicultural solidarity(2010)
  - First assembly woman as an immigrant in 2011 (Mrs. Jasmin Lee: Filipinos)
  - International local restaurant and foreign residents’ ‘market power’
  - NGOs’ diverse programmes engaging with multiculturalism
  - Changing local integration: multicultural media service(MWTV, Salad TV), language support programmes, mentoring project
  - Lifelong Education programmes for multicultural family
Multicultural landscape in local level

Challenge of LLL in local community

- [Korean Multiculturalism Scale Inventory] (2012 April)
  - Positive response toward ‘Multicultural Korea’: 37.5% (comparison with EU 73.8%)
  - ‘Blood centred nationalism’
  - Sense of repulsion for coexistence of cultures.
  - Unwelcome attention to diversity (ethnicity, race, nationality, religion, language)
- Racial discrimination
- Othering: marriage immigrants
- Social exclusion: multicultural family
- Marginalisation: residential ghetto, labeling to migrant workers’ towns ‘dangerous village’

“It is high time for South Koreans to strive to maximize the positive effects of a multicultural society and harmonize with foreigners living here”

- Mr. Kwak Jaeseok of Migration & Diaspora Research Institute -
**Lifelong Education policy and practice in Korea**

*New underprivileged classes*

<table>
<thead>
<tr>
<th>Type</th>
<th>2000</th>
<th>2003</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Marriage immigrants</strong></td>
<td>7,304</td>
<td>19,214</td>
<td>31,180</td>
<td>30,208</td>
</tr>
<tr>
<td><strong>Migrant workers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Including industrial trainees)</td>
<td>210,249</td>
<td>437,954</td>
<td>485,144</td>
<td>404,051 (07)</td>
</tr>
<tr>
<td><strong>North Korean defectors</strong></td>
<td>312</td>
<td>1,281</td>
<td>1,383</td>
<td>2,019</td>
</tr>
</tbody>
</table>
Lifelong Education policy and practice in Korea

Toward Broadening Lifelong Learning Accessibility for All

- Widening pathway to pursue LLL
- Inclusive Infrastructure
- Diverse resource and contents
- Learning friendly culture
- Self motivation
Lifelong Education policy and practice in Korea

Supporting programme for the underprivileged (2010)

- Elder: 30%
- The disabled: 14%
- Multicultural family: 22%
- Other: 22%
Lifelong Education policy and practice in Korea

Lifelong Learning Account System

Source: Nile(2011) http://eng.nile.or.kr/
Lifelong Education policy and practice in Korea

Academic Credit Bank System

Source: Nile(2011) http://eng.nile.or.kr/
Lifelong Education policy and practice in Korea

Lifelong Education City : LLL culture in local community

- Fostering Lifelong learning culture and mind-set in the grass root level
- Social inclusion

* 2001 ~ 2012: 90 cities (16 regions)
Lifelong Education policy and practice in Korea

National Lifelong Learning Festival

Promoting LLL empowerment in the grass roots level

*10th National Lifelong Learning Festival

Date: September 2~5 2010
Location: Seolbong park, Icheon, Gyeonggi province
National Lifelong Learning Awards

To recognize importance of lifelong education, promote the lifelong learning culture and facilitate self motivation of LLL targeting adult learners, work places, and local organizations.

Award Fields:
- Individual (Adult Learner, Adult Educator)
- Study Circle
- Educational Institute for Adults (Including Vocational School, Distance Education Center, Elementary, Middle and High school, Junior College, University, Lifelong Education Center affiliated with university)
- Company, corporations
- Lifelong Learning city
- Public Institution (including Military and Police)

Source: http://eng.nile.or.kr/
Recommendation Suggestions
Reflection and suggestion

Reshaping local community level swing with cultural diversity

How can we engage with emerging multicultural practice in local LLL dimension?

- Multicultural learning through social interaction
- Learning to live together in a wide diversity of ethnicity, race, nationality and identity
- Reconstructing community centres’ typology: contents, methods, process, asset, infrastructure
Reshaping local community level swing with cultural diversity

(a) Expansion and provision of informal and social learning opportunities addressing cultural diversity;
(b) Support for education for underprivileged groups, regardless of individuals’ nationalities, races and ethnic backgrounds;
(c) A citizenship learning programme to develop intercultural competency; and
(d) Promotion of adult learning focusing on learning to live together with different groups.
Comprehensive approach

Multicultural competency through LLL

Planning engaging with diversity

Lifelong Learning for All (EFA)

Evaluation

Implementation + Interaction
Moving forward…!

**Vision**

<table>
<thead>
<tr>
<th><strong>Philosophy</strong></th>
<th><strong>Content</strong></th>
<th><strong>Method</strong></th>
<th><strong>Infrastructure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Theoretic foundation of LLL engaging in multicultural context</td>
<td>- Life career development for immigrants</td>
<td>- LLL Bridge programmes with cultural diversity</td>
<td>- Maximizing LLL accessibility including ethnic minority</td>
</tr>
<tr>
<td>- Social recognition of Learning to live together with others</td>
<td>- Implementing multicultural learning programmes</td>
<td>- Local partnership project for social cohesion</td>
<td>- Comprehensive system for Lifelong learning society</td>
</tr>
<tr>
<td></td>
<td>- Multicultural civic education</td>
<td>- Adult educator's capacity building regarding multicultural environment</td>
<td>- Empowering sublettern in local level</td>
</tr>
</tbody>
</table>
Thank You

Re-constructing local learning community!

Lifelong Learning to Live Together Empowering for All in a new Multicultural era!

- Dr. Jinhee Kim -

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