

2 Summit Content

(1) Asia and Europe Practitioners' Seminar

Session 1: Education for Migrant Children

Education for migrant children (including those born in and immigrated to the host country) is keenly important for them to fully participate in the society (including labor market) at the later age, so that they can become asset of the host society.

With that in mind, initiatives and challenges surrounding education for migrant children were discussed in this session.



■ **Date and Time:** October 26th 2012 (Friday) 09:05~10:20

■ **Venue:** Meeting Room 41, Congress Center 4F, Act City Hamamatsu

■ **Moderator, Commentator, Panelists**

Moderator	Representative Director, Institute for Human Diversity Japan	Mr. Taro TAMURA
Commentator	Head of Division and Manager of Intercultural Cities Programme, Council of Europe	Ms. Irena GUIDIKOVA
Panelists	Director, Local Community Promotion Division, Minokamo City (Japan)	Mr. Yoshimi SAKAI
	Manager, Multicultural Team, Gwangmyeong City (Korea)	Mr. PARK, Sang hyun
	Manager, Multicultural Policy Team, Gwangsan-gu, Gwangju City (Korea)	Ms. CHOI, Yun-jung
	Manager, Office for Integration, Dublin City (Ireland)	Mr. Declan HAYDEN

■ **Outline of Presentations**

○ (Minokamo City, Mr. Sakai)

- I would like to focus my speech on the situation of children who have passed the compulsory education age. In Minokamo City, the senior high school continuance rate for foreign resident students who graduated in March this year is 74%. The rate in major cities is 83.9%. It is believed that this difference is due to the decrease in the local region's population, along with the decrease in enrolment quotas in senior high schools, which led to the decrease in education continuance rate in foreign resident students.
- There is a part time prefectural senior high school in Minokamo in which a large proportion of students are foreign residents: 46 foreign resident students out of the total number of 122 students. Looking at the nationality breakdowns, Brazilians account for more than 70% of these students. In regards to attendance region, 50% of students are from the neighboring city of Kani and 36% of students are from within Minokamo City.



- In recent years, the number of foreign resident students who withdraw from school has been decreasing, however, I heard that this is influenced by the increase of students of the same nationalities at school and as a result, the increase of students who speak the same native language.
- These students' Japanese levels are fine for basic conversations, but this level is not high enough for studying through Japanese.
- There is a full time senior high school in the area around Minokamo City, out of about 360 students, there are 56 foreign resident students. In regards to nationalities, 24 are Brazilians and in recent years, Filipinos increased to 29 people. As a consideration for students who do not have sufficient Japanese language levels, separate "intensive classes" are being implemented in each classroom. The part time senior high school I mentioned previously and this full time senior high school both recognize the need for adaptation counselors. Foreign resident support programs are implemented at the two schools which provide learning support, language support and mental support.
- "Brazilian Friendship Association" is a non profit organization in the city and they provide education support at night for children who have difficulties studying during the day. This project started in August and currently there are about 8 students receiving support.
- Challenges with language and cultural differences and issues with their future paths are all challenges these children are facing. Many foreign residents have settled in Japan since the revision of the Immigration Control and Refugee Recognition Act in 1990, however, I believe one of the main reasons to why children will not be able to find work in their local areas when they become adults is because the system is incompetent.

○ (Gwangmyeong City, Mr. Park)

- The number of foreign resident in Gwangmyeong City was 283 people in 1999 and within a span of 5 years, it quintupled to 1,634 people in 2004. In 2012, there are 7,838 people from 13 countries and we believe this number will continue to increase in the future.
- Regarding multicultural families, including persons who attained Korean citizenship, there are 2,111 foreign residents in the city who married Korean nationals. Looking at the nationality breakdown, most of these foreign residents (363 people) are Chinese nationals with Korean ethnicity, followed by Chinese (215 people), Vietnamese (157 people) and then followed by Japanese, Filipino and Thai.
- The Multicultural Family Support Center opened in 2010. Currently, it has been entrusted to the Social Welfare Corporation In Clover Foundation and has 4 full time management staff. Approximately 2,000 people visit the center per month. Korean language education, consultations, information provisions and seminars are being implemented at the center. It also provides support for foreign resident children between the age of 3 and 12 years old. With this support, these children can overcome cultural differences and aim at adapting into their local areas.
- The program "Library Reading" targets migrants who came to Korea through marriage and their children, and uses libraries in the locality.



- The program “Let’s Press the Shutter with Our Hope” supports children by allowing them to dream of their future through photographs.

○ (Gwangsan-gu, Gwangju City, Ms. Choi)

- There are many industrial complexes in Gwangsan-gu, as a result there are many foreign residents in the city and the foreign population is on an increasing trend. As of 2012, the number of foreign residents in the city is 7,300 people. 31% of them are Chinese and 19% are Vietnamese. These two nationalities account for half of the foreign population. Looking at resident status breakdown, employment accounts for most of the statuses with 56.7%, followed by marriage immigration and study.
- There are 1,539 migrants who came to Korea through marriage and currently there are 1,442 migrant children.
- Customized education is provided with an aim to support migrant children and cultivate global talents. Infants are taught different languages and special language education is provided. “Senaru School” is a global school for youths.
- In order to provide systematic and efficient administration services to our foreign residents, a public-private partnership network consisting of 14 organizations from 5 different fields was created. The Multicultural Family Center, Gwangju City Education Bureau, Senaru School and private organizations join partnership to provide customized education for migrant children in the city.
- The Multicultural Family Support Center provides a service in which children’s language developmental levels are assessed and education which matches the children’s levels is provided. Migrants who came to Korea through marriage are hired as bilingual instructors and teach children their mother’s native language and culture.
- After school one-on-one support is provided in order to support children in multicultural families who lack in basic academic skills. The Multicultural Family Support Center runs various cultural experiences, sporting and cooking events through collaboration with the locality.
- There are migrant children who do not understand Korean, or they have difficulties adapting to regular schools in Korea due to cultural differences etc. To correspond to this issue, private organizations started the global school “Senaru School” in 2006 and in June this year, it became an official school in our city. The school has an aim of providing one-on-one custom curriculums. Mother language education and foreign language education are provided, and the common language at the school is Korean.
- Once students in “Senaru School” reach a certain Korean language level, they will then be transferred to regular schools. In order to support these students’ adaptation to normal schools, classes with students from regular schools are being implemented on a regular basis. This contributes to the promotion of multicultural understanding in children. A multicultural experience festival is being held at Senaru School once a year. This year, approximately 3,000 local residents participated and cooking classes, handiwork experiences, traditional clothing experiences etc were held in the festival.



- The education bureau has been promoting a mentor program for migrant children. It is a project in which migrant children are paired up with local university students and have consultations about their future path and school life etc. Counseling is also available. The project is implemented with a hope to create an environment where local residents can tolerate, communicate and sympathize with migrant children. We are now considering using local teachers as mentors in this program. As migrant children grow up healthily, we would like to try our best in cultivating global talents who will be the bridge between Korea and foreign countries for cultural and economic exchanges.

○ **(Dublin City, Mr. Hayden)**

- Ireland is historically a country of emigration, it was known for its large outflows of emigrants to all parts of the world up until the 1980s. From 1995 onwards, Ireland saw unprecedented economical growth and an increase in immigration. There was a lot of change through rapid modernization in the Irish society and demographics, and economic development. The rapid increase of migrants became a challenge for Ireland.
- Traditionally education in Ireland was ran by religious organizations. In response to immigration, there were many problems in schools in Ireland, for example, clustering of migrants at primary level. Language provision was the most complicated issue. An intercultural education strategy from 2010 to 2015 was developed by the department of education as a response to these issues. The origin of this was in the Irish government’s commitment in the World Conference against Racism in Durban in 2001.
- The core of this intercultural education strategy was a framework for intercultural education with 10 points.
- Within that, “Educate Together” is an important charter and model for schools. This guarantees access and esteem for children, regardless of their social, cultural or religious background. Schools under this model are learner centered in their approach to education and are run as participatory democracies, with respectful partnership between parents, pupils and teachers.
- There are 65 multidenominational schools across Ireland which implement the “Learn Together” curriculum, which is taught in place of religious education.
- Intercultural boxing is an excellent sport for seeing the discipline of interculturalism. Festivals are also important, various cultural events from around the world are being held in Dublin. In the project called “Story Teller”, 5 story tellers from 5 different global cultures all came together to do a project for children through storybooks.
- “Suitcase Story” was a project the city worked together on with UNICEF where refugee children in Ireland told their stories through art. The concept was that the inside of a suitcase will represent where they are from, and the outside will illustrate where they have come to. It was an excellent project that helped refugee and migrant children from very difficult backgrounds to deal with the new world they are living in.



■ Outline of Discussion

○ (Commentator - Council of Europe, Ms. Guidikova)

- Education is a human right. Public authorities have an obligation to provide adequate education and access to education for all. However, I believe there are some issues particularly in Japan in terms of migrant children's access to education. In the midst of this, I am delighted that cities such as Hamamatsu City are addressing this and implementing initiatives to make sure all children go to school.
- Learning the host language is a prerequisite, not only for learning knowledge, but also for citizenship. Minokamo City is excelling in making sure that all children are learning the Japanese language. Learning the host language is the basis for intercultural education. Education is a part of a comprehensive system, and not a separate discipline.
- It is important to make sure that once students have succeeded in education, they will actually have career possibilities. I believe this is an important challenge, not only for Japan and Korea, but also for Europe.
- It is very important to ensure that once children have succeeded, we do not waste the social capital they have built. We need to ensure social mobility for the second generation. This is the best criteria for success of interculturalism, when the second generation has the same opportunity in life as the mainstream population.
- Social capital is built through the family. For families which have difficulty in doing so, schools must then compensate. We must remember that schools are not instruments for assimilation. It is necessary to realize a true intercultural community.
- The representative from Gwangsan-gu explained the city's initiatives in making schools a real intercultural community. There are several parameters of interculturalism in education. First is the diversity of not only the students but also the teachers. This is a matter of efficiency as teachers understand the background of their students.
- This leads us to the issue of identity. A key challenge in Europe now is "White flight", or educational ghettos for migrants. This is addressed in various ways, but in our experience, the best way to deal with that is to resource. Make schools with a high proportion of migrants the best schools, where the mainstream population and people in the middle class would want to enroll their children in.
- Also in Europe, we are currently living in an age of hyper-diversity and at schools, all languages are equally valued. There are schools with 30-50 different languages spoken. The important thing in intercultural schools is the partnership with parents. In Italy, there is a strong tradition of involving parents in the education process. This is effective in the socialization of both children and parents.
- The intercultural competence of students, as well as teachers, is a vital key and I am happy to announce that we are preparing a mobile application that will help teachers test their intercultural competence. The application should be ready by



the end of the year.

- Gwangmyeong City gave examples of utilizing libraries as a part of the education system. Libraries are also increasingly important in Europe as well. They not only provide cultural content, but are also used as places for interaction and exchange.
- I was delighted to hear one of the examples given is to have high aspiration for children. The biggest obstacle to citizenship, learning and growth is when you don't expect much of migrant children. We should support these children to realize their potential, we should believe that they can and we should give them the confidence that they can.

Question 1: Are religious studies included in the elementary education curriculum in Korea?

○ (Gwangsan-gu, Gwangju City, Ms. Choi)

- A Christian group initiated the "Senaru School" and Christian studies and religious studies are included in their curriculum. There are religion classes in regular schools in Korea as well.

○ (Gwangmyeong City, Mr. Park)

- As religion is a sensitive topic, it is not included in school curriculums.

○ (Minokamo City, Mr. Sakai)

- Issues relating to religion are not included in the curriculum at public schools.

Question 2: Are children with parents who do not have legal statuses included in the examples given?

○ (Dublin City, Mr. Hayden)

- It can be a difficulty. The department of education has a very strong essence of having all children receive an education. Leaving children out of the loophole creates major problems in their futures. It is important to provide education for these children as early as possible.

○ (Commentator - Council of Europe, Ms. Guidikova)

- Ireland is an island, so they may not have as many non-documented migrants. However, continental Europe has a higher number of these non-documented migrant children. This is an area where cities can show their leadership and sensitivity to the right to have an education.
- For example in Geneva, the age for the right to attend free compulsory education for children of non-documented parents has been raised.
- I would like to make a suggestion. In the Intercultural Cities Program we are regularly working with politicians and professionals. One of the areas of exchange is with teachers. I believe it would be extremely beneficial to bring teachers from different cities together to discuss education in their cities just like this summit.

○ (Gwangsan-gu, Gwangju City, Ms. Choi)

- In Gwangsan-gu there are many women who migrated through marriage who have children, and their families are known as multicultural families. Though few in numbers, there are children without official nationalities in Gwangsan-gu. Currently, they are being supported by private groups and "Senaru School", but in the long term, it may be difficult for these children to adapt to Korean society. Therefore, it is necessary to have measures for these children at a governmental level in the future.

○ (Gwangmyeong City, Mr. Park)

- Gwangmyeong City is also in the same situation.

Question 3: What are the challenges of ‘Educate Together’, and why was boxing chosen as the sport?

○ (Dublin City, Mr. Hayden)

- Educate Together is an excellent example of a school system that responded very early to the needs of migrant children. Early response and planning for migrant children to engage in education is very important. There are some areas in Ireland where we did not implement schooling and language education early enough and have created social problems amongst second generation teenagers.
- Parents of migrant children are often the most passionate and proactive persons in engaging with schools. Studies have found that mixing migrant children into classrooms has greater results in creativity and innovation in the classroom than normal classrooms.
- Boxing is a sport that is a good medium for interculturalism. The discipline and respect needed is important. The children may not speak the same language, but they communicate through boxing language and learn the discipline and respect required, regardless of skin color and religion. Other than boxing, any other sport is also great for interculturalism.

Question 4: Is the initiative of “Senaru School” a Gwangsan-gu only initiative or a nationwide initiative? Also, is bilingual education or mother language education being implemented for preschoolers?

○ (Gwangsan-gu, Gwangju City, Ms. Choi)

- Gwangsan-gu is the first city in Korea to establish “Senaru School”, which was started by private groups in the city. I believe that there are similar schools now in other Korean cities. ‘Senaru School’ was appointed as an official school by the Ministry of Education last June, and the school is receiving funding from the national and local government for the school’s administration expenditures such as personnel cost of the teachers.
- For preschoolers and their linguistic education, in Korea, unlike Hamamatsu, there is no systematic education system. Therefore, that is a challenge from now. However, the chief of the board of education of Gwangsan-gu is passionate about intercultural education and has selected a few elementary and junior high schools as model schools for implementation of intercultural education. Also, regular training is provided for teachers. Mother language education is not provided at schools.

Question 5: There were examples given of education network between the public and administration sector in Gwangmyeong City. Can you please explain specifically the kind of partnership and their functioning? In addition, are Korean language education only provided for children in multicultural families or is it provided for children whose parents are both non-Koreans?

○ (Gwangmyeong City, Mr. Park)

- The Multicultural Center in Gwangmyeong was established in 2010. However, this center is being implemented under the commission of the national government. It was only recently that the city recognized the necessity of policies for multicultural families and started implementing initiatives.

- The city has started a multicultural recognition improvement project, which is the first in the country. We have conducted a survey on the thoughts of Korean residents towards foreign residents, as well as the thoughts of multicultural families towards Korean residents. We would like to improve different programs in the city based on the results.
- In regards to Korean language education, it is not only limited to multicultural families, it is also available for children whose parents are both non-Koreans.

Question 6: In Japan, there is an impression that within the diversity of education as a whole, Japanese and foreign residents are being separated. What are your thoughts about this?

○ (Minokamo City, Mr. Sakai)

- This may be different depending on the generation. Amongst the children attending public schools nowadays, I do not think they are being distinguished as foreign resident children. However, I think amongst their parents' generation, people of foreign nationalities are still being distinguished as foreign residents.
- I agree with Irena's comment about "it is also important to educate the parents." Children who have parents who are interested in their education advance academically, however, for migrant workers who have no interest in their children's education, there are cases where these children cannot keep up with their studies. In addition, I also agree that the ability of teachers is very important in education.

■ Summary

○ (Moderator - Institute for Human Diversity, Mr. Tamura)

- We can see that Europe and Korea have various initiatives and in Japan, there are efforts being put into education as well. I feel that every country is facing similar concerns and all are trialing different initiatives.
- It is vital to include the whole of diversity into the horizon of education, as well as the diversity of educators and having diversity within teachers.
- There were examples of custom made education for individual students in Korea. I believe there is a deficit in these kinds of viewpoints in Japan. It was also pointed out to us that the involvement of guardians and the local community is important for education of children.
- I believe that there will be mutual benefits for all countries if an event with a theme on education is held in a way similar to this session, and in this summit in the future, I think it will be beneficial if teachers and guardians can join us to discuss the situations in Japan, Korea and Europe.



Session 2: Partnership with Businesses, NPOs and Universities

The intercultural partnership (with NPOs, businesses, universities etc.) is critical in promoting intercultural policy in various fields including education, healthcare, employment and labor.

Within that, examples and challenges of successful partnerships established by making the most of each city's resources were discussed in this session.



■ **Date and Time** : October 26th 2012 (Friday) 10:25 ~ 11:40

■ **Venue** : Meeting Room 41, Congress Center 4F, Act City Hamamatsu

■ **Moderator, Commentator, Presenters**

Moderator	Managing Director, Japan Center for International Exchange	Mr. Toshihiro MENJU
Commentator	Professor, Sungkonghoe University	Prof. YANG, Kee-ho
Panelists	Director of Internationalization, Ota City (Japan)	Mr. Takayoshi INOUE
	Manager, Multicultural Team, Cheonan City (Korea)	Mr. LEE, Gwang-hyung
	Team Manager, Migrant Community Service Team, Guro-gu, Seoul City (Korea)	Ms. JEON, Gyeong-Sim
	Head of Division for Inclusion and Diversity, Copenhagen City (Denmark)	Ms. Pernille KJELDGAARD

■ **Outline of Presentation**

○ (Ota City, Mr. Inoue)

- The current foreign population of 18,500 people in Ota City accounts for 2.7% of the total population. As Tokyo Bay and Haneda Airport are located in the city, the creation of international senses is necessary.
- While there are merits such as an increase in foreign visitors, the vitalization of the economy and enhancement of international senses amongst the residents, on the other hand, it has been predicted that problems will arise due to a lack of mutual understanding and lifestyle differences etc. As a result of the surfacing of these issues, proactive initiatives are being implemented to prevent a lack of proper policies after the fact.
- Within the nationality breakdown, residents from China, Korea and the Philippines account for most of the foreign population. Foreign residents live scattered across the city and Japanese residents are not aware of the foreign resident situation in the city.
- The city government established the Intercultural Society Promotion Plan and is responsible for holding intercultural promotion council meetings and management of the Interpeople Community Center. The city is also responsible for network creation in Ota.
- Surveys were conducted in 2009 to examine the awareness levels in foreign residents and Japanese residents. It was confirmed that foreign residents and



Japanese residents have different viewpoints. With this data, the city established the intercultural society promotion plan and cooperated with various organizations to promote interculturalism in the city.

- The operation policies of the Interpeople Community Center are: a facility that cooperates with a variety of organizations and is open to everyone in the community, to actively make the most of human resources through cooperation with NPOs and residents, and to act as a base for intercultural promotion in the city.
- There are Japanese language classes held by the city and NPOs.
- Foreign residents participate in implementation of initiatives in local neighborhood associations. Initiatives being implemented this fiscal year are based on the theme of disaster prevention.

○(Cheonan City, Mr. Lee)

- In 2006, the number of foreign resident was 6,864 people. Currently, the number has grown 2.8 times and there are 19,028 foreign residents in Cheonan City. Chinese, including those who are ethnically Korean, account for 52% of the foreign population, followed by Vietnamese with 11%. As for status of stay, 50% are workers, 13% are migrants who came to Korea through marriage and 9% are students.
- There are many institutions that support multicultural families in the community, such as educational institutions, medical institutions, administrative institutions and religious groups.
- The Multicultural Organization Council was established for information exchange and to deepen cooperation between organizations. The council composes of three different groups, the consultation/case group, the culture/festival group and the education/employment group.
- The Multicultural Organization Council holds multicultural development discussion sessions after implementations of projects every year.



○ (Guro-gu, Seoul City, Ms. Jeon)

- In 2007, there were 29,800 foreign residents. This number has doubled and currently there are 43,000 foreign residents in Guro-gu. The number of migrants through marriage increased by 1.7 times and the number of children has quadrupled. 94.5% of foreign residents are from China, followed by residents from the U.S., Vietnam, Taiwan and Japan.
- Regarding cooperation with local communities, first of all, safety initiatives are being implemented in areas where there is a large foreign population. A disaster prevention and crime prevention group was organized voluntarily by foreign residents in the city. Together with maintaining public order with the police, the organization also provides support for foreign residents.
- In cooperation with the Woman Resources Development Center, the city is taking the initiative in creating employment opportunities for female migrants. The city has introduced an internship system in which if a company hires female migrants, six months of their wages will be covered by the city.



- Also, female migrants through marriage are paired up with women from local female organizations in Korea. Cultural experiences and consultations take place between these migrant and local women.
- The building of the Multicultural Family Support Center was old and confined. A logistic company supported the center with its expansion and also donated 2,000 books in the mother languages of female migrants.
- In order to build networks, an association was created for practitioners involved with interculturalism and liaison meetings are held.
- Arts Council Korea and the Guro Foundation cooperate to hold festivals in the city. These are festivals in which local residents can exchange with multicultural families.
- Guro-gu puts most of its efforts into education for migrant children, in particular, special education for gifted preschoolers. We would like to prevent the poverty cycle. The city is also increasing the esteem and sociality of children from multicultural families. With financial support from the Guro-gu government and enterprises, universities plan and evaluate curriculums to provide better education for children.

○ (Copenhagen City, Ms. Kjeldgaard)

- Global exchange of knowledge between cities is important. In order for cities to be able to take initiatives ahead of national governments, global exchanges like this are important.
- Currently, Copenhagen is in the process of creating new policies which are moving from “integration” to “inclusion” and “intercultural strategies”. We believe it is important for all citizens to feel a sense of belonging. Copenhagen’s vision is to become the most inclusive city in Europe by 2015. There are 3 principles in the inclusion policy. We believe that diversity is a strength and everyone must have the opportunity to get involved. Active citizenship is everyone’s concern. This policy is being promoted through the leadership of all citizens.
- Copenhagen established a diversity board which comprise of companies, artists, writers, schools etc. How the stakeholders and companies are involved is important and we call this “growth through diversity”.
- In Copenhagen, we want companies to reflect the diverse population of the city when they employ workers. Currently, 33% of all companies are reflecting the diverse population of the city in their employees. The city hopes to have 50% of all companies reflecting the city’s diverse population in their employees.
- Once the companies reflect the diverse population in their employees, they could see better innovations and more ideas, which leads to better growth of the companies. Another key strength is better customer service and new markets.
- To create the platform to involve companies in reflecting the diverse population in companies, the city has asked companies to sign a diversity charter. Currently there are 450 companies that have signed the charter. The charter states that the companies will aim at creating diversity within their companies, they will make a voice and debate about diversity in public and they will oppose discrimination. This is a way to create a more powerful leadership and have more voices from within the city that support the idea of diversity.



■ Outline of Discussion

○ (Commentator – Sungkonghoe University, Professor Yang)

- The main bodies of intercultural promotion are the central governments, local governments, NPOs and most importantly, local residents. When thinking about interculturalism, the most important thing is the community, symbiosis with foreign residents, as residents of the community. From these viewpoints we can see that the role of local governments is extremely important. It is necessary for local governments to become the main core and initiate a network with schools, the central government, NPOs, enterprises, the community etc., to have mutual exchange with a long-term perspective and create an intercultural acceptance system.
- In the case of Japan, the central government is not putting much effort into supporting foreign residents other than those who are of particular groups such as Brazilians of Japanese descent. The central government is still having a conservative approach. It is important for local governments in Japan to continue their efforts in intercultural promotion.
- Europe has a long history of immigration. Central governments have put a large amount of efforts into supporting migrants and we can now see restrictions being put in place. I believe we should focus on the activities of local governments that aim at creating positive intercultural societies.
- In Korea, there is a rapid increase in the number of foreign residents. From a human rights level, the central government has established 4 top-down laws and approximately 80% of all local governments have established their own human rights regulations for foreign residents. From now on, it is necessary for local governments to increase their power and promote policies which will ensure migrants can live as a part of society.
- I would like to know how Ota City plans to make the most of the network it created in order to deepen interculturalism in its society. As for Cheonan City, I would like to know its method of including foreign residents in its network. I would like to know what kind of programs Guro-gu has to support employment of migrants through marriage and from Copenhagen, I would like to hear about the ideas in strengthening the network between local residents, companies and migrant workers.



○ (Ota City, Mr. Inoue)

- The Intercultural Promotion Council was established to consult about the Ota government's initiatives, challenges and solutions etc. with related organizations. Within the administration, intercultural liaison meetings are held by related departments and agencies that promote interculturalism.
- Besides disadvantages, an intercultural society also brings advantages to a city. We share with all kinds of organizations and companies the advantages of interculturalism for our next generations in the future.

○ (Cheonan City, Mr. Lee)

- The current situation is that Korean residents have created networks to implement programs to support foreign residents.

- Currently, we are seeking opportunities to see whether migrants are able to make the most of the language skills or qualifications they acquired in their home countries in Korea. In addition, next year, the “National Network Meeting” will be held in Cheonan City. Dance teams from 20 countries will gather in the city for an event in the meeting. We are currently discussing the possibilities of having migrants through marriage to provide interpretation services at the event and provide support for the teams from their home countries.

○ **(Guro-gu, Seoul City, Ms. Jeon)**

- There is a website on employment created for migrants through marriage. At the Woman Resources Development Center, employment seminars are being held. In addition, the city is cooperating with the national government to provide employment support for female migrants through marriage.

○ **(Copenhagen City, Ms. Kjeldgaard)**

- From the new inclusion policy, Copenhagen has learned that it is important to combine partners. It is necessary for municipalities to establish partnerships with universities, NPOs, civil organizations and companies, and combine the knowledge, networks, customers and employees between partners.
- An ethnic minority culture festival and a Nordic restaurant festival has been combined in the city, which generated a synergistic effect by combining the two different types of visitors of the two festivals. In addition, in order to support employment for women, there is an individual mentor program for women as well as a host program for families which will allow these women and families be introduced to the Danish network.
- In order to make the most of diversity, frontrunner international companies conducted a research program to compare teams with diversity and teams without diversity. They found that teams with diversity have a higher growth rate of 3.7% than teams with no diversity. Once these frontrunner companies are involved, it will attract other companies. Currently 450 companies have signed the diversity charter. Even though these 450 companies are not necessarily the frontrunners, they are inspiring other companies to follow their lead. Copenhagen is currently creating similar programs for companies like these to take on leadership.

■ **Questions from the Audience**

Question 1: Why is “multicultural families” a central concept in Korea?

○ **(Commentator – Sungkonghoe University, Professor Yang)**

- Korea is currently promoting immigration policies, however, the government is not taking a progressive approach in immigration policies for migrant workers and foreign students. The national government has been promoting programs which support female migrants married to Koreans and their children in adapting to society.
- The government has been budgeting for programs which support female migrants married to Korean men, and their children. There are opinions from both Korea and overseas that criticize the government for its limited target of support.
- Migrant workers enter the country under the employment permit system. Migrants can be accepted into the country as guest workers and their period of stay is 3 years. For migrants with special skills, they can extend their period of stay and stay for a maximum of 4 years and 10 months. However, migrant workers cannot bring their families with them.

- From now, Korea needs to look at how to expand its intercultural policy which targets a wide variety of migrants.

Question 2: Are there any incentives for the companies that signed up to the diversity charter being promoted in Copenhagen?

○ (Copenhagen City, Ms. Kjeldgaard)

- The logos of the companies which have signed up to the diversity charter are shown on the city's homepage. Citizens can see that these companies are valuing diversity. Also, by joining this network, these companies create networks with other companies and public institutions and can share and learn from one another.

Question 3: From the results of the survey of Japanese residents that was implemented in Ota City, were the opinions for having foreign residents living close by mostly positive or mostly negative?

○ (Ota City, Mr. Inoue)

- Rather than positive or negative, most of the answers were concerns about foreign residents not following the rules when disposing garbage or concerns about loud noises etc. On the other hand, most of the answers foreign residents gave were their concerns about their Japanese language skills and differences in lifestyle.

Question 4: As Ota City is a city of manufacturing, are there any initiatives in place to support foreign residents in starting up businesses?

○ (Ota City, Mr. Inoue)

- There are 2 or 3 cases of foreign residents going into factories and research facilities to conduct research to start their own projects. In other words, instead of financial support, the city is implementing environmental and lifestyle support in this aspect.

Question 5: Are preschoolers included in the special education initiative in Guro-gu? Also, who instructs the classes?

○ (Guro-gu, Seoul City, Ms. Jeon)

- The targets for special education are preschoolers between the age of 5 and 7 years old. There are about 10 children from the respective ages. Professors from university instruct these classes. Companies provide financial support for these initiatives.
- In Korea, generally, children are raised by their mothers. However, children whose mothers are migrants tend to lack Korean language skills and cannot follow the Korean language classes at school. Guro-gu would like to provide support for elite global talent nurturing in this area.

■ Summary

○ (Moderator - Japan Center for International Exchange, Mr. Menju)

- We now all know the importance of partnerships, and I believe partnerships can create many possibilities.
- Foreign residents are still being strongly considered as the burden of society in Japan. I believe interculturalism mindsets will be the key to breaking down the occlusive Japanese society.
- In regards to unfolding the potential of foreign residents, I believe if we are able to endorse the idea that the potential foreign residents hold will become a key to vitalization of society, this will become a power to change the world.

