

# **A Study of Overseas Korean Education for Second-Generation**

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## **I . Introduction**

### **1. Purpose & Necessity of a Study**

The number of nationals who sojourn in foreign countries is increasing more and more every year as international exchanges rise in the whole areas, such as political, economical, social and cultural section, and many Koreans are going abroad actively. However, Koreans overseas may forget national consciousness easily because they reside in the long distant place geographically from the country of their ancestry and must adapt to foreign life.

It is necessary for government to effort earnestly to lead that Korean residents abroad can show their abilities in the wide world, contribute to the growth of foreign countries or social communities and do a great service to the development of the fatherland with their national identities. The most important thing of several supplies or plans for nationals overseas is education for children. Education for children, however, isn't simple problem because it is influenced by characteristics of teachers or

social and cultural environment from the countries of residence.

Therefore, it is necessarily inevitable to study closely about policy, method and content of education since there are demands about various overseas Korean education in accordance with regions of residence and purpose of sojourn, that is, the circumstance on the present region, to get a satisfactory educational effect.

To help them and their children protected by Korean Constitution grow to be competent citizens in the country of residence with pride and identity as Koreans, this paper will explain that the state and the problems of education for Korean residents or nationals overseas that government has practiced, also search effective educational method for second-generation Koreans.

## **2. Object & Scope of a Study**

Nationals overseas are judged by if they are Koreans in nationality or not, often including the people who had a nationality in Korea but were naturalized in foreign country as expanded meaning. When we consider the related law, however, nationals overseas are said to be sojourners as Koreans in nationality, such as Korean residents, ambassadors, the staffs of trading company, students studying abroad, and etc.

On the other hand, compatriots or Korean residents overseas used by a word with cultural character is distinguished from Korean nationals overseas in that the former designates all fellow countrymen abroad whether they are Korean in nationality or not. In the point of view, we consider Koreans in China as Korean residents overseas but not as Korean nationals overseas.<sup>1)</sup>

This study would discuss the education for second-generation Koreans overseas within a scope of the state and the improvement method of education except analyzing its system, adhering to the fact that it is very difficult to grasp the educational state

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1) Han, Jae-Suk, A study on the State and the Development Method of Overseas National Education, Graduate School of Education of Chung Ang University, p. 3-8, 1991.

of Koreans overseas completely.

The focus of this study lies in second-generation Koreans because they appear to have greater possibility to fall into identity crisis, in want of national consciousness or speech ability of mother country more likely than first-generation.

## II. The State of Overseas Korean Education

### 1. Overseas Korean Education<sup>2)</sup>

#### 1) Meaning of Overseas Korean Education

Overseas Korean education means the educational system under the Korean government or private initiative to Korean nationals residing in foreign country. It designates that whether they are temporary or permanent sojourners, it is for them or their children who live abroad with nationality in Korea.

We can find out the importance of overseas Korean education in that they can feel strong solidarity or relationship, at once play a role to bring glory to Korea by managing their lives steadily and successfully through it. Kim Jong Cheol explains about how important nationals abroad education is, like that.<sup>3)</sup>

First, we have to help nationals overseas and their children manage happy lives for themselves by inspiring them with pride and self-esteem and getting them to establish the selves. If we neglect they wander spiritually as aliens, not accommodating to the present region, there could be no worse misfortune.

Second, not only adapting themselves to the present region but also holding a solidarity to mother country, they can play an important role to bring Korea into all

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2) Huh, Yong, A basic Study on Educational Support of Korean Residents and the State of Koreanology, Korea National Open University, p. 14-20, February, 1997.

3) Kim, Jong-Cheol, Function and Role of the Education for Korean Nationals Overseas, Overseas Korean Education No. 4, Education Institute of Overseas Korean.

over the world, constructing political, economical and cultural bridge between Korea and the country of residence.

Third, they can contribute to the advancement of a world civilization by creating their national culture. While there are frequent occasion that they are educated in disadvantageous circumstance compared with nationals who reside in their home country, they have an advantage too at least, like speaking fluently both languages. Thus, they can go far actively with propagation of the national culture toward the world.

## 2) Direction and Goal of Overseas Korean Education

Duality exists in educational goal for nationals overseas because we consider a specific environmental circumstance distinguished from general education in Korea.

Dualistic factor of the educational goal means that we are required to establish nationalism and train the adaptive ability to foreign country at one time. Thus, Ministry of Culture and Education defines the educational goal that they should be educated to contribute to fatherland and make much for the peace and mutual prosperity of the world ultimately, by developing Korean nationals society and participating in running of community through fostering a pride as Koreans and growing a sound ability of living.

## 3) Organization of Overseas Korean Education

Until before the 1950s, overseas Korean education has been driven spontaneously by residents in the present region not concerned with our own government.

After 1955, our government began to have a concern actively about nationals overseas education with realization of the importance<sup>4)</sup> and it appeared that an organization in charge of it was composed in Ministry of Culture and Education after

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4) Ministry of Culture and Education, *The 40-year-old History of Ministry of Culture and Education*, University Text Book, 1988.

1963. The structure of Ministry of Culture and Education reshuffled in 1963, set up the division of International Education under the bureau of Art and Sports, and founded the section of Residents Overseas Education in the same division which could control about the affairs related to overseas Korean education. Since that, the division of Overseas Korean Education was established newly by reorganizing the structure of Ministry of Education in 1977 according to extended affaires of overseas Korean education.

Ministry of Education and the National Institute of International Education Development take charge of the service about overseas Korean education. In addition, Ministry of Foreign Affairs and Trade and diplomatic establishments abroad cooperated with this service. Ministry of Education has taken charge of education planning, establishment and operation of educational institution, guidance and supervision of the operation, picking out and dispatching of teachers in Educational Institute of Nationals Overseas and support of overseas Korean education. Educational Institute of Nationals Overseas has been in charge of preliminary educational process operation, short-term invitatory education, study in mother country, study and training of teachers who is in charge of overseas Korean education, development suppliance of teaching materials, scholarship and practical guidance for students from abroad who are going to school in domestic.

## **2. The State of Overseas Korean Education**

Above all, the regional state of nationals overseas in 1997 is as follows.

Representative institutions in charge of nationals overseas and the education for them which are spread abroad are Hangul school, Hankook Academy and Korean Education School.

**Table 1.** The state of Korean Overseas by Regions.

(unit : thousand)

Asia				America			
Japan	China	Others	Total	USA	Canada	Central & South America	Total
699 (12.7)	1,985 (35.8)	113 (2.0)	2,798 (50.5)	2,000 (36.1)	110 (2.0)	98 (1.8)	2,209 (39.9)
Europe				Middle Asia	Africa	Total	
CIS	Germany	Others	Total				
450 (8.1)	30 (0.6)	41 (0.7)	522 (9.4)	7 (0.1)	3 (0.1)	5,541 (100%)	

Source : Ministry of Foreign Affairs and Trade, the state of Korean Overseas, January, 1997.

## 1) Hangul School

Hangul school is the part-time Saturday school in which under ten-thousand voluntary teachers, who are teaching in 11,678 schools from ninety-three nations, on hundred-thousand children of nationals overseas usually study Korean language in weekend. In case of America, our government supports part of operation costs to Korean language school and supplies teaching materials and textbooks with free, but doesn't regard it as regular education. There founds elementary, secondary and high class in Hangul school, including class for adults. The majority of students who are mostly going to each school at the present region belong to elementary class.

There aren't any special limits to establish Korean Language School and it is possible to operate it only if he registers with an public establishment in charge of his own region on the provision related to overseas Korean education. The number of Hangul School is increasing continually more and more.<sup>5)</sup>

5) Huh, Young, *ibid*, p. 42-47.

## 2) Hankook Academy

To run a school flexibly according to regional peculiarity, the full-time Hankook School is operated equally compared with domestic regular school in the region where usually nationals abroad reside densely, and it has an educational function that helps children of temporary sojourners get a service connected with their home country and them of nationals overseas acclimate to the present region and understand mother country.

It is usually intended for elementary and secondary school students in residing country and has characteristic as national education institution to teach Korean studies, such as Korean, Korean history, for 2 or 3 hours everyday, dividing into morning and afternoon class. This academy is the full-time elementary, secondary and high school for Koreans that Korean government subsidizes operational costs for establishment, admits schooling career, dispatches one or two professional teachers and supply textbooks or teaching materials.

It is not desirable to impede the future education through understanding education about under Hangul school if the region has a long migrant history and higher educational condition than that of Korea, on the other hand, if many temporary sojourners, it needs Hankook academy to connect the full-time education with their home country. If region most of people are second or third generation from nationals overseas, education has made slow progress and thus it is difficult to satisfy educational needs enough in that region, superior education is needed more than that of present public school.<sup>6)</sup>

## 3) Education Institute of Korean Overseas

Education Institute of Korean overseas is a kind of educational center which has performed a national education to Korean residents abroad by the way of social

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6) Bae, Dae-Han, Educational Index for Second-Generation Korean Overseas forward the 21th Century, Korean Overseas No. 9, 1993.

**Table 2. The State of Educational Institute Overseas.**

(1992. 6. 1.)

Region	Education Academy	Civil Servant Dispatched	Academy	Training School	Hangul School			Overseas Koreans	Education Institute in Public Establishment
					School	Teacher	Student		
Japan	14	32	15	165	-	-	3,888	695,033	7
USA	7	7	-	-	615	4,889	40,739	1,399,473	2
Canada	1	1	-	-	54	310	4,004	64,614	
Paraguay	1	1	-	-	4	16	184	9,732	
Argentina	1	1	-	-	4	41	591	30,216	
Brazil	1	1	-	-	21	181	1,909	42,323	
Great Britain	1	1	-	-	6	48	628	4,564	
France	1	1	-	-	2	11	175	8,234	
Germany	1	1	-	-	36	219	3,124	23,079	1
Australia	1	1	-	-	32	193	2,491	36,457	
Kazakistan	1	2	-	-	24	47	1,459	98,000	
Uzbekistan	1	1	-	-	7	18	468	181,880	
Others	-	-	-	-	112	530	4,465	2,239,145	
<b>Total</b>	<b>31</b>	<b>50</b>	<b>15</b>	<b>165</b>	<b>917</b>	<b>6,503</b>	<b>64,125</b>	<b>4,796,750</b>	<b>10</b>

Source : Ministry of Education, the State of Hankook &amp; Hangul School Overseas, 1992.

education through dispatching civil servants of education and fulfilled one's central duty to improve friendly relations with nationals overseas. Particularly, it takes charge of support or adjustment function across overseas Korean education and educational exchange with the country of residence by sending educational officer in main regions where many Korean nationals overseas live. Our government are responsible for dispatching civil servant of education, supporting operational costs, supplying teaching materials, and so on.

Their mission and role is growing larger in accordance with increment in quantity and enhancement in quality of Korean residents at an accelerating pace, leading a change the purpose and the aim of education, thus it is inevitable to reform relative law and institution urgently. It is required to decide the direction and the way of future education by regions corresponding to the characteristic of a foreign country, environmental condition, types of Korean nationals overseas, propensity of a settlement, reality of the education and need of Korean overseas. Also, it needs to make an effort to consider the quality and the extension of opportunity in education.



**Table 3. The State and Function of Educational Institute.**

(1998. 3)

Contents	Educational Institute		
	Hankook Academy (the full-time)	Korean Education Academy	Hangul School (the part-time)
State of Establishment	<ul style="list-style-type: none"> <li>• 23 Academies from 17 Nations</li> <li>• Student : 4,406</li> <li>• Teachers : 490 (dispatched: 50)</li> </ul>	<ul style="list-style-type: none"> <li>• 38 Institutes from 13 nations (Japan:18, others:20)</li> <li>• Teachers: 54(dispatched)</li> </ul>	<ul style="list-style-type: none"> <li>• 1,678 Schools from 93 Nations</li> <li>• Students : 10,204</li> <li>• Teachers : 10,873</li> </ul>
Function	<ul style="list-style-type: none"> <li>• Children of Permanent Korean Overseas: Adaptation Education</li> <li>• Children of Temporary Korean Overseas: Connective Education to Domestic</li> </ul>	<ul style="list-style-type: none"> <li>• Education of Understanding Korea for Overseas Korean and Support</li> </ul>	<ul style="list-style-type: none"> <li>• Education of Korean Language, History and Culture</li> </ul>
Building	Renting or Establishment	Public Establishment or Renting	Korean Assembly Hall, Church, Renting of School
Support	<ul style="list-style-type: none"> <li>• Teacher Dispatching (in part)</li> <li>• Operation Cost(in part)</li> <li>• Textbooks(free)</li> </ul>	<ul style="list-style-type: none"> <li>• Civil Servant of Education Dispatching</li> <li>• Operation Costs</li> <li>• Educational Material</li> </ul>	<ul style="list-style-type: none"> <li>• Operation Costs(in part)</li> <li>• Textbooks(free)</li> </ul>
Class	<ul style="list-style-type: none"> <li>• Regular School the Same to Domestic Standard</li> </ul>	<ul style="list-style-type: none"> <li>• 2-4 Hours Every Week by Courses</li> </ul>	<ul style="list-style-type: none"> <li>• 2-6 Hours on Saturday &amp; Sunday Weekend School</li> </ul>
Qualification of Teachers	<ul style="list-style-type: none"> <li>• License Needed (License of Regular Teacher for Elementary &amp; Secondary School, Career over 10 years and 46 Years Old and Under)</li> </ul>	<ul style="list-style-type: none"> <li>• Civil Servant Dispatched from the Government</li> </ul>	<ul style="list-style-type: none"> <li>• License Priority</li> <li>• Voluntary Service (No License)</li> </ul>
Educational Materials	<ul style="list-style-type: none"> <li>• Domestic Textbooks</li> <li>• Materials of the National Institute of International Education Development</li> <li>• English, Language in the Resident Country, Culture, History added</li> </ul>	<ul style="list-style-type: none"> <li>• Materials of the National Institute of International Education Development</li> <li>• Materials Produced by Itself</li> </ul>	<ul style="list-style-type: none"> <li>• Materials of the National Institute of International Education Development (Textbooks, Teaching Materials, Audiovisual Materials)</li> <li>• Materials Produced by Itself</li> </ul>

### 3. The State of Overseas Education in Other Nations

The state of other countries for nationals overseas is explained as follows.

**Table 4. Overseas Nationals Education in Other Countries.**

Country	Japan	China	the United States	Germany
Object	<ul style="list-style-type: none"> <li>• Children of Temporary Sojourners</li> <li>• 350,000</li> </ul>	<ul style="list-style-type: none"> <li>• Permanent Residents</li> <li>• about 2,800</li> </ul>	<ul style="list-style-type: none"> <li>• Children of Temporary Sojourners</li> <li>• about 400,000</li> </ul>	<ul style="list-style-type: none"> <li>• Children of Temporary Sojourners</li> <li>• unknown about the number of children</li> </ul>
Goal	<ul style="list-style-type: none"> <li>• Public Education or Compulsory Linking in the Chain of Domestic Education</li> <li>• International Understanding Education &amp; International Japanese Cultivation</li> </ul>	<ul style="list-style-type: none"> <li>• Education Based on the Three Principles of the People</li> <li>• Adaptation Education</li> </ul>	<ul style="list-style-type: none"> <li>• Support Opportunity of Education (Domestic Education Concentrated)</li> <li>• Infuse Idea &amp; way of American Education</li> </ul>	<ul style="list-style-type: none"> <li>• Usually Domestic Education</li> <li>• Adaptive education (Recommended by the Country of Residence)</li> </ul>
Establish and Operation	<ul style="list-style-type: none"> <li>• Japanese School : 87 schools from 57 nations</li> <li>• Students : 17,877</li> <li>• Refresher Training School : 136 schools from 48 nations</li> <li>• Students :19,816</li> <li>• Correspondence Education: 13,000</li> </ul>	<ul style="list-style-type: none"> <li>• Overseas Chinese School : 3,872 (39 in Korea)</li> <li>• Students:4,082</li> <li>• Social &amp; Correspondence Education : about 960</li> </ul>	<ul style="list-style-type: none"> <li>• School Affiliated to Ministry of Defense: 268 from 19 nations</li> <li>• Students:15</li> <li>• Elementary &amp; Secondary Overseas Schools with the Support of the U.S: 174 from 104 nations</li> <li>• Students: 64,000</li> </ul>	<ul style="list-style-type: none"> <li>• German School:507</li> <li>• Students:126,000</li> <li>• No Schools Established by the Federal Government</li> <li>• Weekend School</li> </ul>
Subject of Operation & Finance	<ul style="list-style-type: none"> <li>• Founder: Japanese Association in the Present Region</li> <li>• Finance: Payment by Beneficiary</li> </ul>	<ul style="list-style-type: none"> <li>• Founder: a Council of School</li> <li>• Finance: Payment by Beneficiary</li> </ul>	<ul style="list-style-type: none"> <li>• Founder: Ministry of Defense or Nongovernmental Organization</li> <li>• Finance: Payment by Beneficiary</li> </ul>	<ul style="list-style-type: none"> <li>• Founder: Nongovernmental Organization</li> <li>• Finance: Payment by Beneficiary</li> </ul>
Organization & Function	<ul style="list-style-type: none"> <li>• Ministry of Culture : Supporting Budget Selection and Dispatching of Teachers, Educational Process Guidance, Returning Children Education</li> <li>• Ministry of Foreign Affairs &amp; Diplomatic Establishment Abroad: Supporting Educational Facility Costs, Subsidizing Teacher's Allowance, Negotiation with the Country of Residence</li> <li>• Education Foundation for Overseas Children: Proceeding Activity not Coming up to the Government, Proceeding of Assistant Business</li> </ul>	<ul style="list-style-type: none"> <li>• Overseas Resident Committee: Selection &amp; Disposition of Dispatching Teacher, Repairing Facilities</li> <li>• Ministry of Foreign Affairs &amp; Diplomatic Establishment Abroad: Guidance &amp; Supervising of Overseas Chinese School</li> <li>• Ministry of Education: Entrance Education of Overseas Chinese Students after Returning, Materials Compilation and Support</li> </ul>	<ul style="list-style-type: none"> <li>• Supervising by a Kind of School in Ministry of Defense &amp; Ministry of State</li> <li>• Ministry of Defense: Dispatching Teachers to School Affiliated to Ministry of Defense, Supporting Costs of Facilities, Operation, Labour</li> <li>• Ministry of State: Supporting Elementary, Secondary, high Schools Overseas with the Sponsor of the U.S</li> </ul>	<ul style="list-style-type: none"> <li>• Allotting Ministry of Foreign Affairs &amp; Ministry of Education</li> <li>• Ministry of Foreign Affairs: Supporting Costs of Operation and Labour, Selecting &amp; Dispatching Teachers</li> <li>• Ministry of Education: Supporting Guidance on Encouragement of Learning, Recommending Teacher Dispatched</li> </ul>

### **III. California Hankook Academy and Overseas Korean Education**

#### **1. California Hankook Academy**

##### **1) Purpose of Establishment**

The majority of one million Korean nationals in U.S., six hundred thousand people, live in California, and 100,000 children who reach to a school age, about 2 or 3 years, live too. California Hankook Academy was established to maintain racial characteristic as Koreans and to cultivate lofty leader as an autonomous Korean-American in American society with national culture education carried out systematically and continuously. Korean nationals who had this intention started this academy for national education in California, in 1972. The academy has grown to be educational institution of private-public joint with support from nationals abroad fund and Korean government in the 1980s. In the 1990s, two hundred and fifty teachers are instructing 3,800 Korean children in fifteen regional campuses and academies getting a complete regular elementary, secondary and high school process in Wilshire and Melose in the 1990s. Now it is progressing into a joint educational institution, emphasizing how important the connective education for children of resident reporters is.

##### **2) History and Organization**

The history and organization of California Hankook Academy is as follows (Table 5, 6).

##### **3) Educational Process**

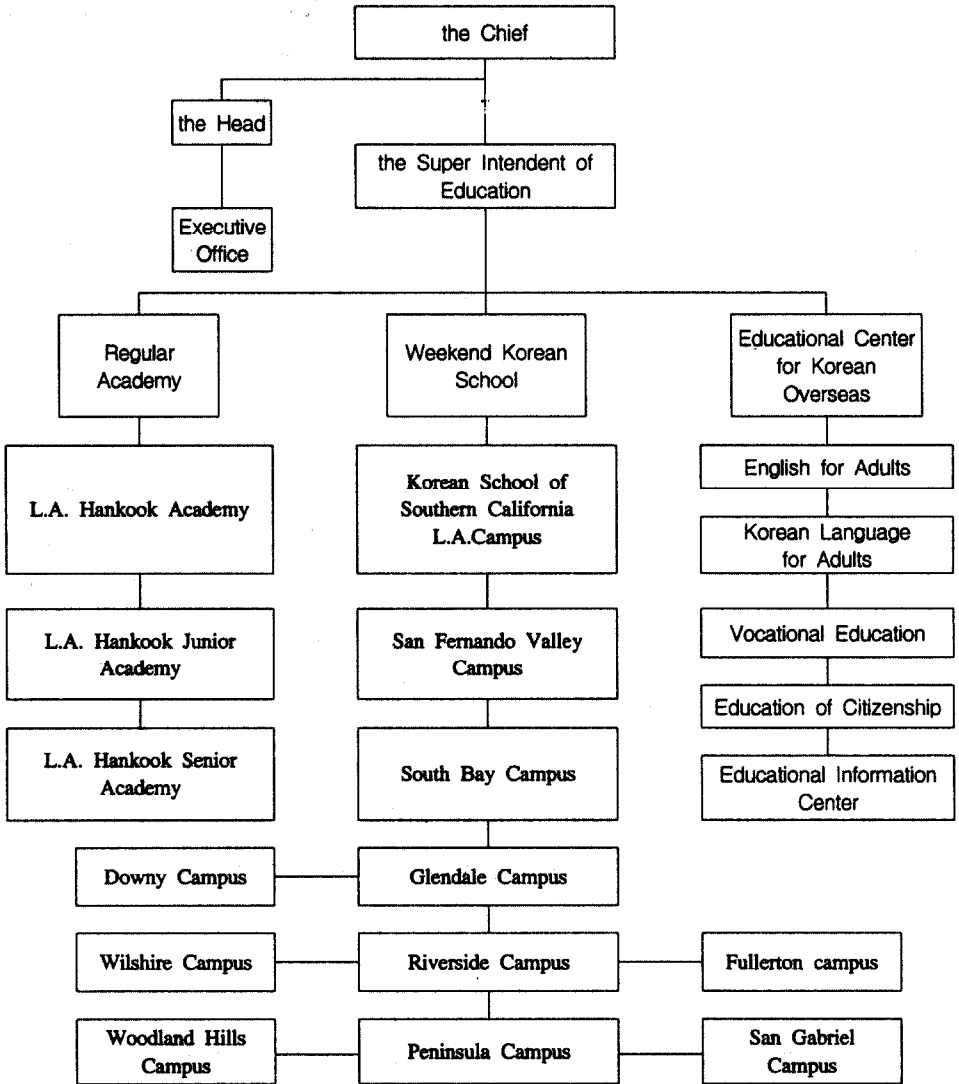
###### **(1) Regular School**

Students are taught Korean language, history and culture as extra one adding to regular class with completing a course prescribed by a state government. California Hankook Academy is running an elementary school, too, because it is a general instance to establish and operate regular school in other nationals due to a lack of

**Table 5. History of California Hankook Academy.**

1972.	2	Amendment of the Certification of Incorporation for Establishing Mukungwha Academy Starting from DongGe Assembly	1989.	10	The Meeting of Funding for Academy Extension
1976.	9	Renamed to California Hankook Academy	1990.	9	Hankook Academy started in Granad Hills, Hancock Park, Diamond Bar, and Upland.
1978.	9	Branch School started in San Fernando Valley	9		Set up Relationship with Beijing Hangul School in China
1979.	2	Branch School started in South Bay	11		Set up Sisterly Relationship with Moscow Hangul School in Russia.
	5	Sanctioned by the State Government as a Corporation	12		The general education institution, secondary and senior school were established.
	8	School Song was made.	1991.	2	Security of a L.A School Location and Building at 5120 Melose Ave.
1980.	2	Amendment of the Certification of Incorporation (The principal and a branch school were renamed to a local academy) (The superintendent system was performed)	7		Set a Rule of Secondary & Senior School Choosing a Course of Study (National Education to be a Required Subject)
	3	Set up Sisterly Relationship with Sung-Ui Academy	9		Hankook Academy was started in Entelop Valley and Burbank.
1981.	12	Renamed to California Hankook Academy and Started	1992.	4	Art Festival for the 20th Opening Ceremony of School (the Scottish Auditorium)
1982.	4	Performing of the 10th Anniversary	9		Korean Secondary School was started in L.A.
1983.	6	Art Festival for Academy Establishment Funding	1992.	9	Hankook Academy in Woodland Hills and Valley was merged.
	9	Hankook Academy was started in Glendale	9		Hankook Academy in Hancock Park and Wilshire was merged.
1984.	2	Security of a School Location and Building at 4900 Wilshire Bl., in L.A., CA	1993.	9	Korean high school in L.A was started.
	4	Korean language was admitted to foreign language for studying of a high school by California	9		Hankook School was started in Melose.
	9	Hankook Academy was started in Riverside.	1994.	7	English School Overseas in Summer (the 1st)
	12	Regular school was sanctioned by the state government and the city.	1995.	1	English School Overseas in Winter (the 2nd)
1985.	2	Los Angeles Hankook Academy -regular school- was started.	7		English School Overseas in Summer (the 3rd)
	5	Set up Sisterly Relationship with Rira Academy	11		Fund-Raising Party for the Training Institute of National Education (LA Omni Hotel)
	11	Set up Relationship with Yenben in Jilin, China	11		Set up Sisterly Relationship with Bae-Jeong Elementary School in Pusan.
1986.	9	Hankook Academy was started in Peninsula.	11		Set up Sisterly Relationship with Chung-Ang Elementary School in Suwon.
1987.	2	Korean language course was admitted to a second language, a credit course by L.A.	1996.	1	English School Overseas in Winter (the 4th)
	2	an Unveiling Ceremony of Copperplates with Donator's Name	5		Set up Sisterly Relationship with Chung-Ang Secondary School in Taejeon.
	9	Hankook Academy was started in Wilshire and Fullerton.	5		An Academy Joint Sports Meeting (the Frank Bonelli Park in San Dimas)
1988.	1	Set up Sisterly Relationship with Tokyo Hankook Academy	5		An Academy Joint Art Festival
	9	Hankook Academy was started in Woodland Hills and San Gavriel	5		The ground of secondary and high school was enlarged
1989.	9	Hankook Academy was started in Downy. Korean language class for adults was started.	1997.	4	Approved and Sanction by WASC (Western Association of Schools and Colleges)

Table 6. The Structure of California Korean Academy.



national education only through weekend academy. This academy started from kindergarten and elementary school that have a high degree of utilization and cost a low deal according to public opinion in society of Korean nationals overseas, and runs secondary and high schools extending the system after this process completed.

As only regular-private academy of Korea in the U.S, it runs small group system restricted in number of students, under twenty in each class, gives a personal guidance to a student thoroughly according to his ability and a specific education for brilliant student, and awards a scholarship to the student singled out.

### (2) Local Campus(Weekend Korean Language School)

It was founded to inculcate the spirit of Korea by giving Korean language and culture education to Korean children who were born or emigrated in America. It helps to maintain national characteristic as Korean and to become a pride citizen through continuous bicultural education.

The council of Hankook Academy has a right of guidance and supervision across management in regional campus, nominates the super intendent of education, and appoints a principal. Also, it takes charge of sending teachers, drawing up a curriculum and financial support. The class is practiced in every Saturday morning and a parents' association is in charge of various support needed to it.

Extra classes connected with overseas Korean education in regional academy contain various fields, as follows, Taekwondo, art, Korean dancing, modern dancing, calligrapher, handicraft, Korean history, Chinese character, eloquence, and calculation on the abacus. Particularly, Taekwondo for male and classical dancing for female students are the compulsory subjects and educated for one hour once a week.

The state of campus is as follows.

### (3) Educational Center for Overseas Korean

The education center for Korean nationals exists in U.S. to take charge of adult academy for the adaption to American life, vocational school carried out industrial and technological education, educational information center for acquiring a right of citizen, citizen education responsible for personality, emotion and culture, guiding education for going on a school of higher grade, and so on.

Table 7. The State of campuses in California Regional Academy. (1998. 6)

Schools	Teachers	Students
L.A	17	285
Valley	11	194
Glendale	26	473
South Bay	9	124
Riverside	10	122
Peninsula	14	227
Wilshire	14	251
Fullerton	17	321
Arcadia	9	157
Downy	10	162
Granad	15	263
Diamond BAR	10	216
Upland	7	81
Entelop Valley	3	32
Melose	9	195
Total	181	3,103

## 2. Goal of Overseas Korean Education

As referenced before this section, the education for Korean nationals overseas has an important meaning. Thus, overseas Korean education should be managed to be possible for nationals abroad to understand about the country of ancestry, to acclimate to the present region and to contact with home education at one time. Through the education, we can accomplish the duality of overseas Korean education, that is, stable settlement in the region and maintenance or extension of the national identity, and ultimately embodiment of Korean aspect winning the respect from the world.

### 1) Cultivation of National Consciousness

It is known that Korean residents in U.S. reach one million, according to informal total. They will play an important role for American development in each branch. In American reality that their interest has been converted from European-centered conventional value to Asian's, Korea contributed to cultural creation excellently and now has a condition has been prepared for being able to inform the fact widely that we are on a significant position.

On that background, we can realize the necessity to implement more concentrated and effective national education to inculcate a genuine view and a pride of the nation to overseas second-generation Koreans in the various parts of the world. Now when the educational effect is examined regarding educational hours, contents, teachers' quality in weekend academy of the national education, it does not come up to our expectations in the national consciousness. That explains a requirement that the education should be implemented more professionally and effectively.

Today, it is an urgent problem to produce professional manpower that will bear a part in changing foreigners' acknowledgment to Korea, trying to enter the advanced country group, and in globalization now driven by government. National consciousness cannot be emphasized too strong, supposed that Korean students launch into various fields in the near future, for instance, political, social, and cultural area in U.S. who distinguish themselves across each area through keen competition in multiracial society and American university.

### 2) Development of Bilingual Ability

The purpose of bilingual education is to communicate conveniently with each language by developing the ability to speech in two languages from childhood. The positive view about that is mentioned in the report studied about how to command of both languages well. Fathermen, a linguist, thought that it is the most optimistic time to learn foreign language between 4 and 10 age and Hearthrington asserted that the child whose bilingual ability was developed normally learns other language easily



rather than one taught only one's mother tongue.<sup>7)</sup> These reports are to analyze linguistically the successful process of speech development through the child brought up in the family that used languages more than two.

In California, foreign language schools aim to develop the students, by teaching at least one more language except theirs, to get a cultural sensibility properly and communicate effectively. They try to increase the number of languages capable of choosing in the elementary and secondary school, however, the students who speak English in California can just take a Spanish course as only secondary language under present condition.

It is significant view about California foreign-language program that it should be on the ground of communication and play a role as a mediator for information exchange in class. Through this approach, the students learn to develop a fluency by using multilinguals when they listen, speak, read and write about their thought.

Bilingual education for second-generation Koreans, not restricted to mother tongue education except English, but at least should be applied extensively to language area included in Sat II, Spanish, Japanese, Chinese, German, French, and so on.

### 3) Cultivation of Korean-American Citizen

The effort to cultivate Korean-American soundly should be made in periodic, historical, and social situation that the education has confronted with. Koreans live in the period that they want to be admitted their existence with the national identity and must make the largest interest of nation. The source of this phenomenon is the change of international condition as well as the change of national's, capability.

For a hundred, long period of migrant history, Korean-Americans were born to fifth-generation, yet their role as minority race is still insignificant in American society. Now confronting a time to play their role in multiracial society, America, it

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7) Lee, Jong-Wha, A basic Research to Guide English for a Child Who Returned from Overseas, a Master's Thesis of University of Korean Teacher, p. 29-36, 1997.

is an urgent problem to establish the position as confident Korean-Americans. The education for second-generation must emphasize on cultivating Korean-Americans with Korean characteristic in multiracial society as if various vegetables have each unique taste in salad.

### **3. System of Overseas Korean Education**

The support institution of our government to be in charge of overseas Korean education are divided into Ministry of Education, the National Institute of International Education Development, educational institution in the region.

Above all, International Education Cooperation office under the Ministry of Education plans a basic policy of overseas Korean education and supports the establishment and the operation of educational institution. Also, its functions are divided to play it's role into selecting and dispatching teachers, managing personnel, and planning domestic adaptative education for home coming students.

The National Institute of International Education Development creates teaching materials, supplies educational materials. At one time, it assumes domestic invitation training for educators in charge of overseas Korean education and operates the course of study in mother country for the students abroad.

As referenced, the present educational institutions are divided into Hankook Academy, Korean Education Academy and Hanguk school. Hankook academy, as the full-time regular school, operates educational program in accordance with the situation of the region, based on the education process in Korea. Korean Education Academy, as a social education institution, teaches Korean language, Korean culture and the like, to adults and juveniles in the U.S. Hanguk school has a characteristic of the full-time weekend school managed voluntarily in church as the central figure.

#### 4. Content of Overseas Korean Education

##### 1) Education of Korean Language

When we look upon (regard) language as a core of culture, second-generation Koreans in foreign country are apt to be civilized men in absence of the core by missing the chance to learn it. Korean language education for them in this difficulty, have their identity keep up, that is to say, the core of culture, challenged continuously in the lives of Koreans overseas who left mother country. It guarantees that they can grow up stable and happy individuals with the confidence about their existence by understanding themselves, their family and environment.

Korean language education plays a role of common denominator to be able to normalize mutual relation under in the instability between parents and children originated in the uncertain existence of core. Parents and children could have often each different experience of culture in a family. We can find the biggest source in absence of language coexisting between parents and children that gives inconvenience not to accord with each culture.

The second-generation students who receives Korean language education have a motive to want to learn about Korea, and they obtain an opportunity to learn and ascertain the very images of theirs in a mirror through Korean language education.

On the other hand it needs to let them recognize the fact that it is requested to exert themselves continuously the same as doing other languages to learn Korea language, and the attitude to overcome unadvantageous situation.<sup>8)</sup>

##### 2) Education of Korean History

History education isn't another question from Korean language education, and it must be a train and extension of Korean language education. If we set the basic

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8) Gho, Bang-Shill, *The Meaning of Koreanology*, Educational Research of Korean, Vol. 2, No. 2, p. 20-21, 1991.

purpose of school education on rearing Koreans with a pride and an honor, ascertaining the root of nation, at a time, on helping to grow up as Korean-citizen with identity in American society, we can get hold of history education as successive thing with Korean language education.

The object of history education is to lead the children overseas to Korea, the country of ancestry. We may not expect the effective education, supposed that the way to American education is compelled with driven by children's convenience. Fore example, an atmosphere of goodness should be distinguished from that of freedom because Korean culture and history cannot exist behind etiquette.

It is impossible to teach history in detail due to a want of time, but we must educate to understand Korean history generally as possible as it can be. We have a five thousand-year-old history repeated trial and pain which have been caused by internal confusion and external challenge in mingling joy and sorrow. In spite of such a challenge, we have protected the independent stage of life and developed the original culture. Finally, we need the education to teach the very historical capacity correctly.

### 3) Education of Korean Culture

Culture education is the vital factor of overseas Korean education. If the national identity isn't based on the culture, it is nothing but a house of cards.

Koreans take pride in a five-thousand-year-old history, and have longer history than Americans, just two hundred years old. So Americans cannot help finding the origin of culture as multiracial nation in Western culture. Second-generation Koreans in U.S. may succeed the national legitimacy when they accomodate to Korea culture as a basic foundation above all, to accept American culture. For it, overseas Korean education of Koreans overseas must be prepared to be able to determine the criteria of Koreans character, etiquette and behavior by applying the understanding about our national culture to real life.

## **5. Effect of Overseas Korean Education**

### **1) Discussion with Graduates from Local Campus**

We could find the aspect that the graduates from Hangul school grew up great Korean-American citizens and play an active part in each branch with a pride, through the discussion of graduates prepared to memorize specially the 25th anniversary of the foundation of school. With Mr. Kim Jin Hi, a principal of Hangul school, in the chair, the students reflected on the past that they were always impatient for meeting friends to play with and could enjoy the opportunity to contact with the aspect, the smell and the sound of Korean local society.

On question that which level the ability of speaking Korean is on and how speaking Korean effects on his life in university or society, one student said that he could speak well to the extent not to feel uncomfortable to dialogue each other, but still had a difficulty that it took a long time in reading a book and often would write wrong in grammatic. He said that during in the university, he didn't realized, but now he takes a pride in and feels useful about speaking both language. Another student answered that he registered the Korea language class in the council or office under the Korean embassy and learned it at that time.

When they received a question how it was if they didn't go to Hankook academy, they confessed that they couldn't not only talk with their parents and Korean relatives but also maintain such a relation as it was with Koreans. In addition, they answered it was unimaginable to live without knowing Korean language. Some of them who took part in this discussion thought that extra class was a very important course to be able to learn about Korean culture more than reading and writing.

They pointed out the problems in the discussion ; immaturity of the operation on the class or the event, a boring class, absence of audiovisual materials, etc.

### **2) Response of Second-Generation Korean**

The response of second-generation Koreans overseas about the education is various.

In this paper, take an example to show it, a writing from one student.

My teacher taught Korean language interestingly. We did not learn just in the classroom but exercised play, discussion and eloquence. It was when we played the 'KongGe PahtGe' -Korean fairy tale with the same story as Cinderella- that left me the deepest impression behind. Our graduating class had to prepare the play for the graduation ceremony and we needed story that everyone knew well. Because students who didn't know Korean language could understand easily enough we chose 'KongGe PahtGe'. I wrote a play at my home and my teacher read and revised it. From next week, we started to exercise the play. I played the role of bad stepmother. I remembered that we all let the audience laugh.

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I will go to Korea next summer in nine and a half years. I would like to show that if I grew up in USA I can speak Korean well. And I want to talk with my grandfather, grandmother, and many relatives who I have missed. My grandfather is eighty-three and lives in Pusan. He has been a member of the Korean Language Society as an educator through his life. When Japan occupied Korea, Japanese threw Korean scholars into the prison to abolish Korean language by causing the accident of the Korean Language Society. At that time, my grandfather put the important materials in a jar and hid for 5 years with buried it. My father said that he gave it back to Dr. Choi Hyun Bae. Then he said that we must keep our language. I think that whether we live anywhere, we have to know about Korean culture, history, and language. I believe that however we are busy and have a difficulty in learning Korean language, we must do it at any cost. Thank you.<sup>9)</sup>

### 3) Adoption of Korean Language in SAT II

Since the movement has begun earnestly to include Korean language in SAT II, first exam is able to be taken formally by including it in 1997. It means that Korean language is accepted to a second language in California, to the 13th by languages.

It is different from educational policy at every state in USA whether a minority language is admitted as a second language or not, in case of California, thirteen

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9) Chuh, Hyun-Kyung, Friends Who Envy My Korean Speaking, Educational Research of Korean, Vol. 1, No. 1, p. 52, 1989.

languages included Korean are admitted in Sat II.

The acceptance of Korea language as a second language formally explains that the position of Koreans, one of minority races in USA, is improved greatly by being able to select Korean language as a course of entrance exam for university.

#### **IV. Problem & Improvement of Overseas Korean Education for Second-Generation**

##### **1. Problem of Overseas Korean Education**

###### **1) Lack of Governmental Support in Administrative & Financial Aspect**

If we take into consideration the importance of education for Koreans overseas, we can recognize that it is very necessary for the government to support positively about it. Policy making of education for Koreans oversea, education, training, overall planning about these affairs, investigation for educational demand of Koreans overseas and improvement of measure, study, performing of evaluation, guidance and support of educational opportunity for them, and the like, they are the things required public financial support. However, in fact, the number of regions and educational officers dispatched are restricted and insufficient to expand the support and the exchange with the country of residence.

On the institution, now the education of overseas nationals is dependent on the financial support from the nation, any devise is not prepared to reduce a burden of the nation on the aspect of finance. It is demanded immediately to devise a countermove on financial support for the education, for instance, nongovernmental investment, because no institutional arrangements are completed for benefactors to contribute to financial support directly or indirectly.

## 2) Quality of Teachers in Education

We are short of teachers who are responsible for overseas Korean education as expansion of the regional magnitude, variety of the educational activity and increment of educational institution. There are three ways to recruit teachers responsible for the education in the region ; teachers dispatched from home country, those employed in the region and responsible for the education of Korean children in a foreign school. The Ministry of Education picks out teachers to dispatch overseas through an open selection, gives an adaptation training to the region for one month and sent them to overseas office. It seems that quality only demanded to teachers in domestic is not satisfactory to them overseas on account of characteristic of the educational activity outside.

The process itself related to selecting and dispatching them has a limitation. They are needed to meet many requirements, for example, a good command of foreign language, knowledge about policy, society, culture and education of a foreign country, in addition, various knowledge to educate children overseas. However, the process, itself, to select them is concentrated on their grade excessively. Also, one month of overseas training for one month is insufficient to grasp the situation of the nation and a dispatch period, three years, is too short to practice the duty effectively as we take into account an adaptation period, educational activity, and preparation for returning home. In case of employment in the region, there are another problems ; shortage of human resources, insufficiency of educational skill, difficulty in comprehension about the national culture and history, a view of teaching job, trouble in commanding of mother tongue if they are second or third generation.

## 3) Educational Materials and Contents

For the education of Korean nationals overseas, textbooks for elementary and secondary school used in our own country and some books devised and translated into several languages in the National institute of International Education Development are supplied to students overseas. Also, this institute creates and supplies audiovisual



materials. According to region, materials suitable for circumstance in the region have been developed and used.

Teaching materials should be developed variously on the basis of process of various education, that is, several tens of materials must be developed by ability, objectives and regions. There is a problem that a short or mid term plan should be involved in the process. It cannot but being performed within the limited scope without concern and consideration about the education of nationals overseas, for example, budget, a group of writer, a deliberative body, and a research team necessary for development of teaching materials. There are some criticism against teaching materials developed like this that they didn't be created systematically in accordance with a certain principle, educational process and a guide.

The content and the way of overseas Korean education cannot be uniform because it is unique by regions that why they began to reside overseas, how the society of Korean residents overseas started and has made progress, and how a standard of their living is.

#### 4) Educational Facilities

Main educational institutes in charge of education for nationals overseas are Hankook academy, Hanguk school and Overseas Korean Educational Academy, but they are unevenly distributed in specific region. Sixteen of the full-time Hankook academy are installed in Japan, east-south Asia, middle Asia, and twenty-nine of forty-one Overseas Korean Educational Academy are established in Japan. Also, 479 schools of 615 Korean language schools are installed and operated mostly in North America. We may conjecture that it resulted from that each educational establishment has been installed in essential region according to the characteristic of it, but no regular Korean schools are existed in South America where many Koreans reside and educational environment is too bad around.

There is another problem that our government has emphasized voluntary establishment by Korean overseas society excessively. Now Korean overseas society

manages all Hankook academies and Hangul schools voluntarily, not driven by our government (the limited budget). However, in spite of the necessity, they have trouble to establish Hankook school for themselves in the region that a society isn't organized or its activity isn't lively because it is difficult to raise funds for establishment and operation on account of poverty, or many sojourners reside temporarily.

## **2. Improvement of Overseas Korean Education**

### **1) Improvement of Operation in Hankook Academy**

The supreme organization of decision making in operating school, a board of directors, consists of persons who contribute more than a certain amount of money for financial support, thus there is a problem that the opportunity is closed fundamentally for an expert in education to participate in management.

It is necessary for a board to improve institution so that it may guarantee the participation of experts in every kinds of the field. The way to raise insufficient financial resources should be devised independently without concern with constitution of a board.

For the education of Koreans overseas, it is required to recover the institution with the benefit principle so that governmental institution, enterprise, research institute support within a budget by institutions. It could be a good way to create a fund of scholarship to rear professional manpower.

### **2) Enhancement of Korean Teachers**

The role of teachers is very important who teaches Korean language to children of Korean overseas in foreign country, such as the United States. We must get the Korean race root in foreign country, hand down the traditional culture to children in multiracial nation, in addition, develop and thrive, harmonizing democratically with other races. Thus we cannot but concentrate on the quality of teachers who teaches our language in Korean school. They have to deal with education after they

established their interest and a mission about mother tongue.

In reality of education, teachers must know well about the construction of Korean sentence, because they must understand well and express correctly to help children speak with a complete sentence. The way to pronounce Korea is different from that of English, thus, they have to get an ability to lead children to pronounce Koreans in a Korean way. It is necessary to get a knowledge about the construction of a phoneme in both languages. The construction of Korean sentence is different fundamentally from that of English, therefore teachers must aid children to realize the difference between both languages when they practice the education.

### 3) Improvement of Educational Content

A goal of the education in Hankook school is to let the children have a mind to love Korean language and culture by training their linguistic ability to be able to speak in both languages, Korean and English, at one time. More advanced, it aims to contribute to development of multiracial nation and formation of multi-culture with a national identity.

Overseas Korean education can be generally performed with classified by junior, intermediate, senior course according to intellectual development of children. Each of the steps should be differentiated in a goal and content. Particularly, five steps are important, listening, speaking, writing, reading and understanding, in linguistic education. In recent, the goal of foreign language education has been concentrated on training the ability to be able to communicate with foreign language and linguists insist that ability of listening should be the most important. It should be a ultimate purpose to cultivate not only linguistic ability but also communicating ability.

### 4) Expansion of Opportunity to Participate

It is impossible that overseas Korean education for second-generation would obtain noticeable result from a fixed cramming system of education to achieve the educational purpose in the home government or educational institute in the present region.

Since they are completing a regular course keenly belonging to the region, motivation is required deeply to learn a new field, or Korean language, Korean history, Korean culture, etc. So to speak, it is necessary to inspire the study with interest and amusement.

Thus, we must develop various programs of educational participation.

— youth camp

We must offer the opportunity for them to make friends naturally with each other. A joint camp using a school or a church installment is good, but maybe it's more effective to accustom them to Korean life style, doing board and lodge together in nature.

— students overseas invitation to Korean house

The educational effect may maximize in the aspect of living education by inviting them to a Korean house. They will be accustomed to idea, language, habit and etiquette of Korean students during living together with a Korean family.

— participation of summer school in mother country

The invitation from Korea students is connected with the opportunity for the students overseas to invite Korea, otherwise, by increasing the opportunity to participate in summer school we can offer a chance of vivid education to Korea and get them contribute to establish a national identity and recognition of their origin.

— holding a writing and fairy tale orally narrated meeting

There exists a possibility not to express one's idea through writing if Korean language education is concentrated on linguistic education exceedingly. Thus, the opportunity should be made an offer for students to be able to publish in various papers, journals, pamphlets for a circle and be recognized their Korean ability activity as well as express their idea with writing and announce it.

As mentioned above, students will get a motive and an interest to take part in education, also parents will pay attention to the education deeply, through various educational programs.

## **V. Conclusion**

Overseas Korean education is very important for second-generation Koreans overseas whose national consciousness and identity may be threatened because they don't have almost a chance to contact with mother country. Through this paper, we could find some problems about overseas Korean education and studied the improvement measure while consider the effort for the education.

We can find out that now the installment of educational institution should be expanded to offer an opportunity of education corresponding to respective characteristic of regions for Korean overseas education in preparation to globalization, at the same time, the consideration for educational quality should be proceeded. Above all it is necessary for the education about Korean language and Korean history to proceed systematically. Together, it is desirable to magnify the domestic or overseas training for improvement of professionalism to enhance the teachers' quality who are responsible for overseas Korean education, and to create various teaching materials corresponding to characteristic of educational institutions, languages, regions for educational effectiveness.

In overseas Korean education, we are confronting to the necessity to create new programs and improve many problems for adapting turns of a new period. Therefore, encouragement and support from, of course including persons related overseas Korean education, many people who are interested in overseas Korean education is demanded above all.

In the view of national policy, through overseas Korean education, we cultivate professional manpower to contribute not only to the nation in residence, but also to

national and social development in Korea, in addition, advancement and globalization of Korea eventually.

We doubt that we overlook the way existing in overseas to be able to bring up many best brains with small budget although we have practiced the education pan-nationally, inputting a great educational budget to bring up professional manpower every year. Financial support from the home government is nothing but a small sum because the parents take a burden of costs in bilingual education.

The support for overseas Korean education must be renewed more actively toward effective direction, breaking from passive attitude. To proceed it, a room of International Education Cooperation officer in a bureau of International Education Cooperation officer, under the Ministry of Education, should be raised to a bureau unit which is distributive unit of budget and be appropriated to educational costs of Korean overseas at a fixed rate. The item which is appropriated to exclusively is a national expenditure scholarship institution, not established yet, which is to be for superior students studying abroad, to bring up the best brains necessary for mother country.

It is required to form a national sympathy that to bring a policy renewal, the government authorities and all people have to carry out it with continuous interest.

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