

Development and Analysis of the Effects of an Intercultural Citizenship Education Program

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[Abstract]

Recently, the intercultural approach, which aims to resolve social conflicts in multicultural societies through cultural encounters and dialogue, has been actively discussed. Intercultural education aims to foster smooth relationships and improve communication skills through interactions among various cultural groups. Analysis of previous studies has revealed the need for research on intercultural civic education programs targeted at adults. Therefore, this study was designed to develop an intercultural citizenship education program and to analyze its effects. For the study, previous research on interculturalism, intercultural citizenship education, and intercultural citizenship education programs was comprehensively analyzed. The developed intercultural citizenship education program was categorized into five major themes: understanding oneself and others, racism and hate speech, overcoming conflict and discrimination, breaking away from prejudice and stereotypes, and the future of our country. Subsequently, the program was implemented with 64 total second-year middle school students, 37 in the experimental group, and 27 in the control group, at an accredited lifelong educational institution in M City, South Jeolla Province. To analyze the effects of the education, an intercultural competency scale was used. The results showed that the intercultural citizenship education program for adult students was effective in conflict management, respect, communication, and reflection competencies, all at a statistically significant level. Finally, the authors compared the study results with previous research and discussed the findings. Findings indicated the necessity of enhancing multicultural citizenship awareness among adults and expanding teacher training in intercultural education. The program effectively improved intercultural competence among adult students, highlighting the importance of tailored educational content and active participation in discussions. Future research should ensure a balanced gender ratio among participants.

Key Words: Interculturalism, Secondary adult education, Intercultural citizenship education, Analysis of covariance

I. Introduction

South Korea is implementing various forms of multicultural policies to address issues such as cultural identity, cultural differences, and political equality arising from the influx of multicultural immigrants. Among these,

interculturalism is a model for managing cultural diversity aimed at improving the limitations of multiculturalism. Recently, in the multicultural era, an intercultural approach that addresses social conflicts through cultural encounters and dialogue has emerged. As our society becomes increasingly pluralistic, efforts to resolve and integrate

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social conflicts are necessary. Interculturalism emphasizes discovering cultural overlaps to facilitate communication.

Citizenship education in a multicultural society is about cultivating civic consciousness that can actively adapt to a multicultural society and contribute to social development [1]. This education requires reciprocal and mutually beneficial efforts, focusing not on the transmission of knowledge but on forming sound judgment and practical abilities. Therefore, from an intercultural perspective, we must actively pursue the value of social integration, moving beyond mere recognition and coexistence of racial and cultural diversity [2].

Intercultural education aims to foster smooth relationships and enhance communication skills through interaction among various cultural groups [3]. It emphasizes coexistence in a multicultural society where minorities and majorities exchange as equal members, rather than minorities merely adapting to the majority culture. Through such intercultural education, individuals can ultimately develop intercultural competence. Intercultural competence involves the ability to appropriately respond to given situations rather than simply learning about different cultures. People who are socialized to understand intercultural interactions can better adapt to new situations and overcome future uncertainties more easily. This is also the ability to cultivate the qualities and attitudes necessary for being a citizen in a multicultural society.

In a multicultural society where people of different cultural backgrounds live together, citizenship education should be about learning and practicing intercultural knowledge and values, thereby fostering intercultural citizenship [4]. An analysis of previous studies confirmed the need for citizenship education targeting adults, intercultural citizenship education programs based on interculturalism, and research on citizenship education across various domains [5]. Therefore, this study aims to develop and apply an intercultural citizenship education program based on interculturalism for adult students completing secondary education. Additionally, to analyze the effectiveness of the program, the study examined participants' perception levels, focusing on the subdomains of intercultural competence: conflict management, respect, communication, and reflection.

The research questions are as follows. First, how should an intercultural citizenship education program for adult students completing secondary education be structured? Second, what is the effectiveness of the intercultural citizenship education program for adult students completing secondary education?

In this study, 64 second-year students enrolled at a secondary school in the Lifelong Education Facility, located in M city, South Jeolla Province, participated. Among these students, 37 from class A, adult learners completing their secondary education, were assigned to the experimental group, while 27 students from class B comprised the control group. To evaluate the effects of the intercultural citizenship education program, the intercultural competence measurement tool was employed. This tool consists of 26 items in total, distributed across dimensions: 6 items for respect, 7 for conflict management, 7 for communication, and 6 for reflection.

II. Intercultural Citizenship Education Program

A. Program development

The development of the intercultural citizenship education program consists of four stages: analysis and design, program composition, program discussion, and program finalization [6]. In the analysis and design stage, research trends in intercultural citizenship education were analyzed, and previous studies were investigated. Additionally, a needs assessment was conducted among multicultural education teachers to derive implications for developing the educational program. Based on this, the program was designed. In the program composition stage, the detailed contents of the intercultural citizenship education program were organized. In the program discussion stage, the developed intercultural citizenship education program was revised and supplemented through comprehensive evaluation and discussion by experts. In the program finalization stage, the feasibility of field application of the intercultural citizenship education program was assessed, and the final content was confirmed.

B. Program Goal

The intercultural citizenship education program is designed to foster the qualities and attitudes necessary for being a citizen in a multicultural era. It aims to respect, understand, and accept cultures different from one's own, cultivating the skills needed to be a valuable member of a diverse community. The goal of intercultural citizenship education is to mature individuals as citizens who can adapt to the changes in a multicultural society and to foster intercultural citizenship for the maintenance and sustainability of the social community.

The specific objectives for cultivating desirable citizens through intercultural citizenship education are as follows [1, 3,7-9]. First, students respect and accept cultural differences mutually. Second, students understand intercultural phenomena and diversity within the historical and social context of increasing integration. Third, students develop

an attitude of understanding and consideration for different ways of life, including one's own. Fourth, students gain more information to reflect on, judge, and act against prejudice and discrimination towards different cultures. Fifth, students cultivate the ability to recognize similarities and differences, manage conflicts mutually, and communicate effectively. Sixth, students develop awareness of one's own culture and history, thereby fostering a strong sense of identity.

C. Program Content Structure

The content structure of the intercultural citizenship education program is shown in Table 1.

The major themes selected are Understanding Self and Others, Racism and Hate Speech, Overcoming Conflict and Discrimination, Breaking Away from Prejudices and Stereotypes, and the Future of Our Country. Each major theme consists of three subtopics. To explain in detail, the

Table 1. Program content structure

Major Theme	Subtopic	Key Content	Achievement Criteria
Understanding Self and Others	Who Am I	Identity, Class, Region, Age, Religion, Language, Ethnicity	Encourage individuals to speak about themselves.
	Our Differences and Similarities	Living Environment, Family Culture, Students, Schools	Enable understanding of cultural differences.
	Cultural Diversity	Religion, Food Culture, Clothing Culture, Housing Culture	Foster diverse attitudes toward understanding culture.
Racism and Hate Speech	Intolerance Contained in Hate Speech	Online Hate Speech, Race, Muslims	Explore collective approaches to resolving intolerance.
	Xenophobia	Foreign Workers, Romanian Dictator, Illegal Immigrants	Propose solutions to problems caused by xenophobia.
	The Birth of Racism	History of Racism, Swedish Botanist Linnaeus, Zero-Sum Survival, Jewish Cleansing, New Racism	Understand the historical background of racism and propose solutions to its issues.
Overcoming Conflict and Discrimination	Causes and Types of Conflict	Politics, Economy, Energy, Technology, Religion	Examine various causes of conflicts and describe their types.
	A World Without Discrimination	Direct Discrimination, Indirect Discrimination, Harassment, Intersectional Discrimination, Additional Discrimination, Aggravated Discrimination, Inter-Sector Discrimination	Understand discrimination and research its types.
	Culture and the World	Cultural Codes, Circus of the Sun, Games from Various Countries	Investigate cultures of different countries to cultivate a broad perspective on diverse cultures.
Breaking Away from Prejudices and Stereotypes	History of Ethnocentrism	Ethnocentrism, Stereotypes, Prejudice, Racism	Explain the causes of ethnocentrism and develop the ability to interpret them logically.
	The Stereotypes We Have	Gender, Age, Skin Color, Residential Environment, KKK in the US, German Nazis, Education Level	Understand stereotypes and their relevance to societal cultural changes.
	Breaking Away from Prejudices	Religion, Politics, Race, Gender, Settlers, Disabilities, Skin Color	Describe types of prejudices, reduce them, and promote an open-minded attitude.
The Future of Our Country	Efforts to Restore Human Rights and Spread Peace	Holocaust, Comfort Women, Nanking Massacre, Labor Rights	Agree upon and understand the application of key principles related to human rights and apply them in situations.
	Equality in Our Society	Illusion of Fairness, Equality of Opportunity, Equality of Outcomes	Explain equality in our society.
	We Are the Owners of Unification	Unification from the Perspective of Intercultural Understanding, North Korean Defectors, Examples of Unification from Foreign Countries	Foster an attitude of striving for unification and learn about cases of unification.

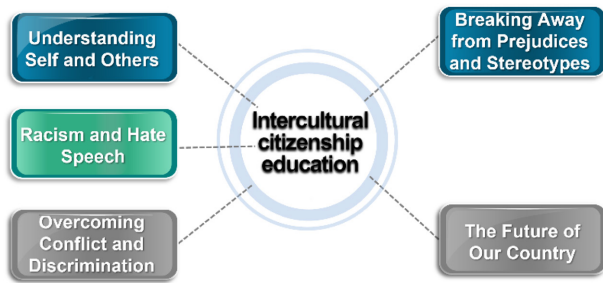


Fig. 1. The content structure of the intercultural citizenship education program.

subtopics for Understanding Self and Others are Who Am I, Our Differences and Similarities, and Cultural Diversity. For the subtopic Who Am I, the key content includes Identity, Class, Region, Age, Religion, Language, and Ethnicity. The achievement criterion is set as “Encourage individuals to speak about themselves.”

III. Program Effects

A. Research Subjects

The subjects of this study were 64 second-year students attending a secondary school at Lifelong Education Facility in M city, South Jeolla Province. Among them, 37 students from class A, adult students who are completing secondary education, were assigned to the experimental group, and 27 students from class B were assigned to the control group. The gender distribution of the subjects is shown in Table 2.

B. Measurement Tools

To verify the effectiveness of the intercultural citizenship education program in this study, the intercultural competence measurement tool developed by Lee et al. (2017)

Table 2. Gender of research subjects

	Experimental Group	Control Group
Male	5	5
Female	32	22
Total	37	27

was used [10]. This tool consists of a total of 26 items, including 6 items for respect, 7 for conflict management, 7 for communication, and 6 for reflection. The reliability of the intercultural competence measurement tool, measured by Cronbach's alpha, was found to be 0.864 for conflict management, 0.880 for respect, 0.848 for communication, and 0.816 for reflection.

C. Research Procedure

A pre-test of intercultural competence was conducted for both the experimental and control groups using the intercultural competence measurement tool. After the pre-test, the experimental group received 15 sessions of the intercultural citizenship education program, while the control group underwent regular curriculum classes. After completion of the experimental classes, a post-test of intercultural competence was conducted using the same measurement tool. Coding and data analysis were performed after the post-test.

D. Research Design

The researchers directly implemented the intercultural citizenship education program. They explained the program to adult students completing secondary education and planned to have them fill out activity sheets after each class. The experimental treatment was conducted for 15 sessions from the second week of March to the second week of April, excluding orientation sessions and field trips. After the experimental treatment, a post-test of intercultural competence was conducted. Data were analyzed using IBM SPSS 25, and the results were interpreted and discussed.

E. Data Processing

To examine the effects of the intercultural citizenship education program on the intercultural competence of adult students completing secondary education, including conflict management, respect, communication, and reflection, means and standard deviations were calculated for each variable using IBM SPSS 25. Analysis of Covariance (ANCOVA) was then conducted [11].

IV. Results

A. Homogeneity Test

The means and standard deviations of the experimental and control groups were presented. Additionally, to verify normality, skewness and kurtosis were checked, with skewness found to be less than the absolute value of 0.7 and kurtosis less than the absolute value of 0.4 [11]. Generally, it is reported that if the absolute value of skewness is less than 2 and the absolute value of kurtosis is less than 7, it does not significantly affect the estimation of normality. Therefore, since the values do not deviate significantly from normality, it can be concluded that the measured variables follow a normal distribution.

The homogeneity of the experimental group, which participated in the intercultural citizenship education program, and the control group, which did not participate in the program, was verified for adult students completing secondary education. An independent sample t-test was conducted on the pre-test scores of the experimental and control groups to verify the homogeneity between the groups. The results of the pre-test homogeneity verification for the experimental and control groups are shown in Table 3. In the test for equal variances between the experimental and control groups, all p-values were not statistically significant at the .05 level, thus satisfying the assumption of equal variances.

B. Program Effects

To examine the effects of the intercultural citizenship education program, the differences in changes in intercultural competence between the experimental group and the control group were analyzed through pre-tests and post-tests. The results are shown in Table 4 and Fig. 2. In the change in

Table 3. Homogeneity test

Variable	Experimental Group (N=37)		Control Group (N=27)		t
	M	SD	M	SD	
Conflict Management	3.46	0.94	3.56	0.84	-.45
Respect	3.44	0.64	3.78	0.69	-2.03
Communication	3.59	0.54	2.87	0.56	-1.99
Reflection	2.95	0.60	3.28	0.73	-2.04

intercultural competence scores for all adult students, the experimental group's average score increased by 1.00 points, from 3.10 in the pre-test to 4.10 in the post-test. In contrast, the control group's average score increased by 0.07 points, from 3.36 in the pre-test to 3.43 in the post-test. It was also confirmed that adult students in the experimental group, who participated in the intercultural citizenship education program based on interculturalism, scored higher in intercultural competence compared to those in the control group.

After setting the pre-test scores of the two groups as covariates, an analysis of covariance (ANCOVA) was conducted to determine if there were differences in intercultural competence. The analysis results in Table 5 showed that the differences in intercultural competence between the groups were statistically significant ($F=67.62$, $p<.001$).

Table 4. Descriptive statistics

Group	Experimental Group (N=37)		Control Group (N=27)	
	M	SD	M	SD
Pre-test	3.10	0.56	3.36	0.59
Post-test	4.10	0.34	3.43	0.40

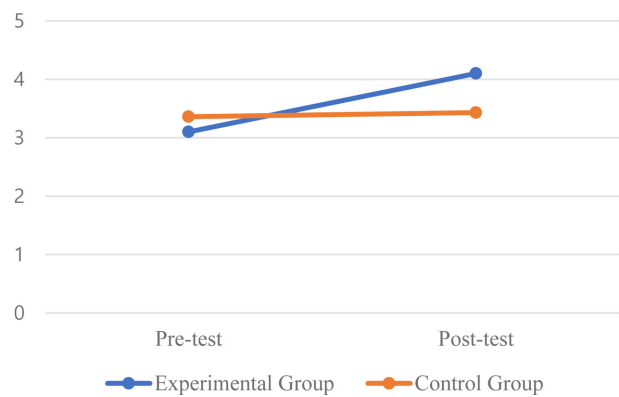


Fig. 2. Average score change by group.

Table 5. Results of ANCOVA

Source	SS	df	MS	F
Pre-test	5339.85	1	5339.85	67.62***
Error	4817.23	61	78.97	

*** $p<.001$

V. Discussion

The purpose of this study is to develop an intercultural citizenship education program for adult students completing secondary education. To this end, previous studies were reviewed, and an intercultural citizenship education program was developed based on needs assessment of multicultural education teachers. The development procedure of the intercultural citizenship education program consisted of four stages: analysis and design, program composition, program discussion, and program finalization. The researchers' views on the analysis and design, and program discussion are as follows:

First, in the analysis and design stage, the purpose of the study was established, and the necessity of intercultural citizenship education for adult students completing secondary education was confirmed through the analysis of related previous studies. Considering that these students are adults, it is important to understand how they interpret their life experiences, which are closely related to their personal environments. Additionally, it is essential to help them develop the capacity to independently navigate their lives through education [12]. During the process of analyzing previous research and conducting the needs assessment, the researchers identified the necessity of enhancing adults' multicultural citizenship awareness.

Second, by conducting a needs assessment of multicultural education teachers regarding intercultural citizenship education, applicable insights were derived. The researchers specifically confirmed the necessity of establishing concepts related to the value, educational goals, and content of intercultural citizenship education [13]. They also emphasized the need to expand teacher training and professional development opportunities in this area to acquire specialized knowledge and information about intercultural citizenship education. Furthermore, the necessity of developing teaching materials and researching educational methods related to intercultural citizenship education was highlighted. Adult students in secondary education prioritize spiritual cultivation and maturity over academic achievement. Due to physical aging,

their information processing abilities decline, leading to apprehension about new learning methods. These findings align with previous research that underscores the need for multifaceted discussions on fostering participatory citizenship among adults.

Third, the intercultural citizenship education program based on interculturalism was found to be effective in improving the intercultural competence of adult students completing secondary education ($F=67.62$, $p<.001$). This result aligns with previous studies that positively report the effectiveness of programs aimed at enhancing intercultural competence [2,14]. This phenomenon can be interpreted as a result of intercultural classes playing a positive role in fostering intercultural competence in situations where diverse cultures intersect. Additionally, it was confirmed that this educational program had a positive effect on improving the intercultural competence necessary for adult students to cultivate intercultural awareness as citizens of a multicultural society, form harmonious relationships with others, and cooperate.

The significance of this study is as follows: First, it developed an intercultural citizenship education program based on interculturalism, considering the level of adult students. It was confirmed that the content of the intercultural citizenship education program for adult students should be tailored to their level, and the characteristics of adult students should be reflected in the teaching materials and educational content. Second, it is significant that discussion and debate were conducted for adult students when implementing the intercultural citizenship education program. By participating in discussion and debate, adult students could directly observe that others' opinions might differ from their own. Additionally, through the process of verbally expressing their thoughts and communicating, they were able to present their opinions and improve their ability to cooperate with other students.

Lastly, the limitations of this study are as follows. Among all the students who participated in this study, the proportion of male students was 14% in the experimental group and 18.5% in the control group. Future research should be designed to include a similar gender ratio among students.

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