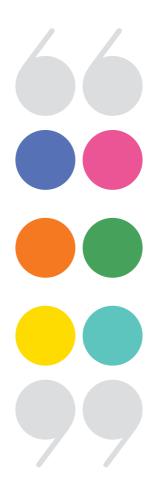
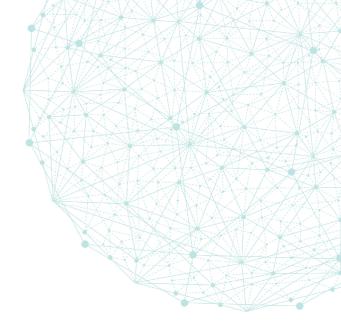
Diversity Korea Project:

A Story of Promoting Cultural Diversity in the Korean Society









Contents

What is Diversity Korea Project? | 02

Animated Storybooks on Various Cultural Diversity Topics | 06

An Online Platform for Easy and Fun Access to Cultural Diversity | 12

Cultural Diversity Education for Elementary School Students | 18

Cultural Diversity Education Materials for Teachers and Instructors \mid 22

Cultural Diversity Education Training for Teachers | 28

Changes in Schools Brought by Diversity Korea Project | 32

What Is Diversity Korea Project?

Daum Foundation oversaw the 'Diversity Korea Project' with the support from Google.org from August 2017 to March 2019 to promote awareness to cultural diversity in Korea. Diversity Korea Project aimed to establish cultural diversity education infrastructures online and offline so that the next generation, who will grow up in an increasingly diverse society with people from various cultural backgrounds of nationality, ethnicity, and gender, can understand and respect the value of diversity.

Awareness to cultural diversity is an essential ability a society must possess in a time where globalization and international migration take place on a daily basis. Understanding and respecting differences is linked with communication skills and is a source of creativity. Recently, the number of people from diverse cultural backgrounds has been increasing steadily in Korea, but there is still a lack of social awareness and sensitivity to cultural diversity. As a result, there is a lack of tolerance for foreigners, immigrants, and minorities, and low awareness of discrimination and exclusion.

Diversity Korea Project sought to spread cultural diversity education in schools by focusing on promoting positivity to 'differences' in the elementary school students, who are at the age when stereotypes tend to form. Using animated storybooks based on stories of Iran, Philippines, and Mongolia, we taught

6,100 elementary school students on themes such as human rights, gender, multiculturalism, and disability. We believed in the importance of continuous education in cultural diversity rather than in one-session events, and we conducted offline training for about 600 teachers in Seoul, Incheon, and Busan in order to enhance teachers' cultural diversity education skills. In addition, we created the children's storybook animation website (ollybolly.org) as well as a resource website for educators (eduollybolly.org) so that anyone can enjoy the cultural diversity contents for non-commercial purposes regardless of time and space constraints.

Over the past 18 months, Diversity Korea Project has developed materials that went beyond traditional topics of 'multiculturalism' to various issues in our society today such as 'peace', 'sexual minorities', and 'women'. Through education, we spreaded the value of cultural diversity not only in Seoul and the metropolitan area, but also across the whole country to cities like Busan, Chungbuk, Chungnam, Jeonbuk, and Jeju. Using the educational infrastructure and network established through the project, Daum Foundation will continue to promote the importance of cultural diversity so that differences can become a source of creativity instead of a cause for discrimination and exclusion.

Diversity Korea Project Performance at a Glance

22 New Animated Storybooks on Diversity Topics

Human Rights



A Forgotten Story

Differences



Jungle Party



Spectacled Kid and Capped Kid

Multiculturalism



Hedgehog Lamp

Gender



Grassland Mongols Who Frightened Away Ravens



Kkongchi Has Filled His Wardrobe with One-Hundred Skirts

Peace

Identity



I'll Be Waiting Here

Dandelion is Dandelion



In a Single Jujube

Generations



The Tiger and the Filial Son

Stories Told by Hands

Women



The Portrait of My Mom

Children's Animated Storybook Website Renewal



Total of **165** animated storybooks, including 22 new books, offered



Combined total of 277,300 views

Cultural Diversity Resource Website for Educators



Total of 179 curriculums, including 89 new ones, offered



Combined total of **47,200** views

Cultural Diversity Awareness Test





participants for

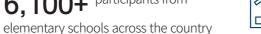
Cultural Diversity Education for Students -



6,100+ participants from

Jeju, Goheung, Seosan, etc.)

(Seoul, Incheon, Yongin, Suwon, Jecheon,



10% improvement in cultural diversity awareness index

Cultural Diversity Training for Teachers -



600+ teachers from Seoul, Chungnam, Busan, Daegu, etc. participated



10% of participants rated the training as 'satisfactory' or more

Animated Storybooks on Various Cultural Diversity Topics

: Gender, Different Generations, Human Rights, and More We transform storybooks from around the world into animated videos and share them for free on our website(ollybolly.org) and on YouTube in an effort to help elementary school students understand the arising issues of cultural diversity in Korea.

Students can easily access stories--stories that seemed unrelated to them once --about peace, gender minorities, different generations, women, and other cultures through the animated storybooks. The stories are not just from Korea but also from countries like Iran, the Philippines, and Mongolia. They can be enjoyed in three different languages: Korean, English and the local language.

277,300



view count on animated storybooks

22

number of new animated storybooks developed



Newly Developed Storybooks

Peace

I'll Be Waiting Here

Written by Jeon Hyun-Jeong, Illustrated by Choi Dahye



Hodu lives in a quiet and peaceful town with his grandfather. One day, Hodu feels a shiver from the ground and suddenly everything starts to shake in front of him. People fall, trees get plucked, houses are destroyed, the roads break, and the ocean rises like a mountain. What is going on in Hodu's town?

Let's think along with the story.

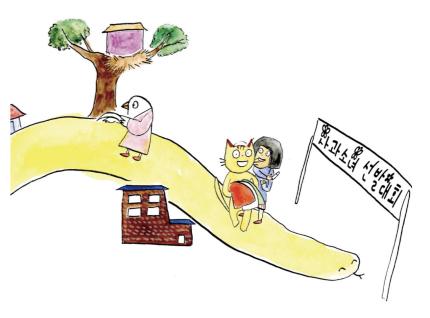
What is peace?

What can we do to keep peace?

Gender |

Kkongchi Has Filled His Wardrobe with One-Hundred Skirts

Written by Lee Chae, Illustrated by Lee Hansol



Kkongchi is a boy who likes skirts. But his teacher and his parents do not seem to approve of Kkongchi wearing skirts. Mom tells Kkongchi to promise not to wear skirts anymore. Will Kkongchi no longer be able to wear his skirts?

Let's think along with the story.

Have you ever had the experience of not being able to do something you like just because you were a girl, or a boy?

If Kkongchi was your friend, what would you say to him to make him feel better?

Different Generations

Stories Told by Hands

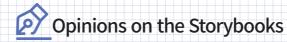
Written by Kim Hye-won, Illustrated by Choi Seung-hoon



Take a close look at grandma, or grandpa's hands. Their hands show the stories of their lives. You can catch a glimpse of grandpa's courage from his young days when he saved other people with those hands. Grandma's hand holding a flower shows her pride and her strength to blossom into life after all these years.



Where do you think grandma and grandpa from the story are now? What kinds of stories do your grandparents' hands tell?



YouTube comment



It's great to be able to see storybooks on cultures that I did not know before.



YouTube comment

Even as a grown-up, I can enjoy these. I'm going to show them to my nephews. I hope you make more stories in the future.

YouTube comment



I never knew that wives in Mongolia do their hair in the shape of bird wings before I watched "Grassland Mongols who Frightened Away Ravens". The story about their hair is fascinating.



Incheon OO Elementary School Teacher

Stories have power. Using stories and animated videos make understanding other cultures and countries easier.

Incheon OO Elementary School Teacher



Talking about the videos together has helped students understand that each person has a different opinion and that what may be wrong in Korea may not be wrong in other countries.

An Online Platform for Easy and Fun Access to **Cultural Diversity**

number of participants for the cultural diversity

lesson plans on the educators'

By developing an online platform, we can make cultural diversity education occur at any time, at any place.

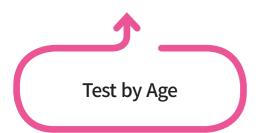
We developed a cultural diversity awareness test with the aim of increasing students' interest in diversity. We also created a website where children can browse through 165 animated storybooks based on topics and locations. Additionally, we also opened a platform where educators can download diversity lesson curriculums. All three platforms can be used for free for non-commercial use by anyone without logging in.



number of animated storybooks on the children's website

Cultural Diversity Awareness Test





The test is divided into two different tests by age: one for elementary school students under 14 years old, and one for general students over 14 years of age. The elementary school test items consist of easy-to-understand words and short sentences, and images were used for the options to grab the test-taker's attention.

As a Diversity Education Material

Students can easily review their prejudices and misconceptions about gender, disability, and equality by using this self-online test which takes only about 10 minutes to complete. The test offers detailed explanation as well as assignment options for each question so that the test can be used as an effective education resource.

The Animated Storybook Website



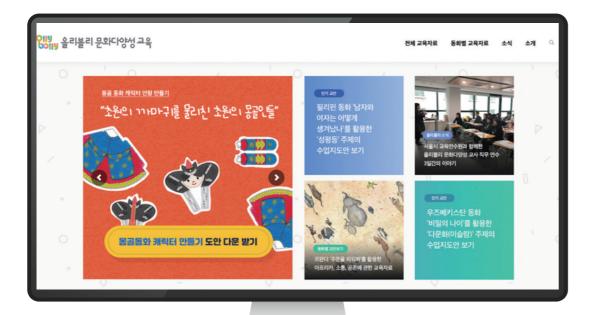
A Website that Caters To Children's Needs

On the "Entertaining Fairy Tales" page, you can browse the stories by their themes such as adventure, family, friends, animals, and legends. On the "World's Fairy Tales" page, you can browse the stories by their originating countries, such as Korea, Rwanda, Iran, Lebanon, Mongolia, etc. You can enjoy more stories through the related books and the recommendation features.

Improved Web Accessibility for Various Users

We tried to build a website that could be used by as many people as possible without any restrictions. The subtitles provided can help viewers understand the videos through text. There is also guaranteed access to keyboard use for all the functions on the website.

The Resource Website for Educators

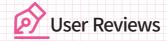




We share 179 lesson plans utilizing the animated storybooks, free of charge. All the education resources can be used for non-commercial purposes. In addition to the lesson plans, we provide various types of materials such as activity sheets, and making designs.

A Range of Resources Available to Suit Each Learning Environment

The resources are categorized to suit each learning environment and lesson goal. On the 'All Resources' page, you can browse lesson plans by grade levels and subjects. On the 'Resources by Storybooks' page, lesson plans are sorted according to topics related to cultural diversity and regions.



Elementary School Teacher



It's good to be able to find lesson plans that can cultivate cultural diversity values.



Elementary School Teacher

All the different ways one storybook could be used in lessons was very helpful.

Elementary School Teacher



It was great being able to use the materials without having to log-in.



Elementary School Teacher

I learned about the cultural diversity education resources website through the teacher training program. It's great to be able to grasp more detailed lesson contents and methods through the lesson reports of other teachers on the website.

Cultural Diversity Educator



I came to Korea from Mongolia and have been an educator of cultural diversity for 8 years. I frequently use the website as a reference for my awareness improvement lessons, as I can find various educational materials on one platform.

Cultural Diversity Education for Elementary School Students

We carried out cultural diversity education in about 50 elementary schools around the country in order to help students form positive values about diversity at an age when they learn to extinguish differences and begin to form stereotypes.

We taught 6,100 elementary school students using the animated storybooks about Iran, the Philippines, and Mongolia on topics such as human rights, gender, multiculturalism, and disabilities.



percentage of improvement in understanding of and attitude towards cultural diversity

6,100+

number of participants from elementary schools across the country



Lessons by Topics



Cultural Diversity Audiobook Making Program

(for all elementary school students)

The 'Cultural Diversity Audiobook Making Program' sought to give young students the opportunity to understand the values of cultural diversity through the use of various mediums. By audio-recording the scripts of the Rwandan tale of 'The Magic Formula' and the Philippine story of 'The Monkey and the Turtle', students were able to understand the characters and think about the values of collaboration and coexistence.

Living with Various Members of Society

(for all elementary school students)

The program 'Living with Various Members of Society' was designed to help students understand that being 'different' is not necessarily 'wrong', and thus help improve students' perception on disability. After watching the Mongolian tale of 'The Last Snowman', students noted people with different skin colors, different languages, different living conditions, and different genders. They discussed how these 'differences' can never be a cause for 'discrimination', and spent some time writing and drawing about this key message.



Learning about Different Cultures with Local Teachers

(for elementary and lower middle school students)

In 'Learning about Different Cultures with Local Teachers' program, students watched the Mongolian story 'Grassland Mongols Who Frightened Away Ravens' and the Iranian tale 'Jungle Party' to learn about the cultures and customs of the region the stories are based on. The program was run by teachers from Mongolia and Iran. In order for students to feel closer to other cultures, the program included fun activities such as making character figurines and playing traditional games of other cultures.



Last year, we watched a variety of animated storybooks in my class together. I would also read other picture books related to the topics and lead discussions about them. Watching animated videos together and reading books to students was a small change but it ended up leading to much better results than I had expected. I found that my students were participating in class more eagarly than ever.

I was very surprised by the change in my students. I never thought that they would like me reading books to them so much. Storybooks, which can be found very easily around us, were excellent teaching materials to approach children with. As someone who had been teaching for a long time, I was very much used to the day-to-day life of school. Watching animated videos with my students was certainly a pleasant change.

I am just a beginner storybook teacher who just started using storybooks in class. However, I am certain that storybooks can be the solution to changing my otherwise same and boring lessons. Thus I plan on discovering and using more storybooks in class.

I would like to recommend teachers who are hoping for small changes in their class to give storybooks a try. It may be a small step but the change in children's eyes will naturally guide the teachers to a delightful world of stories. It will be an easy and meaningful lesson for both the teacher and the students to watch animated storybooks.

I would like to thank Daum Foundation and Google.org for giving us the opportunity to discover stories from around the world. I want to convey my gratitude to the teachers who walked with me through the storybook-reading journey. And I am deeply grateful to my first graders who have been such bright participants in my storybook class.

-Yongin OO Elementary School Teacher, Yoon Eunkyung-

^{*} Part of the education program was conducted in collaboration with Labor Human Rights Center, Solidarity for Asian Human Rights and Culture, Peach Market, ModuCoop and, cultural diversity educators Kang Min-ki and Min Kyong-ho.

Cultural Diversity Education Materials for Teachers and Instructors

We created educational materials for school teachers and professional instructors who understand the need for cultural diversity education but have difficulty finding the right resources.

We oversaw the Cultural Diversity Teachers' Study Group who developed diversity education materials that could be linked to the National Curriculum. The contents of the education we carried out in elementary schools across the country were developed into various teaching samples and resources such as lesson plans, worksheets, and design sheets.

47,200



view count on teaching materials

179

curriculums offered (inculding 89 new ones)



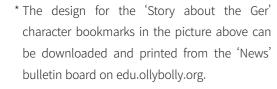
□ Cultural Diversity Teachers' Study Group



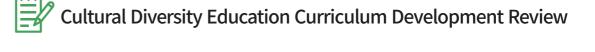
In the Cultural Diversity Teachers' Study Group, teachers reflected on their own prejudices through monthly readings, lectures and workshops, and studied ways to convey the values of diversity in school settings. Around 30 teachers participated in the Study Group during the project period, and together developed 73 curriculums that could be used in classroom management and lessons. All the materials can be found on the resource website for educators (edu.ollybolly.org).

Education Resources for Elementary Schools

Lessons carried out using animated storybooks on other cultures, disabilities, human rights, and peace, were recorded into documents and videos and made into various educational materials. We have shared these materials--action plans, design sheets, PPT resources, etc.-on our resource website for educators(edu.ollybolly.org) so that anyone can find the right kind of material for their unique teaching situation.









The term 'cultural diversity education' encompasses three values: 'culture', 'diversity', and 'education'. Each of these three values includes a wide and complex set of ideas, none of which are to be treated lightly. That is why we often hesitate to delve into it. But we cannot just stand by when there is so much violence, discrimination, and hate in schools and classrooms. There are even differences amongst teachers that must be discussed and understood.

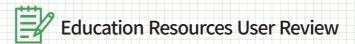
On the other hand, cultural diversity education should not just be about shielding students and teachers from the sensitive school environment. One of my favorite Korean traditional songs is called 'Everyone is a Flower'. The lyrics go like this: 'No matter where you bloom, no matter your name, no matter your shape, we are all flowers'. It is always a comforting line to me. I believe cultural diversity education includes the idea that it is okay for all of us to bloom exactly the way we are, whenever we are, and wherever we are. In other words, diversity education is not only necessary as it prevents school violence but also as it strives to respect each student's individuality and human right, which in essence, is what education is about.

Collaboration and communication were important part of this curriculum study as fellow teachers had to come together to approach the subject of diversity. Even when I was researching alone, I used to get feedback from other researchers and teachers about their points of view on diversity education. However, those types of feedback tend to get trapped within my complex maze of thoughts. The thoughts I ended up building always seemed to go up and come down in similar patterns. This year was different; I was able to weave a map of thoughts together by discussing with my colleagues what we have been studying all along. This map helped me to understand the weaknesses and the loopholes in my thought process. Thus I found that cultural diversity is not just something to teach to students but also something that teachers need to understand and experience.

Looking back, I can see the awkward connections and loopholes in the curriculum. After all, we, like all other teachers, had to work in between the busy days in schools. We nonetheless would like to have the courage to share our discussions and records. As five of us, ordinary teachers, found a small path in through our study, we hope that others will add on to it to create a more intricate map of cultural diversity education.

Above all, I would like to express my heartfelt gratitude to Daum Foundation and Google.org for supporting us in every way possible and cheering us on so that we could study, practice, and share cultural diversity education.

-Yongin OO Elementary School Teacher, Lee Misook-



Busan OO Elementary School Teacher



After watching the 'Story about the Ger' video on the children's audiobook website, we shared questions and thoughts on the story and tried the bookmark making activity. Students had a lot of fun making traditional Mongolian costumes into bookmarks.



Incheon OO Elementary School Teacher

As an after school activity, I made 6th graders and 1st graders to come together to watch and talk about 'Story about the Ger'. We were learning about different types of homes in other countries at the time, and the students loved that they could make something out of colorful designs. It was an easy and fun way to learn about traditional Mongolian houses and costumes.

Cultural Diversity Education Training for Teachers

600+

teachers from Seoul, Chungnam, Busan, Daegu, etc. participated

98%

percentage of participants who rated the training as 'satisfactory' or better

In order for teachers to understand the necessity of cultural diversity education and strengthen their educational skills, we provided diversity training for teachers.

Training was conducted regularly (for a total of 15 hours) as part of specialty job training approved by the local education departments in Seoul, Incheon, Busan, and more. We also opened on-site workshops (2 hours) and thus provided teachers the opportunity to learn about cultural diversity education in a short period of time. More than 600 teachers participated in the training. The response from the participants was great as the curriculum ranged from understanding the concept of 'cultural diversity', which is still a rather unfamiliar term in Korea, to getting teaching tips using the animated storybooks.

93%



percentage of participants who would like to carry out cultural diversity lessons

Specialty Job Training Approved by Local Education Departments



With the approval of Seoul Education Training Institute, Busan Education Training Institute, Incheon Metropolitan City Office of Education, we carried out a total of 7 specialty job training workshops in 2018. The response was very positive: 98 percent of participants rated the training as 'satisfactory' in general, and 93 percent said they would carry out cultural diversity education in their own classrooms. Some of the participants joined the Cultural Diversity Teachers' Study Group and have been developing curriculums together since.

On-Site Cultural Diversity Education Workshops

We trained about 450 teachers by visiting elementary schools all across the country (in Seoul and surrounding Metropolitan areas, Daegu, and Chungbuk Eomseong, etc.) to spread the value of cultural diversity and share our tips in using animated storybooks in diversity education. We were able to tailor the training to each school's specific diversity issue. Training topics included cultural diversity education within the National Curriculum and using an online platform for diversity education.





Participant Reviews

Seoul session(2018.01) participant



I was able to resolve my questions about cultural diversity as the training offered a wide variety of point of views, from professors to nonprofit activists to actual school teachers.



Seoul session(2019.01) participant

I was embarrassed by my ignorance in so far having referred to students from different cultures as "multicultural students". I thought that rather than giving one-session lessons, it will be more important to carry out education in which students can face 'differences' on a daily basis.

Incheon session(2018.01) participant



The real-life examples after each cultural diversity theory lecture helped a lot. It was nice to be able to learn about the know-hows on cultural diversity education from teachers themselves, and receive educational materials applicable in the classroom.



Incheon session(2019.01) participant

Learning about the different cultural backgrounds of various members of our society made me become aware of my own prejudices. I realized that I have a long way to go as well.

Busan session(2019.01) participant



I liked all the different examples and viewpoints on cultural diversity education. It helped me understand what cultural diversity education is, and learn how to carry it out in my own classroom.

Diversity Korea Project Impact in Schools

Daum Foundation conducted research to examine the effects of cultural diversity education and its future tasks as part of the Diversity Korea Project.

'A Study on the Effects and the Future Tasks of the Diversity Korea Education Program 2018' investigated the effects of cultural diversity lessons (using the animated storybooks) on elementary school students' awareness of cultural diversity, human rights, and gender equality. It also examined ways to improve cultural diversity education in the future.

Research Outline

- Title: A Study on the Effects and the Future Tasks of the Diversity Korea Education Program
- Duration: October 2018 January 2019
- Researchers: Hwang Jeong-mi and Choi Ki-ja, Seoul National University Institute for Gender Research (Joint Research) Researchers



- **Target Group**: 111 elementary school students who have participated in cultural diversity lessons using the animated storybooks (grades 1, 4, and 6)
- **Research Method**: A comparison analysis on survey results on cultural diversity awareness, conducted twice, once before and once after the diversity lessons
- * For the comparison analysis, a non-participant comparative group(107 students, 5 classes)—those who did not participate in the diversity lessons—was selected. Each survey was conducted to both the participant group and the comparative group at the same time.

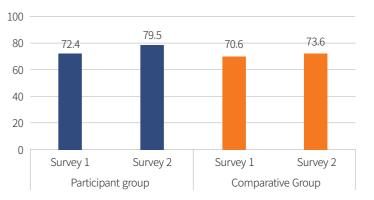
<Survey Highlights>

Grade Level	Key Points of Survey	
Lower Grades	Mental distance to Foreigners Racial and Ethnic Stereotypes Awareness to Cultural Diversity and Human Rights	
Upper Grades	Cultural Diversity (knowledge/attitude, empathy/behavior) Awareness to Gender Equality and Human Rights Racial and Ethnic Stereotypes	

Key Results

▶ Increase in Elementary School Students' Awareness to Cultural Diversity

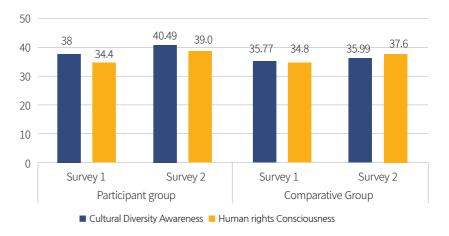
At the beginning of the research, scores of the participant group(111 students) and the comparative group(107 students) were 72.27 and 70.58 respectively, thus, not showing much of a difference. Two months after the diversity lessons, however, the scores of the participant group that went through the lessons went up to 79.5, showing a 10% increase (Figure 1). The comparative group, on the other hand, scored 73.6 on the same two-months-after survey, thus showing a meaningful difference between the two groups.



[Figure 1] Changes in Cultural Diversity Awareness Index in Participant Group and Comparative Group

► Educational Effects in Cultural Diversity

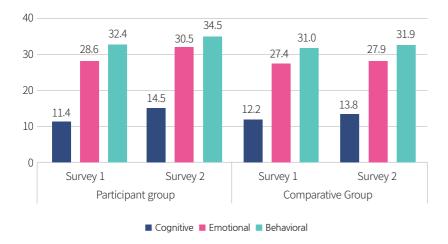
The 'Cultural Diversity Awareness Survey' can be divided into questions that measure cultural diversity awareness and human rights consciousness. While there was no significant difference on the human rights consciousness questions between the two groups after the diversity lessons, the average score of the participant group on the cultural diversity awareness questions was meaningfully higher than that of the comparative group (Figure 2). In other words, diversity education using the animated storybooks had a stronger effect on cultural diversity awareness than on human rights consciousness.



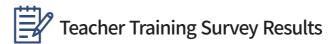
[Figure 2] Changes in Cultural Diversity Awareness Index per Category
(Cultural Diversity and Human rights Consciousness): Participant Group and Comparative Group

▶ Attitude Changes in Emotional and Behavioral Factors

In terms of cognitive, emotional, and behavioral factors, there was a change in the emotional and behavioral factors in the participant group after the diversity lessons. While participant group's score change was not large, the difference between the participant group and the comparative group was meaningful enough (Figure 3). Thus, rather than on acquiring more information and knowledge on cultural diversity, the program seem to have had a higher impact on emotional factors that increase empathy for immigrants and other cultures, and on behavioral factors that lead to support for global issues and discrimination.



[Figure 3] Changes in Cultural Diversity Awareness Index per Factor: Participant Group and Comparative Group



- **Survey Group**: 59 teachers who participated in 'Cultural Diversity Education Know-Hows Using Diversity Storybooks' training in Seoul, Busan, Incheon from July to August, 2018
- Research Method: Survey analysis on cultural diversity awareness and training satisfaction
- Key Results

▶ Need for cultural diversity education in schools

According to the survey, teachers think that there is not enough tolerance for cultural diversity in Korean society, and that the tendency for 'difference' to lead to 'discrimination' is a serious problem. At the same time, they were somewhat positive that the value of cultural diversity seem to be spreading in Korea (Table 1).

(Unit: %)

	Cultural diversity is accepted in Korean society.	'Difference' does not lead to 'discrimination'	Values of cultural diversity are becoming more prevalent.
Strongly Agree	6.8	3.4	13.6
Agree	11.9	8.5	22.0
Undecided	50.8	22.0	44.1
Disagree	28.8	64.4	18.6
Strongly Disagree	1.7	1.7	1.7
Total	100	100	100

[Table 1] Thoughts on Cultural Diversity in Korea

► Increased Interest in Teachers in Cultural Diversity

Teachers responded that their interest in cultural diversity has increased through the training workshops, and that they recognize the importance for cultural diversity education in schools (Table 2). As for the reason why diversity education is necessary, teachers said that diversity education

helps students improve their communication skills and creativity, and that it helps them learn how to respect others and their human rights. It is also noteworthy that teachers view cultural diversity education as emphasizing the value of coexistence and human rights (Table 3).



	I have gained more interest in cultural diversity.	Cultural diversity is essential for Korea	Cultural diversity is essential for school education.
Strongly Agree	74.6	76.3	81.4
Agree	23.7	22.0	16.9
Undecided	1.7	1.7	1.7
Disagree			
Strongly Disagree			
Total	100	100	100

[Table 2] Teacher Perception on Cultural Diversity after Training

(LInit: %)

		(UTIL: %)
	It aids teacher-student communication and therefore also helps students grow creativity	It helps students learn how to respect others and their human rights
Strongly Agree	81.4	81.4
Agree	16.9	18.6
Undecided	1.7	
Disagree		
Strongly Disagree		
Total	100	100

[Table 3] Expectations for Cultural Diversity Education

▶ Continuous Support for Cultural Diversity Education in Schools Needed

Unfortunately, there was a sizeable concern on the feasibility on carrying out diversity education in schools due to school conditions. The limiting conditions of schools must be improved ever more urgently as most of the trained teachers show a willingness to directly conduct cultural diversity education themselves (Table 4).

(Unit: %)

	Cultural diversity education is still limited due to school conditions	I intend to conduct cultural diversity education directly
Strongly Agree	20.3	59.3
Agree	50.8	37.3
Undecided	10.2	3.4
Disagree	15.3	
Strongly Disagree	3.4	
Total	100	100

[Table 4] Willingness for Cultural Diversity Education

^{*}The full report can be found on the "News" bulletin board on the resource website for educators(edu. ollybolly.org).



Daum Foundation is a nonprofit corporation founded in September 2001. Its mission is 'to create a next generation where valuable individuals can all live together in creative and diverse ways through the wise use of media and communication'. Its main projects include Ollybolly (cultural diversity content creation and education), ChangeON (IT and media for nonprofits), Youth Voice (youth media education), and non-profit startup support.

http://www.daumfoundation.org/ https://www.facebook.com/daumfoundation/

Google: org

Google.org connects nonprofit innovators with Google resources to solve complex human challenges, and ensure that everyone can participate in the digital economy.

The same technology that makes our lives easier every day can also help solve some of the world's largest problems. That's why we're applying advanced technology to some of our greatest challenges, like using artificial intelligence to help predict natural disasters.

Everyone should be able to participate in the digital economy, so we're providing digital skills training for job seekers, supporting online safety and media literacy, and investing in computer science education for students — particularly in underrepresented communities.

We know that the best answers often come from those closest to the problem. That's why we join forces with nonprofit innovators, committing Google volunteers, technology, and over \$200 million in grants every year to help scale their impact.

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