Current Status and Perspectives of Higher Education for the Disabled in Korea

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I. Introduction

In article 10, the Constitution declares that all citizen shall be assured of human worth and dignity and have the right to pursue happiness. It shall be the duty of the state to confirm and guarantee the fundamental and inviolable human rights of individuals. Article 11 includes that all citizens shall be equal by the law. Article 31 specifies that all citizens shall have an equal right to receive education corresponding to their abilities.

According to the survey conducted by Korea Institute of Special Education (2001), 61 percent of children demanding special education are receiving general education, which shows that they avoid or have no access to special education due to prejudice and indifferent treatment against disabled people. These results predict that the tendency to avoid special education will become incremental in preschool and secondary periods.

In order to overcome this situation, in 1989, Committee for Welfare of Disabled People, President Advisory Organization, suggests that the ratio of disabled people gets special admission in higher education without respect of the number of entrant. Finally, in 1995, this leads to the implementation of “Special Admission Process for Disabled People in College & University”.

The main cause of Special Admission Process for Disabled People in College & University is appropriate, but the current situation involves problems which disabled students weaken the effort of improving learning ability necessary in entering college and university in normal entrance process. In addition, since disabled students are easily admitted to university through special admission process, their level of learning ability has been lowered and the number of students not adapting to campus life has increased dramatically.

The fundamental reason of these results is that most of universities admit them without specific preparations. In this vein, the government and the universities concerned try to prepare legislative framework and expand financial resources to support their learning.

As the higher education experienced a great democratization, disabled students is demanding college and university education, and particularly recognize the higher education of disabled students important for them to be an expert. In this respect, Korean government founded the Korea National College of Rehabilitation and Welfare for vocational training of disabled students in 2002. In this paper, current situations and issues of higher education of disabled students are reviewed, and the policy directions in the national level are suggested.
II. Current Higher Education Status of Disabled Students

1. Statistics of Disabled Students Enrolled in Higher Education

The statistics of Korean Educational Development Institute (2004) indicated that the number (2,734,238) of students in college and university is 81.3% of high school graduates concerned. Particularly, the ratio of students who graduated from academic high school and enter the colleges and university is 89.8%. However, report of special education situation (Ministry of education, 2005) shows that 341 disabled students (11.5%) among 2,953 graduates in 2004 enter schools of higher education. The reason of this result is that most graduates want their jobs, or cannot but return to their homes and sheltered welfare facilities because of severe disabilities. According to previous reports, in 2004, 1,536(52%) among graduates have their jobs and 651 graduates enter major departments of job training centers.

The number of disabled students is about 1,640 including 341 college and university freshmen in 2005. But, this is only statistically accessible result, and it is estimated that about 2,000 students are in college. This is more than 0.07% of the whole students enrolled in college and university.

However, 42% of disabled students are in Daegu University, Nazareth University, and Korea National College of Rehabilitation and Welfare. This is because three universities have better support system for disabled students systematically compared to other universities in which they have difficulty in learning and campus life.

2. Characteristics and Current Situation of University Admission Process

The disabled students graduated from special school or general school apply for college or university based on the grade of College Scholastic Aptitude Test (CSAT) administered in November. The methods of application are twofold; general and special admission. The former is to apply for university under the same condition with general students, and the latter is for disabled students only based on the selection rule of university. With university screening program only for the disabled since 1995, the number of general admission has reduced dramatically, and the results of statistics are not collected.

Special Admission Process for Disabled People in College & University administered in 1995 has the characteristics for applicants with disability to compete each other, which make disabled students, have a favorable opportunity than general students. This system allows students with hearing impaired or brain lesion to enter college or university.

Special Admission Process for Disabled People in College & University has both positive and negative aspect of evaluation. Particularly, the main reason of negative evaluation is that most universities still permit students to enroll at random without sufficient preparation and it results in high unemployment of disabled students with higher education.

In spite of these critics, the important result derived from Special Admission Process for Disabled People in College & University is that the higher education of disabled students became the main issue of educational policy in the national level as well as in universities. In this respect, support centers for helping disabled students (e.g., Center for Disabled Students in Daegu University, Teaching-Learning Center in Nazareth University, Center for Disabled Students in Seoul National University) are
established, and staffs exclusively in charge of disabled students are introduced, or organizations are expanded considering disabled students. This is a great change compared with previous situations.

3. Current Situation of Support for Disabled Students within the Campus

1) Support System for Disabled Students

Yoon. et. al.(2002) surveyed the support system for disabled students in 45 universities administering special admission system for disabled students. The support system was classified into the support organization, the staff for disabled students, disabled students’ peer helping system, and concrete guidance for disabled students. The results are that 1) the universities establishing the support organization are three private universities (1 professor, 2 staffs), 2) 35% of 45 universities didn’t have the support organization but staffs exclusively in charge of the disabled. In most universities, administrators or professors are in charge of disabled students. The division of student-related affairs is responsible for supporting disabled students.

Regardless of the existing of supporting organization or staff, 25.6 percent of the universities have peer-helping system for disabled students. Most Universities with special admission process did not offer peer helping, but generally universities with disability-related departments (special education, rehabilitation of welfare, social welfare department) provide peer helping compared to universities without disability-related departments. Peer helping system is mostly managed as giving volunteer work credits. Otherwise, scholarship is offered. In a few cases, expenses for hiring peer helpers are given to disabled students.

Only 23.9% of universities have introduced school regulations for supporting disabled students and most universities with special admission process have not established any rules on supporting disabled students. Courses on understanding disabled students are run in 35% of universities and only 2.2% publish booklets on understanding disabled students. 7.3% of universities include programs for understanding disabled students in their orientation course for freshman. Universities with “week for understanding disabled students” or giving programs to all students for understanding them are 20%. Universities with disability-related departments or clubs are more eager to offer programs for understanding disabled students.

Chung. et.al.(2003) surveyed the support system for disabled students in 199 universities classified into large groups(more than 2,500 entrants), mid-size groups(1,250-2,500 entrants), and small groups(less than 1,250 entrants). The results graded into three-point scale(most advanced, advanced, and underdeveloped) is that most advanced universities preparing support system for disabled students are 1.8% in small groups, 1.5% in mid-size groups, and 10.8% in large groups. Based on study results, it is recognized that most of colleges and universities do not set up systematic policies or institutions for disabled students.

2) Current Situation of Facilities Ensuring Mobility & Accessibility

Facilities adequate to mobility and accessibility have a great affect on the physically impaired or the visually impaired who have difficulty in movement. A survey by Yoon. et. al.(2002) on the current situations of university facilities shows that facilities such as classroom, library, and cafeteria are in poor condition in terms of
mobility and accessibility.

As for the situations of facilities within campus, it is shown that about 64.1% have less than half of facilities for disabled students using wheelchair to move among buildings. Thus, most of disabled students have difficulty in living a campus life with wheelchair. It is also shown that about 19.1% have more than half of tactual barilla blocks for the visually impaired. This means that facilities still aren't accessible to the visually impaired.

Facilities showing more than 50% installation rate are escalator (64.10%), closet approach (57.45%), and exclusive-use parking lot for disabled students (54.55%), and stairs (52.00%). On the other hand, tactual barilla blocks (4.73%), auditorium and chapel hall (11.11%), guidance facilities for the visually impaired, facilities for use in emergency for the disabled (15.62%), public phone (17.65%), and vending machine and unmanned photocopier (19.84%) are shown to be less than 20%.

The previous study, which surveyed installation rate of 19 universities, analyzed the current situations as follows:

- Most universities lack guidance facilities for the visually impaired, facilities for use in emergency for the hearing impaired.
- There are a lot of facilities, which are difficult to use because they have been incorrectly installed or not standardized.
- The high rate of installation of facilities does not mean good education environments.
- The fact that installation rate of 19 universities is in the similar level means that much emphasis should not be placed on the rights of mobility and accessibility of the disabled.

Chung. Et. Al.(2003) surveyed the situations of facilities for disabled people. This study classified facilities for movement and accessibility into 1) parameter facility, 2) infrastructure, 3) health care (restroom), 4) information desk, 5) classroom, 6) library, 7) cafeteria, 8) gymnasium, and 9) dormitory.

Parameter facility was graded into four-point scale (most advanced, advanced, basic, and below-basic). The checkpoints are the parameter facilities for disabled students to move into basic facilities easily and to walk without obstacles. The results are that 30.8% in large groups (more than 2,500 entrants), 10.8% in mid-size groups(1,250-2,500 entrants), and 7.2% in small groups(less than 1,250 entrants) have most advanced grade. This shows that the larger the size of universities, the better of movement facilities in campus.

Facilities within buildings should not have any difficulty for disabled people to move. But the result of this study shows that in every group most advanced grade is from 6.2% to 7.7% and below-basic grade is from 82.5% to 77.0%. This means that disabled students cannot but have difficulty in movement within buildings.

Health care (hygiene) needs to be established for an exclusive use or a combined use. In addition, more than at least 1 health care should be set up for disabled people to use. But this facility is also very inferior for them to use effectively like other facilities within buildings.

Accessibility and range of sight in classrooms need to be considered for disabled
students to guarantee the rights of learning. The results show that 64.9% are graded as basic in small groups (less than 1,250 entrants), 72.3% in mid-size groups (1,250-2,500 entrants), and 67.7% in large groups (more than 2,500 entrants). This means that universities more than 30% don’t take action for disabled students to do learning activities.

Library should not have obstacle in ensuring the availability and accessibility of data for disabled students to do self-directed learning. That is why disabled students have the realm of most fundamental facility in research activities and securing the rights of learning. But the results show that 56.1% are graded as below-basic in small groups (less than 1,250 entrants), 43.1% in mid-size groups (1,250-2,500 entrants), and 35.4% in large groups (more than 2,500 entrants). This means that disabled students are in serious trouble of using library.

3) Current Situation of Learning Support for Disabled Students

Yoon. Et. Al.(2002) surveyed the situation of learning support for disabled students. The results show that the most difficulty of learning process (29.2% of students) is insufficient support of complementary materials for learning, and the characteristics of disabled students (28.5% of students) are not considered.

As for the difficulty of instructional method, it is shown that instructional delivery based on the characteristics of disabled students (57.7% of students) are not considered, homework without considering the type of disabled students (18.5%) is assigned, and group activities without considering the type of disabled students (18.5%) are done. This means that modes of instructional delivery without understanding the characteristics of disabled students systematically drive students feel anxious and depressed in learning.

Assessment is very important factor in learning activities. The results of questionnaire on the difficulty of assessment show that the criterion of assessment without considering the type of disabled students (32.3%) are established, answering questions (31.5%) are difficulty, and time allocation of test (24.6%) are insufficient. This indicates that disabled students feel nervous due to disadvantage of disability, difficulty in taking examination, and time requirement.

Helena Kim (2000) executed questionnaire survey about 150 correspondents of six universities with special admission process for the disabled. The findings in this survey point to difficulties of campus life, insufficient learning supports, lack of contact and interaction between instructors and students and inefficient teaching learning activities.

The difficulties of teaching-learning activities for disabled students are 1) home assignment without considering the type of disabled students, 2) group study or corner activity without considering the type of disabled students, 3) classroom activity without using visual aids and handouts effectively, 4) insufficient discussion or presentation for the visually impaired.

Chung. Et. Al.(2003) classified learning support of disabled students into 1) usage of learning materials, 2) learning support, and 3) assessment support, and analyses the results with four-point scale (most advanced, advanced, basic, and below-basic) according to large group, mid-size group, and small group. The result shows that about 6% of small and mid-size group and 17.2% of large group are graded as most advanced. This means that most universities don’t support teaching-learning
supplementary aids for disabled students.

As for learning support focused on active involvement of disabled students, it is shown that small and mid-size group is graded as below basic, and large group is graded as most advanced and advanced. As for assessment, it is shown that the smaller of groups, the less effective of learning support.


The survey on current situation of employment of the disabled shows that in the case of companies which hired more than 300, about 24.2 percent graduated from colleges; 47.7 percent from high school; 17.3 percent from middle school. By contrast, in companies with less than 300, 17.8 percent graduated from college; 40.1 percent from high school; 20.9 percent from middle school. The low employment rate of disabled people with post-secondary education is due to the fact that the number of disabled people with associate degrees and bachelor’s degrees was relatively low among the working population of disabled people.

Furthermore, disabled people who graduated from college have different access to employment compared with that of non-disabled people, and also have different access to employment of disabled people who did not graduate from college.

The rate of disabled people who graduated from college, university and graduate school wishing to shift to other jobs amounts to 30 percent. This high rate is originated from big gap between academic attainment level and the demanded employment. The employees with disabilities receiving the education of college-level above often wish to shift to other occupation fields. The main reasons were recorded as the jobs that do not suit for individual aptitude and do not fulfill their potentials. By contrast, the workers not having post-secondary education flee in the labor market because of low pay.

Generally, Disabled people regard college as academic oriented organizations of knowledge-based society rather than the training field of vocational skills. Thus those who graduated from college have to train the additional vocational programs required in working area to be employed in labor market. Those who graduated from high school want computer technology and service-related programs, while those with bachelor’s degree want a vocational training in computer, information, and office-related fields. Besides, there are different training methods and different support methods between them in that those who graduated from high school want vocation training at the workplace and basic benefits for a living, while those with bachelor’s degree want the development of various vocational training programs and the financial aid for vocational education.

According to the working paper of the National Human Rights Committee (2002), only 12.6 percent among colleges executed vocational program for disabled people. Most of college tends to pay no particular attention to the employment of disabled people, even though they are focused on enhancing the competence of disabled people through the employment information center. Thus, the following service supports disabled students want are as follows: specialized steps for counseling of employment (46.2%), collecting and providing of the employment information (27.7 percent), the administration of the preparatory training program (20.8 percent). 94.7 percent of disabled people want the college to take positive actions for their employment, while
only 5 percent of disabled students attributes their employment to their own effort. In this view, disabled students hope that college and universities play a model role in the service delivery side for the employment of disabled people.

5. Government Endeavor of the Higher Education Improvement

When the Ministry of Education & Human Resources Development (MOEHRD) was reshuffled on March 1st, 2005, the Division of Academic Support transferred university special education to the Division of Special Education Policy whose major policies were to assess support situations for promoting the higher education of disabled people in 2003 and to establish the comprehensive strategies for securing the rights of learning published in 2004. The background, the contents, and the future plans of Division of Special Education Policy based on two major policies factors are as follows:

1) Assessment on the Support Situations for Promoting the Higher Education of Disabled Students

Although the special admission process for disabled people has been implemented for 10 years, government didn’t establish the objective assessment standards or manual about educational support for disabled students, let alone the criterion of the national level on educational facilities and teaching-learning support. Thus, based on the continued demand of the unions for disabled people, the Government cannot but establish the criterion of the national level about education facilities and teaching-learning support.

Considering the necessity and the demand of the unions, the MOEHRD established the plan of the assessment on support situations for promoting the education of disabled people in 2003, and conducted a survey on the situation of 208 universities in the national level.

This analysis is the first assessment report of the national level. The purposes of the study are to check the situations of educational facilities and teaching-learning support synthetically, to collect the fundamental data about the policy for education support such as the expanding of opportunities for higher education, and to secure the practical learning rights through the analysis and improvement of universities. The purposes of the assessment about educational support, which the Council of the Assessment about Education Support presented, are as follows:

First, universities provide the expanded opportunities of higher education by securing better educational circumstances for disabled students.
Second, universities improve the quality of education for disabled students by upgrading educational circumstances gradually.
Third, universities promote social accountability and public reliability by presenting the ways of enhancing educational support for disabled students.
Fourth, non-disabled students help disabled students access to information and facilities, which cultivates collaborative attitude and attendance for problem-solving activities.
Fifth, Government expands university financial resources for promoting the support by checking the situations of educational facilities and teaching-learning support.
Assessment consists of written and interview assessment. The total point of written assessment and interview assessment was classified into Most-advanced (90-100 point), Advanced (80-89 point), Basic (65-79 point), and below basic (less than 65 point). The level of university screening process of the disabled is graded as 4 points, the level of teaching-learning support is graded as 31 points, and the level of facilities and equipments are graded as 65 points. The size of universities is classified into large groups (more than 2,500 entrants), mid-sized groups (1,250-2,500 entrants), and small groups (less than 1,250 entrants).

The result shows that 1) most universities need to be required immediate attention to learning system and facilities, 2) teaching-learning support can be significantly improved in a short term without the expanding financial resources by the political and institutional support of Ministry of Education & Human Resources Development and 3) the standards and scope of establishing facilities needs to be presented in the national level.

2) Establishment of the Comprehensive Policies for Securing the Rights of Learning

MOEHRD Development established the comprehensive policies for securing the rights of learning in August of 2004. The contents are 1) suggesting special admission system to universities positively for expanding the opportunities of higher education, 2) completing credit based on the ability of students through credit register system, 3) choosing a major appropriate to the aptitude and strengths of disabled students, 4) establishing various teaching-learning support system for securing the rights of learning 5) establishing facilities and equipments positively for improving the mobility and accessibility of disabled students, 6) supporting most-distinguished universities intensively centered on higher education for the disabled and 7) establishing the network of government, universities, industries, and communities for intensifying employment and career development.

In order to propel the seven strategies, the Government plans to design the five-year teaching-learning support and expand new capital budget to support distinguished universities to devoted itself in higher education for the disabled and facilities and equipments. Also, it is devised that the result of assessment administered every three years affects the budget of supporting teaching-learning and securing facilities of universities. But, the Ministry of Education & Human Resources Development didn't secure the budget of the rights of learning for disabled students in 2005. It is expected that the rights of learning for disabled students can be ensured gradually by securing the budget for installing facilities. In addition, the MOEHRD plans to help universities with installation of facilities by distributing installation manual of facilities in 2005.

III. Establishment of KNCRW and New Approach

We Korean have to meet a challenge to upgrade the higher education of the disabled. College doors open more widely through special admission process. It doesn't necessarily indicate the expansion of opportunities of higher education. Colleges have the disabled ensure the quality of education and the success, and take their participation in community.

Korea, however, depends on private colleges and universities (88%) and most private universities entirely depend on tuition fee and registration fee. Therefore, they
have difficult current status not to support disabled students systematically. Korea National College of Rehabilitation & Welfare (KNCRW) is founded to provide educational opportunities for disabled students in spirit of equal participation and collaboration.

1. Background and Missions

As the number of beneficiary of the special admission process for the disabled is limited, the government’s policy for the disabled increase in the beneficiaries should be reconsidered. KNCRW is asked to respond the diversified educational expectations and demands of higher education for the disabled.

The committee of welfare for the disabled people presented the following foundational statements in February 1996.

- The opportunities of higher education for the disabled should be provided.
- The professional specialists for supporting disabled people should be produced.
- The disabled people should be able to adapt their own life to a new environment

2. Identities and Accountability

KNCRW is the nation’s first-ever tertiary institution fully committed to the philosophy in inclusive education. Furthermore, we take the view that inclusive education means including all students—those with and without disabilities.

The identity lies in the distinguished college for inclusive education. Given the significance of the mission ahead of us, the college (1) provide the standards of inclusive education and the support system for disabled students, (2) expand the inclusive education based on the achievement of social integration, which is the fundamental goal of the welfare for disabled, (3) train disabled students as professional competent employee, (4) provide a effective model of life-long education for adults with disabilities in community, (5) function as the support center of higher education and inclusive education for the disabled in Korea, and (6) establish the global standards for active exchanges of the disabled.

KNCRW should provide an effective model of support and management for students with disabilities and develop multiple and innovative modes of instructional delivery as well as contribute to the post-secondary educational opportunities of disabled people. The colleges also need to focus on finding know-how appropriate to students with disabilities. There is at the same time urgent need to suggest that adequate vocational education and inclusive education is necessary for disabled people.

The colleges become a benchmark for colleges beginning and expanding their efforts to support disabled students. In view of this accountability, KNCRW is asked to take active measures in collecting, analyzing information and educational requests disabled students need, and suggesting the development and implementation of policies for disabled people.

3. Support Structure of Disabled Students

KNCRW established legislative framework and organizations for supporting disabled students. The following [Figure 1] is the support structure of disabled students in KNCRW.
The successful support depends on the mutually interactive cooperations between organizations installed within college. The following [Table 1] is the chart of roles of sections and organizations for supporting disabled students.

4. Management Characteristics

1) Screening Process of Students

KNCRW has 10 departments (including a three-year department of prosthetics & esthetics). The number of admission is 525 and among this group, 192, or about 37 percent are the students with disabilities. It has the same screening process of students as other universities through special admission process. However, the difference lies in that the number of entrants includes students admitted by special process while other universities implement admission exception. The following [Table 2] is students’ statistics.

2) Teaching-Learning

Teaching learning support for disabled students include human resource support, assertive technology support, and programs for improvement of basic academic skills and major academic achievements. For human resources in support center for disabled students, 8 sign language interpreters, 1 teaching assistants for barilla, 7 teaching assistant for stenography provide assistance to enable students to cope with their
Current Status and Perspectives of Higher Education for the Disabled in Korea

Table 1 Roles of Organizations for Supporting Disabled Students in KNCRW

<table>
<thead>
<tr>
<th>Classification</th>
<th>Function</th>
</tr>
</thead>
</table>
| 1              | . Planning & budgeting of the support center  
|                | . short-term and long-term planning for support of disabled students  
|                | . performing disability-related cooperation project  
|                | . operation of support center of distance learning |
| 2              | . establishing plans of support service for disabled students & enforcement  
|                | . arrangement of assistants to support disabled students & management  
|                | . time arrangement or support & providing educational conveniences to suit different disabilities  
|                | . managing audio resources productions & braille publications  
|                | . providing and maintaining education support equipments  
|                | . managing teaching assistants  
|                | . student counseling & services |
| 3              | . diagnosis and assessment of the students with disabilities  
|                | . Collection of information and data on educational needs of the students with disabilities  
|                | . Planning & evaluation of research in the field of rehabilitation and welfare  
|                | . Organizing national & international seminars |
| 4              | . support of distance learning for disabled students in other universities |
| 5              | . cooperation for basic academic achievement classes  
|                | . cooperation for career development seminars  
|                | . cooperation for tutoring system operation |
| 6              | . cooperation with employment-related affairs for disabled students  
|                | . cooperation with counselling and support |
| 7              | . cooperation concerning disabled students' requests for remedy |
| 8              | . development of materials to access to information and collection of data  
|                | . research of improving the basic academic attainments |
| 9              | . periodical meeting to negotiate the results concerning the requests for remedy |
| 10             | . support of campus life such as teaching-learning, leisure, independent living, employment |
| 11             | . distance learning of sign language, and stenography for the hearing impaired based on network system |

3) Support of Campus Life

Disabled students have various difficulties including learning, human relationship, leisure and sports club activities, health care etc.

Therefore, KNCRW has already established counseling structure to help the disabled students adjust to campus life as shown in [figured, 2].

4) Employment

KNCRW is firmly committed to raise employment rate for students with disabilities by making curriculum innovation from entrance to graduation. In the following ways an effective strategy toward full employment will be adopted.
## Table 2  Students Statistics

<table>
<thead>
<tr>
<th>Department</th>
<th>Entrants</th>
<th>Students with Disability(number)</th>
<th>Percentage of the Disabled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>physically</td>
<td>hearing</td>
</tr>
<tr>
<td>rehabilitation &amp; welfare</td>
<td>50</td>
<td>17</td>
<td>1</td>
</tr>
<tr>
<td>sign language interpretation</td>
<td>50</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>advertising &amp; public relations</td>
<td>50</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>prosthetics &amp; orthotics</td>
<td>75</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>information security</td>
<td>50</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>computer game</td>
<td>50</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>animation</td>
<td>50</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>multimedia music</td>
<td>50</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>interior design</td>
<td>50</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>jewelry design</td>
<td>50</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>total(number)</td>
<td>525</td>
<td>111</td>
<td>61</td>
</tr>
</tbody>
</table>

![Figure 2 Counseling Structure for the Disabled](image-url)
First, this strategy introduces ‘Career Passport System’ containing a array of data documenting achievement level of student’s learning, vocational aptitude, competence and attributes students possess, face-to-face counseling data, licensees and certification obtained in college. The system is available for employment by using computer-based information system.

Second, this strategy involves ‘Tutoring System’ whose aim is to develop diagnostic programs for assessing the basic achievements of students and the programs for improving the academic attainments in the occupational or technical courses in a particular field directly related to the majors and instrumental courses required in labor market such as computer and English.

Third, job analysis based curriculum should be operated by building mutually beneficial partnerships with work places though the collaborative activities of departments, and related organizations and by analyzing the labor market demands. The change in the labor market situation encourages the customized training for the full and fair employment.

Forth, entrepreneurship-training programs enable students with disabilities to set up their own business and to be self-employed. The programs serve to choose and foster students with disabilities to start a business and to offer financial aid for initial cost by establishing self-employment infrastructure.

Fifth, gradual support system develops a wide range of active measures targeted at successful achievement and employment. Each department attempts to promote the characteristics and employment opportunities and qualification and leads to right choice of applicants. The related institutes provide diagnostic and vocational aptitude tests and report individualized career files. The faculties help students with disabilities to fulfill their potential and to find suitable jobs with individualized instruction and counseling. And college authorities provide various programs required for preparation so as to start business or to be a government official.

Sixth, faculty responsibility system needs to be developed in order to meet full employment.

This innovative directions should be integrated into four steps which consists of the step before admission choosing and determining KNCRW, the admission step for college-entry preparation, and the in-college step for training professional skills and the step for graduation and employment. Students of KNCRW are given gradually step-by-step supports. The successful management framework for disability employment needs to constitute time schedules. In this respect, KNCRW will manage in the following ways to meet the missions as [table 3].

The effective management needs to establish disability employment support system. Comprehensive disability management system and computer-based infrastructure for employment made it accessible to accommodate learning need of students with and without disabilities. A task force should be instituted to create a seamless continued support for student with disabilities from college-entry to follow-up after graduation.

5) Establishing the disabled students-centered lifelong learning institute

KNCRW needs to provide the educational opportunities to disabled people as well as adults in community in the spirit of equal participation and collaboration. Such demands are emerged into expanding the higher education of the disabled, expanding
Table 3 Support System for Employment for Disabled Students

<table>
<thead>
<tr>
<th>Steps</th>
<th>Periods</th>
<th>Support Activities for Academic Achievement</th>
<th>Support Activities for Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Admission</td>
<td>The third grade in high school</td>
<td>- To present a new vision of each Major</td>
<td>- To present employment opportunities and qualifications</td>
</tr>
<tr>
<td>Admission</td>
<td>Preparation for college-entrance</td>
<td>- Basic academic skill test</td>
<td>- Vocational aptitude test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Guidelines for freshmen</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>steps</th>
<th>Periods</th>
<th>Support activities for academic achievement</th>
<th>Support activities for employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>In College</td>
<td>The first semester of first year</td>
<td>- Instructions</td>
<td>- To collect basic data for Career Passport system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Tutoring</td>
<td>- To survey occupations students wish to get</td>
</tr>
<tr>
<td></td>
<td>Summer vacation</td>
<td>- Programs for improving the level of achievements of student’s learning</td>
<td>- Various programs for license, certificate, counseling, vocational training, and employment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Voluntary social work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The second semester of first year</td>
<td>- Instructions</td>
<td>- Culture-based activities in college</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Tutoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Winter vacation</td>
<td>- Programs for improving the level of achievements of student’s learning</td>
<td>- To test aptitude for starting a business-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Voluntary social work</td>
<td>- To organize seminars and academy for adaptation of students with disabilities</td>
</tr>
<tr>
<td></td>
<td>The first semester of second year</td>
<td>- Instructions</td>
<td>- Training for small &amp; home business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Tutoring</td>
<td>- Training Programs required for a starting a business</td>
</tr>
<tr>
<td></td>
<td>Summer vacation</td>
<td>- Operating employment support center with collaboration of office of academic affairs, office of industry-college cooperation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The second semester of Second year</td>
<td>- Training in the workplace</td>
<td>- To operate employment support center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Exhibitions for Graduation</td>
<td>- To organize employment - related workshop</td>
</tr>
<tr>
<td></td>
<td>Winter vacation</td>
<td>Portfolio completion</td>
<td>- Conducting employment Strategies</td>
</tr>
<tr>
<td>Graduation &amp; Employment</td>
<td>Graduation</td>
<td>- Enrichment of knowledge related to majors of each department</td>
<td>- License / completion of training by professional specialist</td>
</tr>
<tr>
<td></td>
<td>Employment</td>
<td>- Post-employment follow ups by faculties</td>
<td>- Post-employment follow ups (by Office of Industry-College Cooperation &amp; The Support Center for Disabled Students)</td>
</tr>
</tbody>
</table>

The opportunities of education for individuals with developmental disability, and increasing the necessities of lifelong learning. These can be responded by establishing lifelong learning institute managing diversified educational curriculum, since the regular curriculum is not enough for the disabled to learn effectively. The following is the summary of main programs of lifelong learning institute in <Table 4>.

The lifelong learning institute was established in the KNCRW differs from the
lifelong education institute of other universities. In other words, unlike the institute that plans to open a few lectures for disabled people, our institute aims to consolidate our commitments to develop programs for the disabled. In this respect, our institute, which systematically prepares facilities and contents in order to be recognised as complex cultural center, seems to be similar with ‘Yokohama Rapport’. It is designed to facilitate ease of physical access to teaching and other major facilities. The procedure of establishing lifelong learning institute is shown in <Table 5>.

Table 4 Programs of the Institute of Life-Long Learning in KNCRW

<table>
<thead>
<tr>
<th>Programs</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>program educating individuals with low academic skill</td>
<td>-programs for academic attainment of adults with disability (programs for elementary and middle-school academic skills approved by certification examination)</td>
</tr>
<tr>
<td>entrepreneurship training program</td>
<td>starting a business</td>
</tr>
<tr>
<td></td>
<td>-offering financial aid for initial costs</td>
</tr>
<tr>
<td></td>
<td>-developing a business incubator programs</td>
</tr>
<tr>
<td>program adapting individuals with developmental disability to community</td>
<td>-establishing infrastructure in community</td>
</tr>
<tr>
<td></td>
<td>-opening 'Community Adaptation Academy' for adults with developmental disability</td>
</tr>
<tr>
<td>program appreciating and experiencing culture for individuals with disability in community</td>
<td>-providing a variety of opportunities access to culture for the disabled of community</td>
</tr>
<tr>
<td>human resources development program for educational support for the disabled</td>
<td>to producing educational specialists to support disabled students (special education assistant, sign language interpreter, note-taker, stenography)</td>
</tr>
<tr>
<td>certification program</td>
<td>educational programs for language-related certificates (toeic, teps, toefl), driver's licence, computer certificates, real estate, massage, qualifying examination for public service personnel</td>
</tr>
<tr>
<td>vocational training program for individuals with autism</td>
<td>customized training programs based on individual centered instruction</td>
</tr>
<tr>
<td>program for understanding disability and producing the professional specialist to support the disabled</td>
<td>certificate of sign language, certificate of stenography, certificate of braille, helper for independent living of the disabled</td>
</tr>
</tbody>
</table>

Table 5 Master plan for the Institute of Life-Long Learning

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>carrying out basic research</td>
<td>survey of customers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>analysis of individual needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>survey of infrastructure for life-long learning in community</td>
</tr>
<tr>
<td>2007</td>
<td>establishing the framework of organization and programs</td>
<td>establishment of management plan of the institute framework of the organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>development of curricula(programs)</td>
</tr>
<tr>
<td>2008</td>
<td>securing financial resources &amp; facility master plan</td>
<td>establishment of strategies &amp; task force securing financial resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>architecture specification &amp; construction</td>
</tr>
<tr>
<td>2007-2008</td>
<td>model operation &amp; human resources</td>
<td>fundraising &amp; model operation based on established facilities and existing human resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>supply of human resources</td>
</tr>
<tr>
<td>2009</td>
<td>opening</td>
<td>preparation &amp; opening</td>
</tr>
</tbody>
</table>
IV. Policy Directions of the Higher Education for the Disabled

1. Systems and Policy of Higher Education for the Disabled

1) Legislative framework for disabled students

   The policy measures need to be presented to enhance the support system for the disabled. First, the rights to education and the non-discrimination shall be included in the Constitution, the Framework Act on Education, and the Welfare of Disabled Persons Act as it is currently regulated. Second, the support of disabled students in colleges and universities should be provided with the focus on the inclusive education in practical, based on the achievement of social integration, which is the fundamental goal of the Welfare for disabled people. Third, the responsibility of the support for the disabled should be definitely provided at the national and college (university) level.

2) Expanding the budget for the support of the disabled

   The budget for the support of disabled students shall be principally used for improving the mobility and accessibility of the disabled in colleges and universities for the present. To achieve this requirement, the Government should suggest minimum standards for the support of higher education for disabled students, estimate the cost of meeting the standards, and concentrate the investment on the strategic colleges and universities selected by district. A temporary special act for the appropriation of the cost should be established.

3) Evaluation of the support for the disabled

   The evaluation on the support for disabled students of colleges and universities should be concentrated on the quality of the general management system for disabled students support in college and especially on the teaching and learning methodology.

4) Establishment of higher education development organization for the disabled

   A college and university education development organization for disabled students should be established based on the existing infrastructure to develop and produce specific approaches to the higher education for disabled students.

5) Government-driven basic researches

   In order to improve the quality of the higher education for disabled students, a lot of government-driven basic research should be carried out, for example, by identifying the accurate statistics and status; developing the reasonable standards and corrective measures; developing and implementing the strategy to get necessary budget.

2. Admissions of Disabled Students in Colleges and Universities

1) Accommodation of special admission process

   In order to correct the negative aspect of the special admission process in colleges and universities for the disabled, it should be applied primarily to the technical education in colleges. It should be selectively applied to the Screening of disabled students who have enough ability to study in university but could not apply for regular process due to their disabilities. The regular admission process should be more elaborated so that disabled students can compete with other students without disadvantages.
2) Diversification of delivery modes of higher education

In order to resolve problems of structures of higher education, each college and university should develop a variety of system allowing disabled students identify majors appropriate to their aptitude and strengths. The educational programs reflect the college's endeavor to respond to the diversified educational expectations of the contemporary disabled students. College aims to achieve a variety of models such as academic major centered college, broad academic unit centered college, no-barrier university, cyber university, distinguished college featured on types of disability etc.

3. Support of Disabled Students in Colleges and Universities

1) Establishment of the support system for disabled students

Colleges and universities should establish the support systems for disabled students, for example, by improving the college and university regulations, establishing an organization to handle with the support, providing an organization dedicated to disabled students support, utilizing the volunteers network for disabled students support in the community, and developing a guideline for disabled students support.

2) Ensuring mobility and Accessibility

To help disabled students devote themselves in studying and extracurricular activities, colleges and universities should provide facilities connecting buildings for better movement of disabled students, ensure the availability and accessibility of convenience facilities in buildings, and install the facilities and equipment for better information accessibility.

3) Support for effective teaching learning

Colleges and universities should support the disabled students’ learning practically, for example, by establishing a system for lecture change communication by stages(developing effective communication modes & modifying lesson plans based the characteristics of disabled students); providing human resources and equipment to support their learning(support of sign language, stenography, and note-taking, learning devices such as notebook, brailed writer, magnifier & complementary materials for learning and programs to remove barriers to learning); ensuring the availability of the library; providing a program for assessing and improving the academic attainment of disabled students.

4) Support of campus life

Colleges and universities should provide the correction of inconveniences of disabled students in their regulations, encourage disabled students to joint the autonomous activities of students, and give practical counsel to disabled students.

5) Development of programs for adaptation in campus-life

Colleges and universities should develop programs to help disabled students adapt themselves in the campus and make both the disabled and non-disabled students understand each other. Colleges need to offer a variety of college visits and orientations format to make it as convenient as possible for students to learn about the disabled. Opening disability-related courses, a variety of events like disability
understanding days, and multiple resources for understanding the disabled should be taken into consideration.

6) Establishment of support system for career development & employment

Colleges and universities should develop and operate programs and strategies to upgrade the competitiveness of disabled students to get a job after graduation, and establish the network with real partnerships which can be interlinked intra- and inter-colleges (universities) to create a seamless continued support of the employment for the disabled.

V. Concluding Remarks

In Korea, the education of disabled people has been transformed into the inclusive education since 1990s. Despite the movement toward inclusive education in the primary and secondary schools, disabled students have overcome seemingly obstacles to move themselves into the mainstream. The national infrastructure hasn’t kept up with the demand of students and parents and it brings out the relative discrimination of disabled students. Thus, the new law and system concerning the education of disabled people based on inclusive education need to be considered.

The special admission system for expanding the opportunities of higher education has been implemented for about 10 years. But the education for disabled students didn’t not seem to be improved physically or cognitively. This is due to the poor finance of colleges and the deficiency of the follow-up measures to be supported after special admission process.

But the government established the Korea National College of Rehabilitation and Welfare (2002), assessed whole universities through the survey on the current status of education support and the survey securing the rights of learning for disabled people (2003), and established the comprehensive strategies of higher education support system for disabled students (2004). In this respect, it is expected that the education situation will be improved.

In the future, the tasks to be solved immediately are building support for facilities securing mobility and accessibility, development of human capacity, physical capacity, institutional capacity supporting for teaching-learning activities, and support of employment and campus life. The support of financial resources is the prerequisite to the success. The government’s policy for the disabled increase in the beneficiaries of higher education should be reconsidered. Therefore it is necessary to definitely define the standards. The particular measures for disabled students needs to be taken in the national level.

The Korea National College of Rehabilitation and Welfare is the nation’s first-ever tertiary institution fully committed to the philosophy in inclusive education. Given the significance of the mission ahead of us, the college will lead the nation and the world in pursuing the ideal of inclusive education. Furthermore, it gives high priority to establishing the model of inclusive education adequate to Korean education circumstances, assessing the result of the application of this model and providing the revised model of inclusive education.
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The statistics information in the Institute of Korea Health Care: http://www.kihasa.re.kr/htmljsp/main.jsp

