

REPUBLIC OF KOREA

Improvement of Educational Practice and Environment for Students with Intellectual Disabilities -for active participation in society through employment-

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I . Introduction

The modern special education in Korea began in 1894 when Mrs. Hall, a Methodist Church medical missionary, founded the first school for the visual impairment in Pyeongyang and began to teach the braille to a woman. The special class was first established in the protective institution for invalid children of Dongdaemun public school in 1937. The teacher class was first established for physical handicapped children in 1963.

Later, in December, 1977, the promotion ordinance for special education was enacted and proclaimed as a measure for promotion of the special education. In December, 1990, it was partly revised and complemented through the second amendment. In January, 1994, it was completely revised for the compulsory education system for the handicapped, the extension and propulsion of the integrated education and intensification of the plans for the individualized education, the introduction of parents' opinions about them, the guarantee of the petition right of the objection, and penal regulations against partiality.

The year 2005 saw the revision of the law to the main point of carrying out the every-five-year inquiries of the realities of the special education and newly establishing disabilities from health. Now, Ministry of Education aims at the maximized educational results through sharing obligation of special education by enacting 'All-Out Plans for the Development of the Special Education('03 ~ '07)'. And it carries out policies, first to let the handicapped secure the chance of the public education, second to uplift the qualification of the special education through the improvement of the teaching method for the handicapped, third to uplift the teacher's obligation and specificity for the special education, and fourth to rebuild support system for the extension of the support for the special education.

II. An out line of the school system

1. General Framework of the Curriculum

The present school system of Korea's education is a single-line style fixed in the reformation of the basic educational law in 1951 comprising two semesters of 6-3--3-4 system of elementary school(3 years), middle school(3 years), high school(3 years), and university(4 years).

As its complementary special school systems, there are civil educational centers as a elementary school level, higher citizenships training schools as a middle school level, higher technology schools and air-correspondence high schools as a high school level, and industry colleges, open university, and technology colleges as a university level. And in the kindergarten, elementary school, middle school, high school, university levels, there are many kinds of special schools.

Citizenships training schools aim at teaching primary, secondary, and vocational education to the general adults and the overdue adults without education of the elementary and middle school.

2. the Present Condition of Special Education

The compulsory education for the handicapped children is for the courses of the primary and middle school. And the courses of the kindergartens and high schools are free of charge.

As institutions for special education there are special schools, special and integrated classes in the general schools, hospital classes in the hospitals, and itinerant education for the handicapped

in the homes, facilities, hospitals, and general schools who are in need of itinerancy. Special schools consist of 142 schools for the children with visual impairment, hearing impairment, mentally retarded, physical handicapped, and emotional disturbance which are made up of 5 national, 48 public, and 89 private schools, of which private schools are 62.7% of all the special schools.

Special classes are classes which are established in the schools from the primary schools to the high schools to carry out integrated education for those who are in need of special education, which are operated by the full-time system, part-time system, special teaching, itinerant education according to their abilities.

inclusion classes are classes which are established in the schools from the primary schools to the high schools to carry out integrated education for those who are in need of special education, in which one or two disabled children are included, and supported by the special teachers according to their abilities.

Itinerant education is what is carried out by the visit of the special teacher to the home, medical center, school, or other facilities.

Special schools, special classes, integrated classes, hospital classes have an enrollment of 58,362 of whom 33,618(57.6%) have mentally retarded, 8,447(14.5%) learning disability, 5,924(10.1%) physical handicapped, 5,870(10.0%) emotional disturbance, 2,549(4.4%) hearing impairment, 1,754 (3.0%) visual impairment , and 209(0.4%) health_impairment.

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According to the arrangement of the students of special education, 23,449(40%) are learning in special schools, 29,803(51%) in special classes, and 5,110(9%) in integrated classes. Of them 40% are in special schools, and 60% in general schools.

1) the Present Condition of Special Schools

<Table 1> in the below shows the present condition of special schools according to the disability sphere. The numbers are 80 in 2003, 85 in 2004, 87 in 2005, which have a tendency to increase. The students are 15,508 in 2003, 15,460 in 2004, 15,205 in 2005, which have a tendency to decrease.

section		visual impairment	hearing impairment	mentally retarded	physical handicapped	emotional disturbance	health impairment	total
schools	2003	12	18	80	20	7		137
	2004	12	18	85	20	6		141
	2005	12	18	87	18	7	-	142
students	2003	1,455	2,099	15,508	3,298	1,832	-	24,192
	2004	1,546	1,951	15,460	3,155	1,650	-	23,762
	2005	1,462	1,670	15,205	3,200	1,893	19	23,449

<Table 1> numbers of special schools and students according to the disability sphere

<Table 2> shows the present condition of special schools according to the course. Kindergartens have had enrollments of 1,450 in 2003, 1,278 in 2004, 1,188 in 2005. Elementary schools have had enrollments of 9,676 in 2003, 9,222 in 2004, 8,699 in

2005. The numbers of the students have decreased in the case of kindergartens and middle schools. Middle schools have had enrollments of 6,055 in 2003, 6,000 in 2004, 6,160 in 2005, which shows little change in numbers. High schools have had enrollments of 7,011 in 2003, 7,262 in 2004, 7,402 in 2005, which have a tendency for the entrance upon the special subjects to increase.

Section		kindergartens	elementary schools	middle schools	high schools	total
students	2003	1,450	9,676	6,055	7,011(including 800 in the special studies)	24,192
	2004	1,278	9,222	6,000	7,262(including 835 in the special studies)	23,762
	2005	1,188	8,699	6,160	7,402(including 992 in the special studies)	23,449
teachers (2005)		kindergarten teachers : 278 elementary teachers: 1,667 middle school teachers:2,707 therapeutic teachers:360, vocation teachers:133 acupuncture(?) teachers :47 nursing teachers:139 total : 5,331				

<Table 2> numbers of teachers and students according to the courses (for all the students with disability)

2) the Present Condition of Special Classes

<Table 3> shows the present condition of special schools according to the special classes. The students with the mentally retarded are 12,655 in 2003, 14,337 in 2004, 15,723 in 2005, who have a tendency to increase gradually. It shows that though students with mentally retarded in the special schools are decreasing, students with mentally retarded in the special classes for integrated education are increasing.

section		visual impairment	hearing impairment	mentally retarded	Physical handicapped	emotional disturbance	health impairment	learning disability	Total
students	2003	142	384	12,655	1,222	3,034	-	9,431	26,868
	2004	143	417	14,337	1,268	3,063	-	8,516	27,744
	2005	222	494	15,723	1,895	3,549	162	7,758	29,803

<Table 3> numbers of students according to the handicapped sphere

<Table 4> shows the present condition of special classes according to the course. The numbers of the students are 26,868 in 2003, 28,002 in 2004, 29,803 in 2005, which is increasing. Accordingly, the numbers of the schools equipped with special classes are 3,217 in 2003, 3,448 in 2004, 3,724 in 2005, which are increasing continuously irrespective of the courses. And the numbers of the special classes are 4,102 in 2003, 4,366 in 2004, 4,697 in 2005, which are increasing.

Section		kindergartens	elementary schools	middle schools	high schools	Total
schools equipped with special classes	2003	72	2,430	601	114	3,217
	2004	87	2,548	652	161	3,448
	2005	102	2,698	715	209	3,724
Classes	2003	84	3,119	712	187	4,102
	2004	99	3,248	768	251	4,366
	2005	124	3,393	852	328	4,697
Students	2003	339	20,288	4,630	1,611	26,868
	2004	400	20,162	5,037	2,403	28,002
	2005	475	20,698	5,685	2,945	29,803
Teachers	2003	85	3,217	723	187	4,212
	2004	100	3,248	777	277	4,402
	2005	123	3,413	909	380	4,825

<Table 4> numbers of schools equipped with special classes, special classes, students, and teachers according to the courses (for all the students with disability)

3) the Present Condition of Integrated Classes

<Table 5> shows the present condition of integrated classes according to the disability spheres. The students with the mentally retarded are 1,217 in 2003, 1,645 in 2004, 2,690 in 2005, who have a tendency to increase. It shows that integrated education has been activated.

section		visual impairment	hearing impairment	mentally retarded	Physical handicapped	Emotional disturbance	Health impairment	Learning disability	total
students	2003	57	123	1,217	332	231	-	384	2,344
	2004	55	354	1,645	736	356	-	472	
	2005	61	385	2,690	829	428	28	689	5,110

<Table 5> numbers of students according to the disability sphere

<Table 6> shows the present condition of integrated classes according to the course. The numbers of the students are 26,602 in 2003, 31,171 in 2004, 34,581 in 2005, which are increasing. Accordingly, the numbers of the schools equipped with integrated classes are 4,067 in 2003, 4,567 in 2004, 5,654 in 2005, which is increasing continuously irrespective of the courses. And the numbers of the integrated classes are 19,399 in 2003, 20,735 in 2004, 23,529 in 2005, which are increasing.

Section		kindergartens	elementary schools	middle schools	high schools	total
schools equipped with integrated classes	2003	190	2,739	752	386	4,067
	2004	236	2,901	805	626	4,567
	2005	613	3,360	935	746	5,654
classes	2003	262	14,019	3,314	1,804	19,399
	2004	311	14,589	3,502	2,333	20,735
	2005	781	16,092	4,200	2,456	23,529
students	2003	355	19,123	4,521	2,603	26,602
	2004	1,586	20,477	5,323	3,785	31,171
	2005	1,739	22,255	6,306	4,281	34,581

<Table 6> numbers of students according to the courses (for all the students with disability)

4) the Present Condition of Itinerant Education

<Table 6> shows the present condition of itinerant education. The students who have the circulation education are 2,599 in 2003, 2,999 in 2004, 3,175 in 2005, who have increased. And the classes are 328 in 2003, 440 in 2004, 517 in 2005. It shows that itinerant education has been activated.

<Table 6> numbers of students, classes, and teachers in relation to itinerant education

section	students					Classes	Teachers
	home	facilities	Hospitals	schools	total		
2003	862	1,239	29	469	2,599	328	490
2004	918	1,388	12	681	2,999	440	703
2005	903	1,465	22	785	3,175	517	713

5) the Present Condition of Hospital Classes

<Table 7> shows the present condition of hospital classes. The students who have the hospital education are 51 in 2004, 67 in 2005. And the classes have increased 2 in

2004, 5 in 2005. From now on, the subjects of hospital education will be extended so that much more students with health impairment may have the favor of education.

Section	students	classes	teachers
2004	51	2	2
2005	67	5	5

<Table 7> numbers of students, classes, and teachers in relation to hospital education

III. State of employment in relation to children with mental retardation

The courses of high school graduates from for special education mentally retarded are employment and continuance of their studies at a higher level.

25.6% of all the high school graduates from special education for mentally retarded have chosen vocations. The proportion of employment is 28.8% (365 among 1,264) in 2003, 22.5% (288 among 1,276 in 2004, 22.5% (309 among 1,211) in 2005. 35.4% of all the high school graduates from special education for mentally retarded have continued their studies at a higher level. The proportion of continuing their studies at a higher level is 28.4% (360) in 2003, 33.9% (433) in 2004, 35.5% (431) in 2005.

As for continuance their studies at a higher level, because they chose their special studies, their employment has not been solved yet. Specific types of their occupation were acupuncture (1), shoemaking (1), dressmaking (4), woodworking (2), gardening (7), floriculture (7), printing (2), and others (348) in 2003. And in 2004, Specific types of their occupation were industrial art (6), packing, assembling, transportation (83), agriculture (7), electronic assembling (22), confectionery-bakery (12), others (220). The occupation classification was reorganized since 2004 according to the 7th curriculum system amendment.

According to the Research on the Actual Condition 2000 of the Employees with Disability carried out by Korea Health Institute in 2001, the unemployment rate of persons with mental retardation

at home is 41.7%, the lengths of their service are below 1 year (44.4%), over 1 year less than 2 years (42.3%), over 2 years less than 3 years (4.0%), over 3 years less than 4 years (3.1%), over 4 years less than 5 years (2.0%), and more than 5 years (4.2%). Accordingly, as for the persons with mental retardation, though being engaged is important, they are supported to maintain their jobs and have continuous association guide by systematic backing.

At present, certain instructional hours are allotted for the homeroom teachers in charge of grade 12 and teachers in charge of special studies to serve association guides for undergraduates or interns. But because there is no system to serve association guides for the graduates, substitute measures for that should be arranged.

The Research on the Actual Condition 2004 carried out by Jeong, In-suk on 176 of 1,406 graduates from 5 schools for the mentally retarded who answered the inquiries shows that their types of occupations are simple laborers (73.5%), artisans and allied employees (17.7%), employees in service and desk jockeys (6.2%), engineer (2.7%).

These results tell us that types of occupations fit to the vocational aptitude more than simple labor should be developed, individualized tailored-education should be carried out so that the quality of vocational life may be enhanced.

The needs for jobs are so as to lead a regular life (36.1%), so as to make money (29.3%), so as not to lose their acquired ability (22.6%), and so as to escape from monotonous life at home. The results show that 70% of subjects needed jobs for a happy life more than for money. For those with mental retardation, jobs are not just means of economy but meaning of everyday life.

IV. Educational activities carried out at schools to prepare such children for employment

The 7th curriculum currently practiced comprises the basic curriculum and the national common basic curriculum. The basic curriculum is mainly used by the schools for mentally retarded, and the national common basic curriculum which is like that of general school is used by the schools for for hearing impairment, visual impairment, and physical handicapped.

Accordingly, the students with mental retardation are educated mainly by the basic curriculum, but they can be educated by the national common basic curriculum according to their ability when they need it.

Therefore though most of the students with mental retardation have vocational education as the basic curriculum, they have vocational education by the high school elective-centered curriculum for grades 10, 11.

The national common basic curriculum consists of industry, packing, assembling, transportation, confectionery-bakery, industry design, and acupuncture(for visual impairment).

But this research deals with mainly the vocational courses of the basic curriculum for the students with mental retardation.

The vocational courses of the basic curriculum allot 340 hours of yearly 1,088~1,156 hours (29.41 ~ 31.25%) to middle schools, and to high schools they allot 408 hours of yearly 1,156~1,224 hours (33.33 ~ 35.29%). They are intensively carried out for the smooth life-leading after graduation from the viewpoint of the switch-over education.

Special schools can establish prevocational courses of 1~3 years after finishing the high school according to their choice. 29 schools (about 33%) of the 87 schools for mentally retarded establish and operate the prevocational course. They operate the prevocational course according to the high school curriculum, and put emphasis on making productive workmen by acquiring knowledge or technic as to the occupation. Therefore after their graduation from high school, they can enter into the prevocational course if they want.

1. vocational course of the curriculum

1) educational contents of the vocational course

The textbooks of the vocational course consist of Vol. 1 Job Life, Vol. 2 Vocational Preparation, and Vol. 3 Function of Occupation. Job Life deals intensively with the fields of individual life, and social life. Job Life deals intensively with the fields of individual and social life. Vocational Preparation deals intensively with the fields of school life and regional social life. The Function of the Occupation deals intensively with economical life and leisure. They decide subordinate fields in the life field of each volume, choose the tasks in the subordinate fields, and arrange them according to the degree of difficulty.

2) the definite contents of the vocational course

(1) Occupational Life

The Occupational Life aims at enabling students to be accustomed to the function of basic life need for the occupational and social life and to maintain desirable mutual life. It consists of decent attire, maintenance of righteous mutual relationship, acquiring telephone etiquette, monetary management, and participating in leisure life.

(2) Vocational Preparation

Vocational Preparation aims at equipping students with the basic function and attitude related with occupation, and with the function of vocational preparation necessary to the occupational life. It consists of being accustomed to rules and attitude of occupational life, applying information given by sense, being used to basic learning function, dealing with basic tool, and searching for occupations.

(3) Function of Occupation

The Occupational Life aims at enabling students to participate in the work which needs simple work through work function and performance. It consists of sweeping, simple cooking, gardening-growing greens, simple assembling, aiding sale, aiding office work.

2. Real Main Working Guidance of Each School

(1) Meal Training

- Elementary School : class teacher, in person, guides basic having a meal to schoolchildren to be fed in each class.
- Middle School : teacher guides schoolers to be issued a meal ticket, hand in to the clerk, and to be provided a meal service.
- High School (Grades 10, 11) : teacher guides schoolers to have a proper quantity of meal, and to have a meal in self-service.
- High School (12, prevocational course) : teacher guides schoolers to have a meal in a foursome group, and to do the dishes.

(2) Training of Emotion and Strengthening a Sense of Duty

teacher guides schoolers to grow a flower or crops fixed his or her name by a campaign of yearly growing one flower-one crop per schooler.

(3) Training by Various Contests

- monthly beauty contest (cleanliness)
- monthly dancing contest (sociability)
- yearly exhibition (work of art)
- speech contest and self-introduction contest (confidence and relationship)

(4) Physical Training

- elementary school (grades 1~3) : in-line skating
- elementary grade 4~high school : cycling
- every morning running and gymnastics(aerobics)
- the whole school climbing according to his or her ability and all-day climbing on Saturday
- teacher guides schoolers to have one-schooler one-class one-exercise one-hobby and to enjoy them regularly with their parents (table-tennis, badminton, hula hoop, swimming, basketball, in-line skating, and etc.)

(5) Attending School Training

The teacher guides schoolers to go to or from school by public transportation if they can And if they cannot, teacher selects potential schoolers and guides them intensively to go to school with their parents and go from school with his or her teacher by public transportation one time a semester for two weeks. In the beginning the companion accompany the schooler in the bus or in the metro, and in the adaptation stage, the schooler does by himself and his or her companion accompany unknown to the schooler.

(6) Field Learning

Operate the whole school field learning by visiting museums, old palaces, public offices, industries, and etc and by going to movies or theaters, eating out, and etc.

(7) Adapting Training for Workplace

It is a training practiced one time per semester in high school. It organizes classes in office department, department of cooking support, department of car washing, and etc according to schoolers' ability and preference, and guides them for two weeks intensively by the detailed programs.

(8) Practical Training

Get high school grade 12 to have a practical training in the industries for the adaptation to the work environment, acquisition of work attitude and vocational technic, extension of opportunity to be employed, and maintenance of vocational life.

(9) In-service Training for Teachers

- practice a class-study(open class) a year
- each teacher's case-presentation of vocational guides a year
- practice in-service training on the vocational education through inviting outside specialists

(10) Education for Parents

Practice Parent Education every two weeks for the interest in their children, for comprehension of the vocational education, and for inspiring them with education activities

(11) Vocational Education Centered on the Practical Training at Industries

- Select industries employing the graduates and industries for practical training, and distribute teachers with exclusive responsibility
- Practice for the students of high school and prevocational course, or for the graduates
- Select the industries for the practical training with the aide of Korea Employment Promotion Agency for the Disabled
 - Guide and operate in liaison with Korea Employment Promotion Agency for the Disabled, Industries for practical training, and families.

- Procedure and Method of the Practical Training

<p>1. Selection of schoolers for the practical training</p> <ul style="list-style-type: none"> - diagnostic evaluation - consultation with parent - distribution of instruction teacher 	<p>2. Selection of industries for the practical training</p> <ul style="list-style-type: none"> - Official investigation - Selection of potential industries for practical training with Korea Employment Promotion Agency for the Disabled 	<p>3. Preliminary guidance (attendance & leaving, and regulations of the company, dining etiquette, saluting, manners, and etc.</p> <ul style="list-style-type: none"> -Orientation 	<p>4. Practical Training</p> <ul style="list-style-type: none"> -distribution of instruction teacher - Official Instruction for practical training and evaluation 	<p>5. Evaluation of practical training</p> <ul style="list-style-type: none"> - distribution of instruction teacher - Official Instruction for practical training and evaluation 	<p>6. Employment and association guide</p>
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V. Conclusion

Schoolers with mental retardation should be provided various programs to inspire vocational interest and to enable them into being familiar with living technics which make them able to act his or her role completely through practical work experience so that they might be integrated as members of future changing community to adapt themselves to the practical life. And various functional education centered on the practical life should be carried out side by side so as for them to foster basic knowledge, technics, attitude, and etc which they should equipped as workmen.

Through this education, each of them should acquire from the functions of everyday life to the functions of relationship and sociability, vocational preparation, vocational technics, and etc, and should be fostered as a dependant individual who can apply these functions to various kinds of occupations .

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