

# Current Status and Prospects on Collaboration Among Related Agencies in Providing Appropriate Services for the individuals with disabilities

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**Abstract:** This article contains information from the latest revision of the special education related laws, and impact of it. It elaborates collaborative efforts supporting individuals with disabilities in the infant/toddler period, the school-aged period, and the adulthood period following through the life span cycle. It also discusses responsibilities of the Ministry of Education and Human Resources Development, which mainly supports school-aged students. The collaboration based on partnership among related fields must consider each level of the life span besides comparing them against educational age level. This article discusses issues and current status of interagency collaboration for the infant/toddler period, and delivers examples from current practices for the elementary and secondary school-aged period.

## Prologue

Estimated cost per one special education recipient is about US\$19,299 (about 17,369,000 Korean Won in year 2007. Current in October 2007, the exchange rate is 900 Won per US \$1. 2007 special education budget is about 3.7% of total budget amount of the Ministry of Education and Human Resources Development. National average special education budget is about 3.3% of each regional education budget (the Ministry of Education and Human Resources Development 2006). To promote collaboration among related agencies supporting the individuals with disabilities, strong relationships and cooperative environments among agencies are preferred. The Ministry of Education and Human Resources Development is exerting much effort to promote collaboration among agencies. For example, the Ministry of Health and Welfare and the Ministry of Gender Equality and Family worked together to provide free education and free childcare for children with disabilities, and the Ministry of Labor improved the vocational skills education system for students with disabilities. Other suggested issues that require much collaboration and attention among agencies

include working with the Ministry of Construction and Transportation on operating convenient facilities, with the Ministry of Government Affairs and Home Affairs on setting, reducing, and exempting fees incurred by the individuals with disabilities to sustain daily living, and with the Ministry of Information and Communication on providing Internet access and resolving information accessibility issues.

## I. Collaboration Needs to Meet the Changes in the Related Laws and Policies

In 2007, there were tremendous changes for special education in Korea. On April, 2007, a new law for special education, “the Special Education for Individuals with Disabilities and Others Law”, was enacted, replacing previous law, “the Special Education Promotion Law”. At the same time, “Basic Research to Establish a Comprehensive Plan for Special Education Improvement” was announced. Also, by the end of 2007, the 7<sup>th</sup> curriculum of the special education curriculum will be partially revised and enacted. On March, “the Prohibition of Discrimination for Individuals with Disabilities Law” was enacted, and this law was not

<Table 1> Comparison of main issues

Main Ideas	The Special Education Promotion Law <sup>1</sup>	The Special Education for Individuals with Disabilities and Others Law
Compulsory Education	Elementary, Middle: Compulsory Kindergarten, High: Free	Kindergarten, Elementary, Middle, High: Compulsory
Infant with Disability	No Provision	Infants with disability under 3 years old: provide free education
Higher Education	No Provision	Establish a support center for students with disabilities in university, and provide basis for educational support
Continuing Education	No Provision	Provide basis for continuing education for individuals with disabilities
Special Education Survey	Every 5 years	Every 3 years
Special Classes	Enforcement ordinance: establish 1 class for 1 – 12 student	1 class for kindergarten 1 – 4, elementary and middle 1 – 6, and high school 1 – 7. If numbers go over, establish 2 or more classes
The Special Education Support Center	No Provision	Provide basis for establishing and operating the Special Education Support Center
Therapeutic Education	Placing therapeutic educator in special school and special class	Therapeutic education is removed. Related services were added including therapeutic support

specifically related to the education field.

"The Special Education for Individuals with Disabilities and Others Law" was passed by the National Assembly on April 30, 2007. By the end of 2007, the enforcement ordinance for the law will be enacted, and enforced on May 26, 2008.

Main contents of "The Special Education for Individuals with Disabilities and Others Law" include; provisions for setting kindergarten, elementary, middle, and high school as compulsory educations; provisions to provide early evaluation and diagnose for infants with disabilities under 3 years of age, and provide free education; provisions to support higher education for students who require special education, and continuing education for adults who require special education; provisions to establish and operate the Special Education Support Center; and removal of therapeutic education, and adding provisions for special education related services which include therapeutic education support. Following table shows comparison between "The Special Education for Individuals with Disabilities and Others Law" and "the Special Education Promotion Law".

Because "The Special Education for Individuals with Disabilities and Others Law" contains provisions for not only previously listed elementary and middle school education, but also education for infants with disabilities, and higher education and compulsory education, various departments and agencies must work together. Operating and maintaining services by school has its limitations. For example, the Special Education Support Center should be operated within local communities, and the related support services including therapeutic education requires cooperation among various agencies and departments.

## II. Interagency Collaboration for Educational Support during the Infant/Toddler Period

Newly enacted law requires infants with disabilities under 3 years old to receive free education through kindergarten curriculum under special school, infant class, or the Special Education

<sup>1</sup> Extracted from Lee, Sohyun, Kim, Juyoung, Lee, Sujung (2006).

Support Center. It enables toddlers with disabilities to receive compulsory education. However, a policy to provide educational personnel to support inclusive education is not established. Current status and issues in the areas of legal and administrative support, and collaboration among related fields to support infant/toddler with disabilities in Korea are discussed below.

### 1. Legal support and administrative structure

Administrative Structure to support infant/toddler with disabilities involves three agencies including, the Ministry of Health and Welfare, the Ministry of Gender Equality and Family, and the Ministry of Education and Human Resources Development. The Ministry of Health and Welfare operates the Policy Team for the Individuals with Disabilities led by the Policy Administrator for the Individuals with Disabilities that oversees and regulates issues related to the disability prevention and the disability occurrence. The Ministry of Gender Equality and Family operates the Division

of Childcare Policy that oversees childcare supports for infant/toddler with disabilities.

The rights of infant/toddler with disabilities are supported and sustained by the constitutional law for both welfare and education. Individuals with Disabilities Education Act states basic provisions to provide all necessary supports for this period. Basic contents are divided into different laws; the Mother and Child Health Law covers disability prevention, diagnosis, and treatments; the Infant and Toddler Childcare Law covers childcare; and the Toddler Education Law and "the Special Education for Individuals with Disabilities and Others Law" cover education.

### 2. Current status and issues

Recently, in order to increase the time toddlers with disabilities spending in school, special education agencies for infants and toddlers are operating all-day class or after school classes. It is funded by local department of education and the national government. It is a part of after-

<Table 2> Comprehensive administrative structure to support infant/toddler with disabilities

Existing law	Supports	Separate divisions for establishing principles	Legal
Constitutional law	Rights of infant/toddler with disabilities		Provide principles and directions on supporting infant/toddler with disabilities who are members of the nation
Welfare of Disabled Persons Act	basic law to support infant/toddler with disabilities	Local Committee on Welfare for Individuals with Disabilities	
The Mother and Child Health Law	Disability prevention, finding, diagnosis, and treatment	The Mother and Child Welfare Council	Provide detailed supports on the disability prevention from the womb to the infant/toddler period, premature infants, and medical, health, and managing following occurrence of congenital abnormalities
The Infant and Toddler Childcare Law	Childcare for infant/toddler with disabilities	The Childcare Policy Committee	Provides detailed provisions on protection, childcare, and education of infant/toddler with disabilities
The Toddler Education Law	Education for infant/toddler with disabilities	The Infant/toddler Education Committee	Infant education (under 3 years old) is not included
the Special Education Promotion Law			Includes early intervention in the Section 8

**<Table 3> Number of infant/toddler in childcare and educational units ( %)**

Yr	Nursery exclusively for children with disabilities	Inclusive nursery for children with disabilities	Total	Kindergarten courses of special school	Special school kindergartens	Special classrooms in kindergarten	General classrooms in kindergarten	Total
05	4,471 (66.5)	2,253 (33.5)	6,724 (100)	334(10.9)	854(30.0)	475(15.5)	1,394(45.6)	3,057 (100)
06	5,053(66.2)	2,582 (33.8)	7,635 (100)	305 (9.4)	807 (24.9)	538 (16.6)	1,591 (49.1)	3,243 (100)
07				293 (9.4)	793 (23.6)	599 (19.2)	1,494 (47.8)	3,125 (100)

school activities. However, number of infants and toddlers with disabilities receive free education at general day cares are more than infants and toddlers who are in special education facilities such as special school and special class. That is, there are children receiving education in nurseries operated by the Ministry of Gender Equality and Family. Unfortunately, many facilities like nurseries or inclusive nurseries mostly operated under the Ministry of Health and Welfare, could not find special education teachers, which in turn, prevented providing quality services to children who should receive specialized supports that promote growth and development.

Some issues related to supporting infants and toddlers with disabilities through collaboration among agencies.

First, in relation to the early detection of children with disabilities, most children are found after their disabilities became fixed or permanent. By focusing on children, who already have their disabilities established and who are already recipients of supports, to find support recipients, the policy implementation shows that the early detection program, unfortunately, is not centered in prevention measures but rather centered in correction after the fact.

Second, there is no structuralized and organized system for diagnosing, placing, and providing appropriate services. In order to resolve this issue, age appropriate diagnose process and criterions, and an eligibility approval system must

be developed. Also there must be an organized effort to provide proven services for each age group, so that students can receive quality services.

Third, based on the Section 7 Subsection 1 of the Infant and Toddler Childcare Law, and the Section 13 Subsection 1 of the Enforcement Decree, The Childcare Information Center is established and operated, and the Central Childcare Information Center manages websites on childcare for children with disabilities (<http://special.educare.or.kr>). Through the site, the center provides various services including counseling on individualized education programs, on other childcare related topics, and on developmental issues. However, in order to provide individualized services, detailed structures need to be organized to support skilled human resources for necessary services.

### **III. Collaboration for Educational Support during Elementary and Secondary Period**

This section provides examples of collaboration in school systems where students with disabilities are instructed. Most current issues will be discussed as well. The Ministry of Education and Human Resources Development and the Ministry of Health and Welfare hold important rolls promoting collaborative supports for school-aged students. The collaborative supports would include the areas such as education, medical, welfare, and health.

### **1. Current status of hospital school operation for students with health impairment: collaboration between education and medical professions**

If a student with chronic illness misses school for a long period of time, he/she may experience a sense of alienation, relationship difficulties with peers, widening study gap, and the lose of opportunity to advance to higher grades or school. Because one teacher cannot teach secondary students of every subject from different grades, the Cyber Home Study and U-learning support system were developed to help students to access any particular subject contents at any time. Also future teachers and college students mentoring system was implemented to supplement much-needed teachers.

- Current state: Current in August 2007, there are 19 hospital schools, which are operated to support education of students with health impairment. 13 of them are operated by department of education. Remaining 6 hospital schools are operated as continuing education facility or in conjunction with department of education. About 1,156 students a month use this service.
- Example of collaboration: students and parents understood requirements of the educational support and issues related to it. Hospital and general schools placed more hospital schools to establish consensus. Administrators allocated budget and provided administrative and financial support. Also, hospital associations, chronic illness associations, hospitals, and general schools all worked together to request adding hospital schools to ‘the assessment of medical institutions’ ran by the Ministry of Health and Welfare, so that hospital schools can be accepted as medical institutions.
- Instructions: Video conferencing system is installed in hospital schools and homes to broadcast customized instructions, so that students can participate in classroom activities both at homes and hospital schools. Individualized instructions to meet student’s current level became possible by using two-

way and real-time video instructions and the Cyber Home Study Service. Also parent tutors and volunteers with teaching license are utilized to interact with students. Instruction time is modified to accommodate students’ conditions. To provide psychological and emotional support, camping is held periodically.

### **2. After school activities for students with disabilities: collaboration between education and welfare**

Local welfare facilities took in charge of teaching students with disabilities and following up in inclusive environment as after school activities. HaeNam Office of Education operates the after school educational activity program to support students with disabilities, who do not receive additional instructions other than regular school curriculums, by collaborating with schools, welfare facilities for the individuals with disabilities, and Office of Education. The activities include visiting homes, counseling with teachers, understanding students’ capabilities, and working together toward exhibitions or performances.

In order to improve distorted views on disabilities, and to promote inclusive education, the Disability Awareness Program is currently running. The program provides access to information and direct experience with individuals with disabilities.

### **3. Health care and daily living in special schools: collaboration in educational, medical, health, and welfare fields**

- Evaluation and selection of students with disabilities: Previously, special education teachers used evaluation tools to select and evaluate students with disabilities. Currently, to be selected as special education recipients, students with disabilities need to request the evaluation by psychologists at any medical facilities or special education support centers.
- Medical examination: According to 2005 revision

of the School Health Act, 1<sup>st</sup> and 4<sup>th</sup> grader of elementary school, 1<sup>st</sup> grader of junior high school, and 1<sup>st</sup> grader of high school are required to go through medical examinations at local hospitals outside of school. That is, by using the partnering hospital appointment system, instead of receiving examinations at the school health service, students must receive examinations at local hospitals. Then the Ministry of Education provided expenses directly to local hospitals. This process is also an example of collaboration between schools, hospitals, and the Ministry of Education.

- Transportation support: To reduce costs involved in transportation, instead of operating a new school bus system, parents can use municipal-owned taxi system for the individuals with disabilities to send students to school. School pays expenses.
- School meal service support: Because special schools only provide uniformed utensils and use uniformed cooking methods, students with severe disabilities may not be able to consume school meals, if meals or utensils are not prepared in ways to meet the students' needs. However if a student does not have meals at school, he/she will not be able to receive support on meal charges. In this case, local communities can help to provide meals that students' conditions require.

#### **4. Various human resources for inclusive education in elementary and secondary schools: collaboration between teachers**

##### **A. Therapeutic support service**

Based on the enactment of the new law, therapeutic education teachers cannot be placed in special classes or special schools. Therefore, after the enforcement ordinance become effective in 2008, therapeutic education teachers who have been placed in special classes and special schools will not be able to provide service within schools. The service by therapeutic education teachers will be provided through therapeutic support

service agencies outside of schools, which requires cooperation among parties. Again, "therapeutic education" provision was removed from the Special Education for Individuals with Disabilities and Others Law, but in a way included as "therapeutic support" (physical therapy, etc.), and it is a part of the special education related service. With the enactment of the enforcement ordinance at the end of 2007, methods on how to support therapeutic support will be discussed and provided. The special education related service include counseling support, family support, therapeutic support, support personnel support, assistive technology support, learning support, and information access support.

##### **B. Placement of special education instructional aids**

Paid aids are funded by nationally or locally (by the Ministry of Education and Human Resources Development), or local self-governing bodies and self-support guardianship organizations (under the Ministry of Health and Welfare) can provide funding as well. Non-paid aids come from public labors, military personnel for public service, and volunteers. Local welfare centers often submit the instructional aids program application to large corporations in Korea to secure funding to operate instructional aids program.

Since 2003, based on "the Comprehensive Plan for Special Education Progress" (2003-2007), paid special education instructional aids program was operated in its pilot stage. By the 1st quarter of 2007, 6,241 special education instructional aids were placed. In the 1st quarter of 2007, special education instructional aids funded by nationally or locally were 1,032 in special schools, 2,410 in special classrooms, and 373 in inclusive classrooms, totaling 3,815 aids. There were also 981 paid aids funded by local communities, and 1,445 not-paid aids from public labors, military personnel for public service, and volunteers placed in various areas.

### **C. Mentor and mentee**

Kyunggi Provincial Office of Education operates a system which special classroom teachers from general schools counsel and support inclusion classroom teachers in general schools that do not have any special classroom. Also they implemented the mentor system to support not only students with disabilities but also students with poor learning skills in general schools.

## **5. The Special Education Support Center**

The Special Education Support Center is responsible for promoting collaboration among local disabilities and special education related agencies, information sharing, and follow-up management. Based on the new law, The Special Education Support Center will be in charge of early find, diagnosis and evaluation, information management, special education training, instruction and learning activities support, special classes and inclusive classes, special education related service at general kindergartens, and itinerant education.

- The center support students who require special education, but do not regularly receive it.
- The center can be established within local department of education, special school, and general school. When the center is established, personnel in charge of special education should be placed.
- After the successful installment and operation of 26 Special Education Support Centers in 2001, all municipal/provincial Office of Education has established and been operating the support center since 2005.
- There are 182 special education support centers with 272 special education personnel working. These centers are funded by either national or local budget, and operated by local city or province department of education.

## **6. Additional information**

### **A. Development and distribution of educational**

### **materials for students with disabilities**

To develop educational contents for students with disabilities, applications for grants can be submitted to the Ministry of Information and Communication to secure the funding. The Korea Education and Research Information Service (KERIS) provides the digital study materials for students with disabilities, and works with the Korea Institute for Special Education to develop educational contents.

### **B. Expanding and improving convenient facilities for students with disabilities in general schools**

Newly constructed buildings must have convenient facilities for individuals with disabilities. However, many general schools still have areas that are difficult to access by students with disabilities. The Ministry of Health and Welfare oversees administrative works related to installment and operation of convenient facilities.

- Related law: “to provide accommodations for special education, each school principals must establish accommodation facilities based on the Section 2 Subsection 2 of the Convenience Improvement for the Individuals with Disabilities, the Elderly, Pregnant Women Act” (the Section 31 of the Special Education for Individuals with Disabilities and Others Law).

## **IV. Collaboration among Agencies to Promote Transition Education for Students with Disabilities**

The Special Education for Individuals with Disabilities and Others Law contains separate section for higher education and continuing education. In order to carry out these provisions, collaboration with other laws such as “the Continuing Education Law”, “the Welfare for Individuals with Disabilities Law”, and “the Convenience Improvement for the Individuals with Disabilities, the Elderly, Pregnant Women Act”, is necessary

## **1. Vocational rehabilitation service**

Promoting transition education for students with disabilities, moving from school to post secondary educational systems or vocations, requires collaboration between the Ministry of Education and Human Resources Development (special schools and classes), the Ministry of Health and Welfare (welfare centers for individuals with disabilities), and the Ministry of Labor (the Korean Employment Promotion Agency for the Individuals with Disabilities).

Related agencies work together to improve the quality of special education by promoting supports for vocational assessment, vocational education, job placement, and follow-up instruction for special education recipients.

Strengthen vocational education trainings for teachers assigned to secondary school special classroom to improve vocational skills of students who are in special classrooms.

Establishing and operating the industry dispatch classroom to promote collaborative education within job sites.

Example: Korea Sunjin School established and operated the job-site classroom at the local pharmaceutical company, by collaborating with the Korean Employment Promotion Agency for the Individuals with Disabilities, for vocational adaptation training to promote employment and sustain continual employment of students with mental retardation.

## **2. Supporting college experience and independent living of students with disabilities as post-secondary educational opportunities**

Lately, Not only students with visual, hearing, or mobility impairments, but also students with mental impairments have been advancing to post secondary schoolings. About 10% of graduates, who received special education, advance to universities including specialized colleges (the Ministry of Education and Human Resources Development,

2006). Nowadays, universities are becoming a part of “life long learning institutions” even for students with mental retardation. Universities should operate a center to support the individual living in their campuses.

- Related law: If special education recipients are accepted to college/university, they will be viewed as exception to the admission quota of colleges and universities (the Section 29 of the Enforcement Decree of the Higher Education Act).
- Current trend: Since 1995, the Special Screening Standards for Applicants who received special education was implemented to promote higher education and vocational rehabilitation of students with disabilities.
- According to the Section 29 “Special Support Committee” and the Section 30 “the Students with Disabilities Support Center” of the new law, a director of university must provide education and accommodation for university students with disabilities.

## **3. Continuing education for individuals with disabilities**

According to the Section 33 of the new law, in order to support continuing education of individuals with disabilities under the Section 2 of “the Welfare for Individuals with Disabilities Law”, continuing education curriculum and continuing education centers, and continuing education information center should be established and operated.

This is also related to the Section 13 and 14 of “the Continuing Education Law”, and should be executed in conjunction with each other. The purpose of these provisions is to develop continuing education program, and implement continuing education curriculum in continuing education facilities.

## **4. Information access for individuals with disabilities**

In order to improve information access of people who have difficulties accessing information including individuals with disabilities, aged, people living in rural and fishing area, and low income population, “the Improving Information Gap Law” was enacted in 2001. Each government branch has following project plans.

- The Ministry of Education and Human Resources Development: Provide PC and connection fees for children from low-income families.
- The Ministry of Government Administration and Local Autonomy: Establish information wired villages, and provide information education for local population and public servants.
- The Ministry of Culture and Tourism: Establish database of national information for individuals with visual impairment, and database of information catalogues for individuals with visual impairment.
- The Ministry of Information and Communication: Provide training for on information access, provide specialized IT education for individuals with disabilities and young adults from low-income families, and develop and distribute contents for seniors and individuals with

disabilities.

- The Ministry of Labor: Operate employment information system, internet centers, cyber education system, and trainings to improve job skills for individuals with disabilities.

### **5. Promoting collaboration and cooperation among agencies for improving quality of lives of individuals with disabilities**

The government proclaimed “Plans to Improve Quality of Life based on Technology” in November 2006 to support basis for social life support for a socially weak, and required collaboration among government agencies.

- Supporting implementing low-ride bus for individuals with disabilities and seniors (the Ministry of Construction and Transportation)
- Establishing cyber home learning system and digital school system to support individualized learning of students with disabilities (the Ministry of Education and Human Resources Development)
- Establishing basis for information access of individuals with visual impairment (the Ministry

**<Table 4> Major Tasks to Establish Basis for Supporting Social Life**

<b>Major Tasks</b>	<b>Main Agency</b>
Support for implementing low-rider bus	MCT
Establishing and implementing cyber home learning system for individuals with disabilities	MEHRD
Establishing and implementing digital school for individuals with disabilities	MEHRD
Establishing support structures for voice-output service for individuals with visual impairment.	MHW
Establishing products and services for seniors, and comprehensive learning facilities.	MIR
Establishing and applying basis for universal design	MIR
Developing platform of daily living assistant clothing for individuals with disabilities and seniors	MIR
Establishing basis for manufacturing support for “digital silver” products	MIR
Distributing rehabilitation assistive devices for individuals with disabilities	MHW
Supporting house remodeling of individuals with disabilities living in rural areas.	MHW
Establishing infrastructure for continuing education, and managing continuing education center	MEHRD

\* MCT: the Ministry of Construction and Transportation

\*\*MEHRD: the Ministry of Education and Human Resources Development

\*\*\*MHW: the Ministry of Health and Welfare

\*\*\*\*MIR: the Ministry of Industry and Resource

- of Health and Welfare)
- Strengthening the universal design concept for individuals with physical difficulties (the Ministry of Industry and Resource)
- Providing platform of daily living assistant clothing for individuals with disabilities and seniors (the Ministry of Industry and Resource, etc.)

## V. Challenges and Future Expectations

### 1. Challenges of collaboration

Even though theoretical concept of interagency collaboration is widely introduced in Korea and stated in laws and regulations, there are not many specific guides to how to actually implement it. Also, because Korea tends not to be culturally flexible, in many cases, each agency works independently. As a result, examples of collaboration are the fruits of continual efforts exerted by individuals in charge.

The reason for the title change from the Ministry of Education to the Ministry of Education and Human Resources Development was to promote comprehensive and structuralized management of human resources. However there has not been much noticeable change. For example, when assessing achievements of Office of Education, only results of projects funded within budget furnished by the Ministry of Education and Human Resources Development are evaluated. Because each agency plans their projects within budget allowed, and operates the projects separate from other agencies, interagency collaboration is minimal, causing omissions and duplications of the projects.

### 2. Future expectations on providing collaborative services for the individuals with disabilities

In order to improve providing collaborative services for infants and toddlers with disabilities, following schemes are suggested.

First, there must be a comprehensive support organization which manages the support system for

infants and toddlers with disabilities, and support collaboration among agencies and organizations by establishing comprehensive management structures. Collaboration among related agencies (the Ministry of Health and Welfare, the Ministry of Education and Human Resources Development, and the Ministry of Woman and Family) to support infants and toddlers with disabilities should be enforced. The comprehensive support organization should have authority over any mediation and adjustment from collaboration.

Second, specifics for supports should be specified in the related laws for infants and toddler support. Policies to secure the services that require collaboration must be enacted. In other words, there must be a policy mediation organization which oversees 5 laws (the Welfare for Individuals with Disabilities Law, the Mother and Child Health Law, the Special Education for Individuals with Disabilities and Others Law, the Infant Education Law, and the Infant and Toddler Childcare Law) and policies of related agencies, so that they can work collaboratively.

Third, by implementing a system to incorporate related information and follow up as soon as there is a request for a disability evaluation (Cho, 2004), a foundation to provide most appropriate service for an individual child can be established, with no concerns for age, placement, or service.

Continuing education including education for school-aged students with disabilities requires collaboration with educational facilities like special schools and special classrooms, vocational rehabilitation facilities like the center for vocational training for the individuals with disabilities, welfare facilities like the welfare center for the individuals with disabilities, and businesses.

Current delivery methods of continuing education for the individuals with disabilities in Korea are described next. The education section consists of the Ministry of Education and Human Resources Development, municipal/provincial Office of Education, municipal/area/local Office of Education, and special schools (classrooms) and

general classrooms. Health and welfare section includes the Ministry of Health and Welfare, municipal/provincial office, municipal/area/local office, vocational rehabilitation facilities, and local community rehabilitation facilities. Employment section consists of the Ministry of Labor, the Korean Employment Promotion Agency for the Individuals with Disabilities, vocational specialized school, and the local offices of the Korean Employment Promotion Agency for the Individuals with Disabilities (Chung et al., 2001).

The reason why continuing education delivery methods have duplicate agencies and organizations listed is because of the Welfare Center for the Individuals with Disabilities under the Ministry of Health and Welfare which supports all areas including education, medical, vocational, and daily living of the individuals with disabilities based on age of the individuals with disabilities through the life span.

Future tasks to improve this issue are suggested below.

First, in the central administrative agency, establish and operate a comprehensive organization that mediates the special education and the continuing education policy making and executing, to sustain general supports through out life span.

Second, construct and operate the education support information system for the individuals with disabilities in local communities to support the continuing education of the individuals with disabilities.

Third, through pondering quality and quantity of services, instead of just implementing free education or compulsory education, provide research based and applicable services, and develop policies by implementing model programs.

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