



Inclusive Education and Catholic Schools in Korea

(ASEACCU, Aug. 25, 2017, Bangkok)

Hee Chan Park, Ph.D.

Department of Special Education,
Catholic University of Korea



Table of Contents

I . Introduction

II . Inclusive Education in Korea

III . Cases of Inclusive Education at
Catholic Schools in Korea

IV . Challenges to Inclusive Education in
Korea

V . Conclusion



I . Introduction



I . Introduction

❖ The purpose of this presentation is to share:

- current practices of inclusive education in Korea,
- inclusive education status at Catholic Schools,
- challenges to the expansion of inclusive education in Korea.



1 . Introduction

- ❖ In this presentation, education policies & programs for students with disabilities will be presented as main parts of an inclusive education;
- ❖ Also, some data relating to education for students with multicultural backgrounds and their education status will be mentioned.



I . Introduction

- Two catholic school cases of inclusive education (Bakmun girls' high school and Catholic University of Korea) will be introduced.
- The roles and responsibilities of the catholic schools to expand inclusive education will be discussed.



II . Inclusive Education in Korea



II . Inclusive Education: 1) Law

- ❖ In Korea, 'Act on Special Education for the Disabled Persons' legislated in 2007. 5. 26
- ❖ Legal definition of inclusive education
 - education provided for persons eligible for special education in a regular school with other persons of the same age
 - suitable for the educational needs of each individual without discrimination against the type and degree of disability



II . Inclusive Education: 1) Law

- ❖ Educational courses in kindergartens, elementary, middle, & high schools shall be compulsory.
- ❖ Students eligible for special education are placed in regular classrooms & special classrooms at regular schools; or special schools.



II . Inclusive Education: 1) Law

- ❖ The university shall realize and apply the most suitable principles and practices of inclusive education.
- ❖ The university shall establish and fulfill the adjustments of curriculum, support of assistants, providing of learning assistive devices, and training of teachers, etc.



II . Inclusive Education: 1) Law

- ❖ The university shall establish and operate a special support committee to deliberate:
 - ① University's plan for supporting students with disabilities;
 - ② Deliberation and decision-making on requests for changes and modifications.



II . Inclusive Education: 1) Law

- ❖ The university should establish and operate support center for students with special needs.
- ❖ The center shall be in charge of any of the following duties:
 - ① Matters on various support of students with disabilities; (continued)



II . Inclusive Education: 1) Law

- ② Matters on provisions of convenient facilities & other means;
- ③ Matters on education of teachers, staff and assistants;
- ④ Matters on actual status survey on educational welfare for students with disabilities.



II . Inclusive Education: 1) Law

- ❖ The university shall actively take the following measures for the convenience of the educational activities for students with special needs:
 - ① Material support, such as various learning assistive devices and assistive technology devices;
(continued)

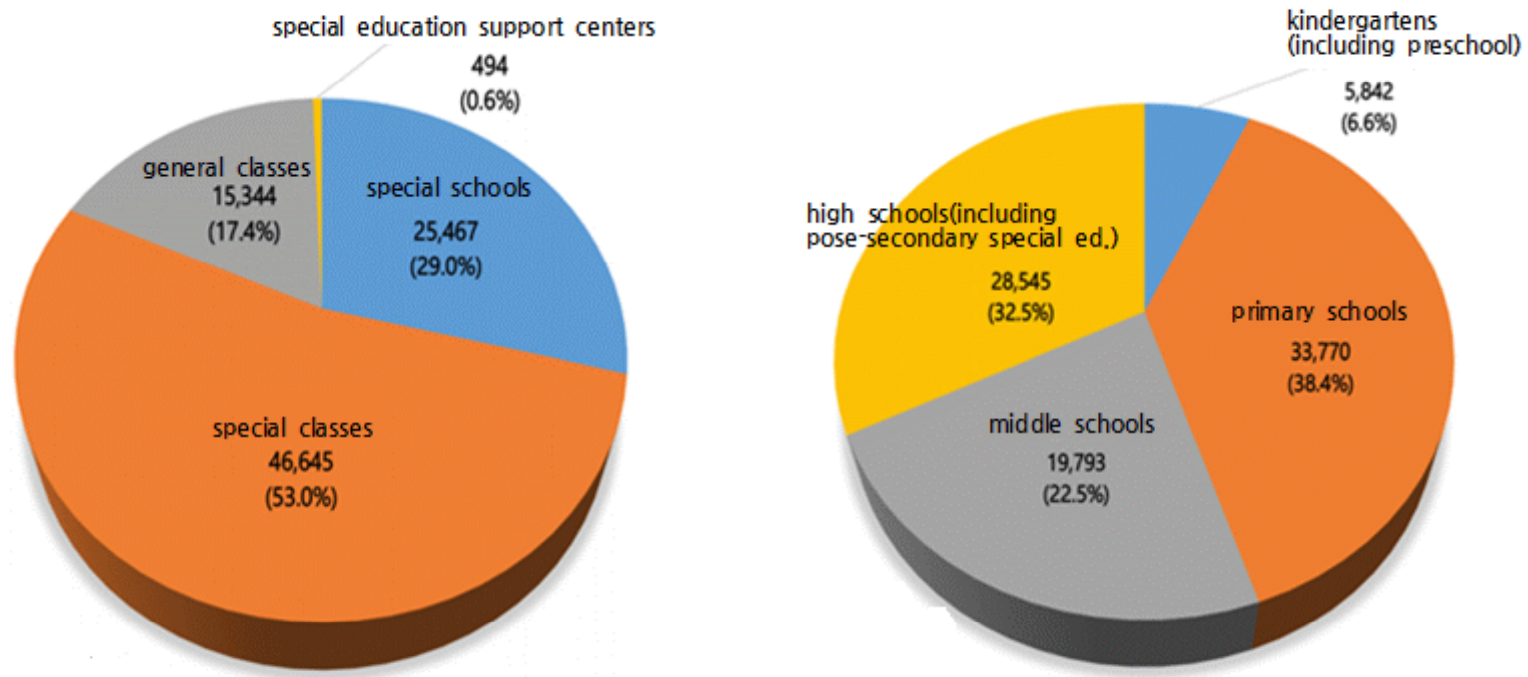


II . Inclusive Education: 1) Law

- ② Human resource support, such as placement of educational assistants, paraprofessional etc.
- ③ Support of school attendance;
- ④ Support of installation of convenient facilities and aids.

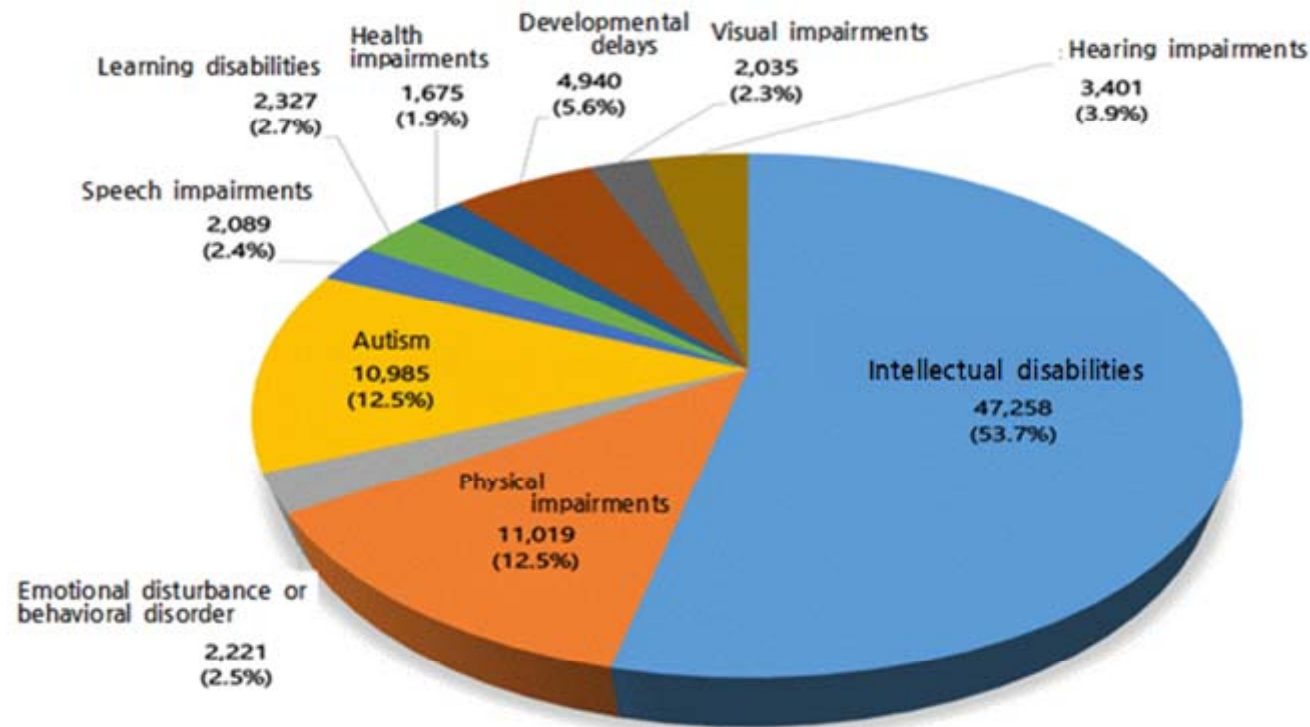
II . Inclusive Education: 2) Data

❖ Students with Special education needs (From kindergarten to high schools, total 87,950)



II . Inclusive Education: 2) Data

- ❖ Students with special needs by disabilities (From kindergarten to high schools, total 87,950)



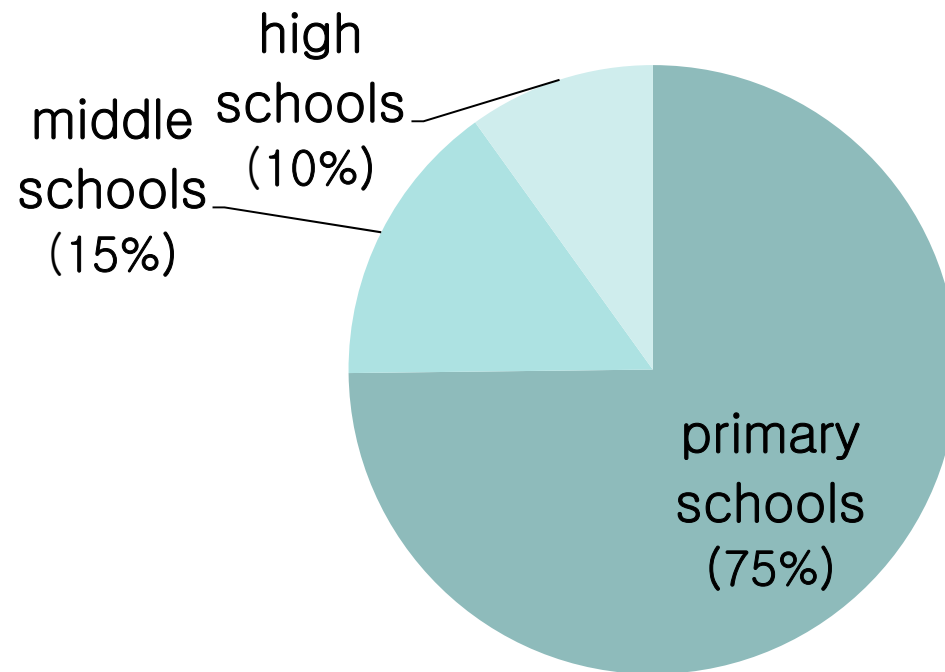


II . Inclusive Education: 2) Data

- ❖ During last two decades, students of multicultural background have increased due to the influx of immigrant workers & international marriages.
- ❖ The inclusive education may be defined as education in the regular schools to maximize and realize the potential and strengths of each student.

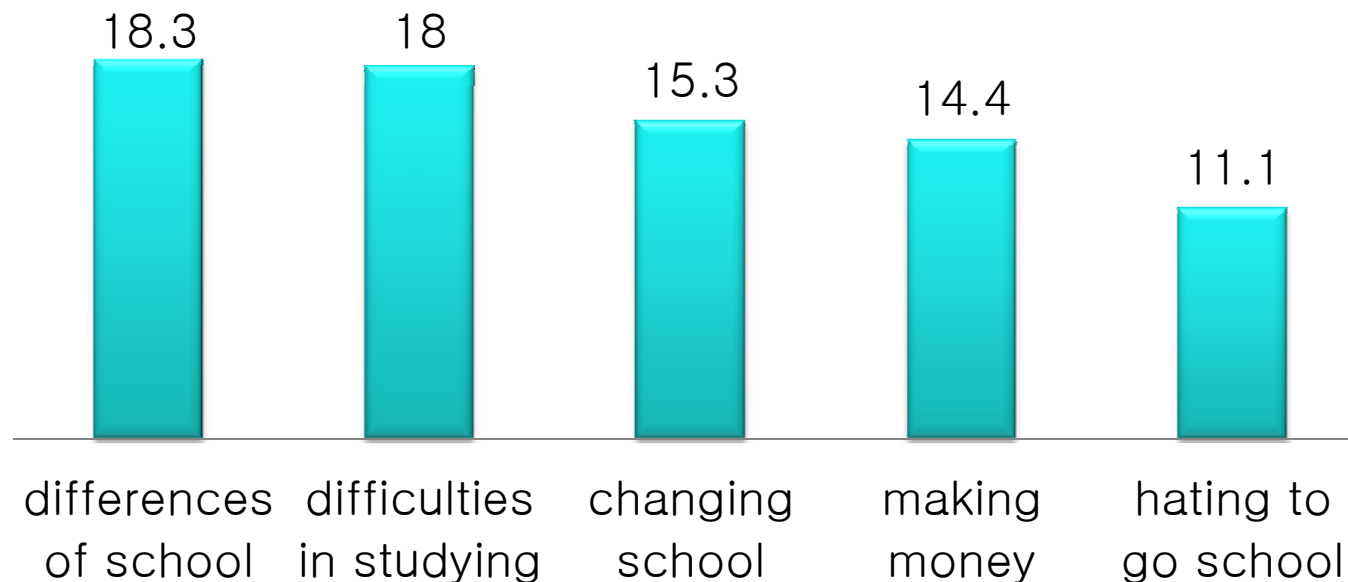
II . Inclusive Education: 2) Data

- ❖ In 2016, the number of students with multicultural backgrounds in Korea was 99,186.



II . Inclusive Education: 2) Data

- ❖ Major reasons of multicultural students dropping out of school (%).





II . Inclusive Education: 2) Data

- ❖ To utilize inclusive education is to provide quality education for all students.
 - Educating the human rights of students with diverse backgrounds;
 - Decreasing the disadvantages of students from multicultural families;
 - Promoting cultural diversity for all students.



III . Cases of Inclusive Education at Catholic Schools in Korea



Catholic Educational Institutions in Korea (2016)

	schools	students
Kindergartens	211	22,273
Primary schools	8	3,699
Middle schools	30	14,240
High schools	40	30,176
Universities	12	54,649



Bakmun Girls' High School Inclusive Education Case

- ❖ School Outline
- ❖ Special Education Classrooms
- ❖ Inclusive Education
- ❖ Postsecondary Special Education
- ❖ Job-centered Vocational School
<refer to separate attachment>



Catholic University of Korea (CUK) Inclusive Education Case

- ❖ Support Center for the Disabled in CUK
 - ❖ Cooperation among University Agencies
 - ❖ Future Directions
 - ❖ Pictures
- <refer to separate attachment>



IV. Challenges to Inclusive Education in Korea



IV. Challenges to Inclusive Education in Korea :

1) Inclusive Education & Professors

- ❖ Professors need information and in-service training on inclusive education.
- ❖ Special education specialist in campus should cooperate with professors with their expertise in special education knowledge & practices.



IV. Challenges to Inclusive Education in Korea :

1) Inclusive Education & Professors

- ❖ Professors meet students with disabilities regularly for effective inclusive education and campus life (planning, consulting, feedback).
- ❖ Professors recommend students without disabilities to accept peers with different and limited abilities.



IV. Challenges to Inclusive Education in Korea :

2) Inclusive Education & Professors

- ❖ Professors consider student's special needs during semester
 - Seat assignments, note taking, speaking, using electronic devices, peer support, etc.
 - Adjust assignments and evaluations, such as enlarged letter sizes on test papers, using notebooks etc.



IV. Challenges to Inclusive Education in Korea :

2) Inclusive Education & System

- ❖ As mandated by law, universities in Korea should comply with the demands of inclusive education.
- ❖ Acknowledge the educational needs of students with diverse abilities.



IV. Challenges to Inclusive Education in Korea :

2) Inclusive Education & System

- ❖ Change people's attitude toward students with special needs to a more positive direction are needed.
- ❖ Emphasize the sense of human respect, equity, diversity, collaboration, and shared social responsibility.



IV. Challenges to Inclusive Education in Korea :

2) Inclusive Education & System

- ❖ Offer accessibility to all buildings, computer labs, classrooms, restrooms, libraries, auditoriums, dormitories, dining rooms, drinking water fountains, etc.
- ❖ Provide rest areas with beds, sofas, computers & printers, and desks, etc.



V . Conclusion



V. Conclusion : Declaration on Christian
Education (1965)

- ❖ Universal right to education
 - dignity on humanity
 - inalienable right to education for all people
- ❖ Different types of catholic schools
 - including centers for lifelong education, promoting social welfare, or for the disadvantaged in need of special assistance, etc



V. Conclusion : Duties of Catholic Schools

- ❖ Transform spaces and facilities, promote practices and systems, educate minds of people for inclusive education
- ❖ Increase qualitative education for all students with disabilities and with diverse backgrounds



References

1. Catholic Bishops Conference of Korea (2015). Statistics of the Catholic church in Korea.
2. Declaration on Christian education(*GRAVISSIMUM EDUCATIONIS*) Proclaimed by His Holiness Pope Paul VI, on October 28, 1965
3. Kang Kyung Sook (2004). Collaborative system for implementing inclusive education at Korean schools. *The Asia-Pacific Journal of Inclusive Education*, 1, 177–186.
4. Kim Yong Wook (2013). Inclusive education in Korea: Policy, practice, and challenges. *Journal of Policy and Practice in Intellectual Disabilities*, 10(2), 79–81.
5. Ministry of Education (2016a). Act on special education for the disabled persons in Korea.
6. Ministry of Education (2016b). Annual report on special education in Korea.
7. Ministry of Education & Korean Educational Development Institute (2016c). Educational Statistics.
8. <http://bakmun-h.icehs.kr/>
9. <https://www.catholic.ac.kr/>