

Asian Journal of
**HUMAN
SERVICES**

Printed 2011.0901 ISSN2186-3350
Published by Asian Society of Human Services

September 2011 **1**
VOL.



ORIGINAL ARTICLE 4

Study on the Institution, Law and Finance of Special Education in South KoreaChang-Wan HAN¹⁾ , Moon-Jung KIM²⁾

- 1) The Center for Research and Development of Higher Education, Saga University
Graduate School of Economics and Management, Tohoku University
Department of Internal Medicine and Rehabilitation Science, Tohoku University
Graduate School of Medicine
#1308, 5-1-1, Nabesima Saga, 849-8501 Japan
Graduate School of Medicine, Saga University
hancw917@gmail.com
- 2) Graduate School of Economics and Management, Tohoku University
moonjung87@gmail.com

ABSTRACT

This study aims to understand the actual conditions of Institution, law and finance of special education in South Korea based on the diverse papers and to suggest improvement plans by considering the immediate problems of special education.

In South Korea, special education for disabled people is specifically prescribed in the Constitution, the Framework Act on Education, the Elementary and Secondary Education Act and the Act on Special Education for Disabled Persons, Etc.

In South Korea, it was reported that the persons subject to special education were 79,711 students and 150 special schools and 7,792 special classes have been installed in April, 2010.

Teaching certification of qualification for special education is stated in the Public Education Officials Act; there are 6,733 special education teachers in special schools and 8,271 special education teachers in general schools in April, 2010.

The total budget for the students who are the persons subject to special education is 1667.6 billion won; 1623.5 billion won for city and provincial offices of education, 41.4 billion won for national special schools and 2.6 billion won for national special

Received
June 10,2011

Accepted
August 22,2011

Published
September 1,2011

classes.

Based on the current situation of special education, improvement plans are suggested as follows:

First, certifying process of special education teachers has to be standardized in the state level. In addition, the entrance quota of universities and graduate schools needs to be rationalized, considering the demand and educational needs by the disability-type, subjects and courses

Second, inclusive education has to be implemented according to the types and degrees of disabilities and the legal and institutional improvement is needed to provide tailored education according the types of disabilities.

Third, the plans to stably secure the financial resources have to be found by analyzing the factors to affect them.

< Key-words >

Special education institution, Act on Special Education for Disabled Persons, Etc. Financial Resources of special education, Current situation of the persons subject to special education

Asian J Human Services, 2011, 1: 41-58. © 2011 Asian Society of Human Services

I . Introduction

The education for people with disabilities enables them not only to develop their latent ability and get out of the persons subject to protection for the weak, but also to live their independent life. In addition, the increase of social participation and activities of people with disabilities improves the interest of society as well as themselves and becomes the important factor for social integration (Dong-il Kim, 2004).

Therefore, the special education for people with disabilities has to vary the contents and methods of education based on the types and degree of disabilities to provide the most appropriate education for children with disabilities. Special education has to employ various educational measures, for it requires the therapeutic education, proper vocational guidance and medical services as well as simple subject education (Bong-do Jeong, 1991).

The ultimate purpose to provide education opportunity for people with disabilities is their perfect integration to society. The perfect integration to society is to enable people with disabilities not to restrict or isolate them as members of society, that is to

say, to expand various social activities of people with disabilities (Dong-il Kim, 2004)

In December, 2009, the population of registered disabled persons is 2,429,000, which is 153.6% of increase comparing with its population in 2000 (Korea Employment Promotion Agency for the Disabled, 2010 Disability Statistics). The population of registered disabled persons has increased every year and simultaneously the number of students with disabilities who have given special education has also increased; in April, 2010, 79,711 of the persons subject to special education have been taught in special schools and special classes or general classes in general schools (Ministry of Education, Science and Technology, 2010 Annual Report on Special Education). The continuous increase of population with disabilities and persons subject to special education has raised the concern about the welfare and education for the disadvantaged based on the respect for the integrity and diversity of human being in South Korea. Especially as the education for people with disabilities has been emphasized, the concern and support for special education have increased (Hyun-sil Ha, 2010).

This study aims to understand the actual conditions of institution, law and finance of special education based on the diverse papers in South Korea and to suggest improvement plans by considering the immediate problems of special education.

II. Current Situation of Special Education in South Korea

1. Institution of Special Education

1) Students as the Persons Subject to Special Education

The persons subject to special education prescribes as the person who needs special education pursuant to the Article 15, Act on Special Education for Disabled Person, Etc. Special education has to be implemented to satisfy the educational needs of persons subject to special education to special education by providing both curricula suitable for each characteristics and service related to special education for the people with disabilities including visual disability, hearing impairment, mental retardation, physical handicapped, emotional disturbance, behavioral disorder, autistic disorder, communication disorder, learning disorder, health impairment and developmental retardation, etc.

In South Korea, the population subject to special education has grown to 79,711 in April, 2010 from 4,524 in 2009. The numbers of people subject to special education by the types of disabilities has ranked as 42,690 people with mental retardation, 10,369 with physical handicap, 1,394 with developmental retardation and 1,591 with

communication disorder in descending order.

The population subject to special education by educational courses was the highest in elementary school and the least in the course for infants with disabilities; 35,294 and 290 respectively.

The increase of students subject to special education is because of the increase of registered students subject to special education due to the expansion of educational opportunity and the reinforcement of service for students subject to special education (Ministry of Education, Science and Technology, 2010 Annual Report on Special Education).

Table 1 Number of Students Subject to Special Education

Type of Disability	Number of Special Schools	General Schools		Special Education Support Center	Total	
		Special Classes	General Classes			
Total Number of Students Subject to Special Education	23,776	42,021	13,746	168	79,711	
Disabilities	Visual Disability	1,563	390	428	7	2,398
	Hearing Impairment	1,150	1,056	1,491	29	3,726
	Mental Retardation	15,316	23,806	3,537	31	42,690
	Physically Handicapped	3,238	4,033	3,032	64	10,367
	Emotional disturbance, Behavioral Disorder	895	2,007	681	5	3,588
	Autistic Disorder	1,267	3,667	526	3	5,463
	Communication Disorder	79	828	682	2	1,591
	Learning Disorder	15	4,996	1,309	-	6,320
	Health Impairment	24	496	1,652	2	2,174
	Developmental Retardation	229	742	398	25	1,394
Total	23,776	42,021	13,746	168	79,711	

Received
June 10,2011

Accepted
August 22,2011

Published
September 1,2011

C o u n s e s	Infants	122	-	-	168	290
	Kindergarten	794	815	1,616	-	3,225
	Elementary School	7,095	22,886	5,313	-	35,294
	Middle School	6,045	10,230	3,100	-	19,375
	High School	7,309	8,085	3,717	-	19,111
	Major Subject	2,411	5	-	-	2,416
	Total	23,776	42,021	13,746	168	79,711

Source: 「2010 Annual Report on Special Education」, Ministry of Education, Science and Technology

2) The Special Education Institutions

In South Korea, persons subject to special education can be provided education in the general class in general school, special class in general school and special school pursuant to the Article 17, Act on Special Education for Disabled Persons, Etc.

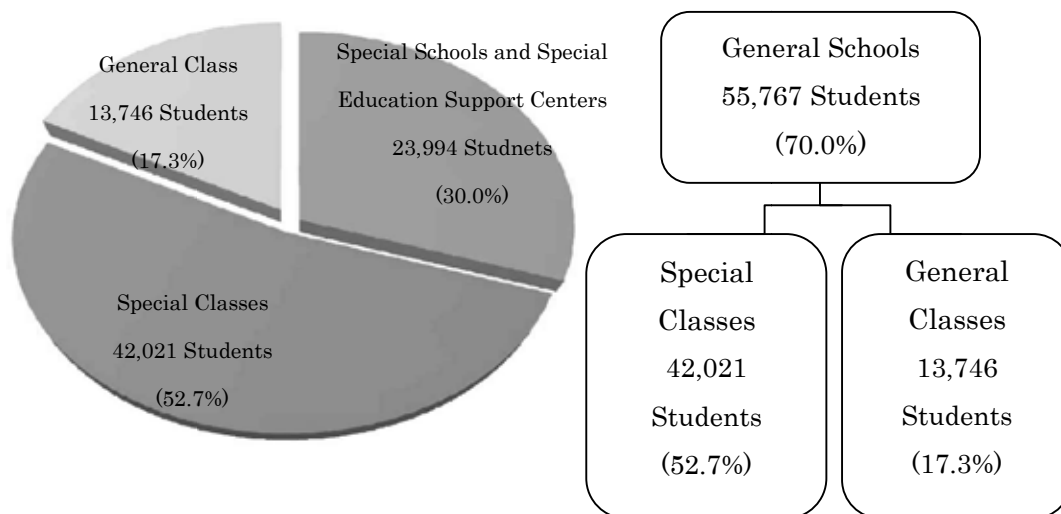
As the inclusive education for students with disabilities has been expanded, the number of special schools has not increased, but the number of special classes has increased; 619 classes a year have increased for the last five years. As the students subject to special education who are given inclusive education in general schools have increased, special schools tend to be chosen by students with severe and multiple disabilities.

Table 2 Tendency of the Change of Number of Special Schools and Special Classes by Year

	2005	2006	2007	2008	2009	2010
Number of Special Schools	142	143	144	149	150	150
Number of Special Classes	4,697	5,204	5,753	6,352	6,924	7,792

Source: 「2010 Annual Report on Special Education」, Ministry of Education, Science and Technology

Figure 1 Displacement of Persons Subject to Special Education



Source: 「2010 Annual Report on Special Education」, Ministry of Education, Science and Technology

① Special Education at General Class in General School

In April, 2010, total 13,746 students subject to special education are placed to general classes in general schools; 1,616 in kindergartens, 5,313 in elementary schools, 3,100 in middle schools and 3,717 in high schools. The number of students subject to special education who have been placed to general school has increased every year; 1,740 persons have increased comparing with those in 2009.

Table 3 Number of General Schools and General Classes by Education Course

Course	Number of Schools	Number of Classes
Kindergarten	1,091	1,459
Elementary School	2,891	4,845
Middle School	1,592	2,765
High School	1,201	3,306
Total	6,775	12,375

Source: 「2010 Annual Report on Special Education」, Ministry of Education, Science and Technology

② Special Class in General School

In South Korea, special classes have been installed since 1971 and total 7,792 classes have been operated in April, 2010. 40 classes are run by state-run schools, 7,641 by local-government-run schools and 111 by private schools; 98.6% of total

Received
June 10,2011

Accepted
August 22,2011

Published
September 1,2011

special classes are run by state-or local-government-run schools.

Proportion of schools with special classes to general schools is 29.5% on average and the number of special classes in elementary schools is the highest among other courses; 2.5% (274 classes) in kindergartens, 60.9%(4,682 classes) in elementary school,, 42.9%(1,748 classes) in middle schools and 28.5%(1,088 classes) in high schools.

Table 4 Number of Special Classes in General Schools by Education Course

Course	Total Number of General Schools (Percentage ¹⁾)	Number of Schools ²⁾	Number of Special Classes
Kindergarten	8,327 (2.5%)	207	274
Elementary School	5,1918 (60.9%)	3,604	4,682
Middle School	3,129 (42.9%)	1,343	1,748
High School	2,254 (28.5%)	624	1,087
Major Subject	-	1	1
Total		5,797	7,792

Remark 1) Proportion of schools with special classes to nationwide general schools

Remark 2) Number of general schools with special classes

Source: 「2010 Annual Report on Special Education」, Ministry of Education, Science and Technology

Pursuant to the Article 27, Act on Special Education for Disabled Person, Etc, the capacity per each special class is 4 students for kindergarten, 6 for elementary and middle school and 7 for high school; in reality, it has reported that 3.1 students for kindergarten, 5 for elementary and 6.1 for middle school and 7.5 for high school are given education per each special class.

③ Special School

In South Korea, special schools have increased to 15 times in April, 2010 comparing with those in 1962 when the special education had begun. On the basis of statistics of April in 2010, there were 150 special schools nationwide and 60% (90 schools) of them were private schools.

Received
June 10,2011

Accepted
August 22,2011

Published
September 1,2011

Table 5 Number of Special Schools

	Division	Number of Schools
Number of Schools by Establishment	Government	5
	Local Government	55
	Private Sector	90
	Total	150
Number of Schools by Education Courses	Infant Class	18
	Kindergarten	118
	Elementary School	140
	Middle School	139
	High School	136
	Major Subject	83
	Total	150

Source: 「2010 Annual Report on Special Education」, Ministry of Education, Science and Technology

The numbers of special schools by the types of disabilities are as follows; 95 schools for mental retardation, 18 for physical handicap, 18 for hearing impairment, 12 for visual disability and 7 for emotional disorder; the schools for mental retardation occupied 63.3% of schools.

Table 6 Number of Special Schools by Establishment and Types of Disabilities

	State	Local Government	Private Sector	Total
Visual Disability	1	2	9	12
Hearing Impairment	1	4	18	18
Mental Retardation	1	48	51	95
Physically handicapped	1	5	12	18
Emotional Disturbance	1	1	5	7
Total	5	55	90	150

Source: 「2010 Annual Report on Special Education」, Ministry of Education, Science and Technology

Received
June 10,2011

Accepted
August 22,2011

Published
September 1,2011

3) Teachers in Charge of Special Education

① The Certificate of Qualification of Special Education Teacher

As the Act No. 285, Public Education Officials Act has announced on April 18, 1953, the qualification criteria of special education teacher were stipulated (Ministry of Legislation, 2000a).

The qualification criteria of special education teachers have been prepared when the Education Act was partially amended as the Act No. 4523 in 1992. The reason to partially amend the Education Act was the development of special education for people with disabilities. The qualification criteria of principal, vice-principal and teacher had been reinforced to be equal with those of elementary and secondary schools; the qualification criteria of special education teacher were divided into first grade regular teacher, second grade regular teacher and assistant teacher as the same with those of general elementary and secondary schools and were prepared for each grade. After the amendment, the principal and vice-principal of special school were able to become those of elementary and secondary school, which was impossible before the amendment; the teachers with the certificate of special education teacher and 9- or over-9-year teaching experiences became to acquire the certification of qualification of principal of special school; and the criteria that the certificate of teacher was able to be acquired with the authorization of the Minister of the Ministry of Education, Science and Technology based on the recommendation of the Qualification Examination Committee of Teachers, was added to the qualification criteria of principal of special school (Ministry of Legislation, 2000a).

② Number of Teachers in Charge of Special Education

Special education teachers in special schools were 6,738 in April, 2010, which shows the increase of 126 comparing with 2009; the special education teachers in general schools have increased to 8,271 in 2010, which shows the increase of 1,143 comparing with 2009.

The global tendency of special education is not the segregated education, but the inclusive education; in the inclusive class, students subject to special education study together with general students. In this context, the teachers in charge of special classes were 44,937; teachers with the certification of special education teachers were 613 (1.4%), teachers with 60-and-over-hours training 10,066 (22.4%), teachers with 30-and-over-hours training 2,021 (54.5%) and teachers without any training 32,237 (71.7%). It was found that significant number of teachers is teaching without any certificate or training for special education.

Act on Special Education for Disabled Persons, Etc. prescribes that the number of

students per teacher has to be 4 students per 1 teacher and in 2010, the number of students per teacher was 5.2.

2. Acts Related to Special Education

There are many laws and ordinances to stipulate the special education for people with disabilities, but, if limited to the laws that are directly related to policy implementation of special education, Six(6) Acts related to special education may be selected as below;

(1) Constitution, Article 31 (1): All citizens shall have an equal right to receive education corresponding to their abilities.

(2) Framework Act on Education

Article 3 (Right to Learn): Every citizen shall have a right to learn through life and to receive education according to his or her abilities and aptitudes.

Article 18 (Special Education for the Handicapped): The State and local governments shall establish and manage schools for those who need special educational care due to physical, mental and intellectual disabilities and shall devise and implement the policies to support their education.

(3) Elementary and Secondary Education Act

Article 12 (Mandatory Education): (2) A local government shall establish and operate elementary schools, middle schools, and special schools, which provide the elementary and middle school courses, necessary to educate all persons subject to mandatory education in its jurisdiction.

Article 12 (Mandatory Education): (3) Where the local government has difficulty in educating all the persons subject to mandatory education in the elementary schools, middle schools, and special schools established by the local government in its jurisdiction, it may establish and operate elementary schools, middle schools and special schools jointly via consultation with adjacent local governments, or may educate certain persons subject to mandatory education by commissioning them to an adjacent local government, national or private elementary schools, middle schools or special schools.

Article 55 (Special School): The purpose of special schools is to provide education equivalent to elementary, middle and high schools as well as knowledge and techniques necessary for everyday life and social adaptation education for those who need special education due to physical, mental or intellectual disabilities.

Article 56 (Installation of Major Departments): Special schools with high school courses may have major departments with more than one year of school years in order to provide professional technical education to the graduates of the competent

year (including the graduates of special classes of high schools).

Article 57 (Special Classes): Schools lower than high schools may have special classes after obtaining the approval of competent offices for the students who need special education.

Article 58 (Recognition of Academic Achievements): Any person who completed the education courses equivalent to elementary, middle and high school education at special schools or special classes shall be considered to have equal academic qualification as those who graduated from the corresponding schools.

Article 59 (Integrated Education): The State and local self-governing bodies shall take necessary measures for integrated education such as preparing extra entrance procedures and education courses when those who need special education want to receive education at various schools equivalent to elementary, middle and high schools.

(4) Enforcement Decree of the Elementary and Secondary Education Act

Article 40 (School Teachers of Special Schools Etc.): ① Principals and assistant principals shall be placed at special schools in accordance with Article 19 of the Act provided, however, that no assistant principal shall be placed at schools with less than five classes, and assistant principals may be placed at branch schools with more than three classes. ② Placement standards of special education teachers at special schools shall be determined by the Presidential Decree. ③ Counseling teachers and librarians may be placed at special schools.

Article 43 (Subjects): Special schools and technical high schools: Subjects as determined by the Minister of Education, Science and Technology

Article 45 (School Days): Elementary schools, middle schools, high schools, technical high schools and special schools (excluding kindergarten classes): More than 220 days for each school year provided, however, that where it is deemed necessary for the operation of the academic curriculum in the case of natural disasters, practice of 5 day classes per week, operation of research schools, and operation of autonomic schools as provided under the provisions of Article 105 etc., class days may be reduced within the range of 1/10 and it shall be reported to the competent office 30 days before the beginning of the next school year where the school days are reduced.

(5) Act on Special Education for Disabled Persons, Etc. (Partial amendment in June, 2011)

Act on Special Education for Disabled Persons has been amended and announced

in 2008 through the Special Education Promotion Law in 1977.

The purpose of this Act is to contribute to the self-realization of both the disabled and those who require special education, and to the unification of the society by providing an integrated educational environment to both the disabled and those who need special education by the State or local self-government and implementing education according to the life-cycle by considering the characteristics such as types and degree of the disability as provided under Article 18 of the 'Framework Act on Education'(Act on Special Education for Disabled Persons, Etc. Article 1).

The Act is composed of 6 chapters and the contents related to duty of state and local self-government, selection and school placement of persons subject to special education, infant, elementary and secondary education and higher education and life-long education are prescribed thoroughly.

(6) Enforcement Decree of Act on Special Education for Disabled Persons, Etc. (Partial amendment in July, 2010)

The purpose of this Decree is to define the matters delegated by the 'Act on Special Education for Disabled Persons, Etc.' and matters necessary for implementation thereof(Enforcement Decree of Act on Special Education for Disabled Persons, Etc., Article 1).

Enforcement Decree of Act on Special Education for Disabled Persons, Etc. prescribes the period of the compulsory education as follows;

Article 2 (Implementation of Compulsory Education): The compulsory education for the disabled shall be implemented in turn according to any of the following subparagraphs.

1. School Year of 2010: Kindergarten course for children not less than five years old and high school course;
2. School Year of 2011: Kindergarten course for children not less than four years old; and
3. School Year of 2012: Kindergarten course for children not less than three years old.

3. Special Education Finance

Special education finance is a series of public economic activity to secure, allocate, spend and evaluate the budget to support special education activities of the state and local public entities.

In addition, special education finance can be considered as all the expenditure to all the special schools, special classes and special education research institutes

regardless of state-run or private entities in the sense that it is managed and used through the procedure of public accounting (Yoon-hee Choi, 2003)

Students subject to special education in 2010 were 29,711 and the budget for state-run and local-government-run special schools and general classes and special classes in general school in 2010 was 1667.6 billion won; 1623,5 billion won for city and provincial offices of education, 41.4 billion won for state-run special schools and 2.6 billion won for state-run special classes.

Of 1623.5 billion won for city and provincial offices of education, only 3.8% is for special education budget.

Reviewing the expense of special education for a person subject to special education by year, it has increased every year except in 1999 and 2000; the expense of special education for a person subject to special education in 2010 was 20,921,000 won and 14,705,000 won has increased comparing with that in 2000.

Moreover, the proportion of special education budget in the budget of education sector in the Ministry of Education, Science and Technology has consistently increased; the proportion of special education budget in the budget of education section in the Ministry of Education, Science and Technology in 2010 was 4.3%, which means that 2.5% has increased comparing with 1.8% in 2000.

Table 7 Special Education Budget by Year

(Unit: 1,000 won)

Year	Budget of Ministry of Education, Science and Technology	Special Education Budget	Percentage (%)
2000	19,172,028,020	340,225,173	1.8
2001	20,049,279,000	406,310,075	2.0
2002	22,278,358,000	443,073,183	2.0
2003	24,404,401,310	564,394,700	2.3
2004	26,384,088,000	666,840,034	2.5
2005	27,438,044,595	822,051,094	3.0
2006	29,426,304,000	1,051,284,265	3.6
2007	31,044,748,000	1,145,295,143	3.7
2008	35,897,425,000	1,352,939,269	3.8
2009	38,698,867,000	1,545,753,946	4.0
2010	38,595,975,000	1,667,641,925	4.3

* The budget of 2000~2007 in the Table 7 was that of the Ministry of Education and Human Resources Development. After 2008 when the Ministry of Education and Human Resources Development has been

Received
June 10,2011

Accepted
August 22,2011

Published
September 1,2011

integrated to the Ministry of Education, Science and Technology, the same criteria has been applied and the budget since 2008 is the budget of education section in the whole budget of Ministry of Education, Science and Technology.

Source: 「2010 Annual Report on Special Education」, Ministry of Education, Science and Technology

Of the budget for special schools, the budget for private special school was 306.9 billion won. Even though there are only 60 state and local government-run special schools and 90 private special schools, the budget for private schools was only 51%.

There are large regional differences from the budget for private special schools; while the private special schools in Seoul and Gyeonggi-do were provided 61.2% and 77.4% respectively from state or local government, those in Gangwon and Gyeongnam areas were provided 11.9% and 7.4% respectively.

III. Discussion

1. Problems and Improvement Plans for Institution

In the results of the analyses of special education institution in South Korea, the problems and the future tasks for special education institution are as follows:

First, the improvement plans for inclusive education.

Currently the inclusive education that students subject to special education are placed to general classes in general schools, but the support for students subject to special education has to be advanced for the stabilization of inclusive education system. Specifically, by identifying the demands of special education support for students subject to special education who are placed to general classes, the support, e.g., itinerant education may be considered. The awareness of student without disabilities for inclusive education disabilities needs to be improved; consistent programs to help understanding disabilities by using mass media, music concert and nationwide events for students can be attempted.

Second, the problems related to special education teachers.

Special education teachers have to be equipped with the qualification as a general teacher, expertise in Subject education and specialized knowledge and skills to educate students with disabilities. However, recently as the institutions to raise special education teachers have rapidly increased, the institutions that are not equipped with enough facilities and faculty to cultivate teachers who can deal with students with severe and multi disabilities and inclusive education have also increased.

Moreover, the name of Department for Special Education, they have identical title although they educate students separately to be elementary school teachers or secondary school teachers. It makes inconsistency between each department as they educate different contents such as liberal arts course or major subjects to each student. It also causes lack of specialized knowledge for students that special education teachers must have since only general and introductory knowledge is usually being educated.

Therefore, for the cultivation of special education teachers, the entrance quota for university and graduate schools is needed to be rationalized by considering the demand by the types of disabilities, subjects, educational courses and educational courses and the educational needs. In addition, the procedure of certificate of qualification of special education in the state level has to be standardized and to improve the teaching skill of special education teachers, individual practices during semesters have to be institutionalized.

Third, the problems of the establishment and operation of special schools. To eradicate the regional imbalance of the establishment and operation of special schools, the demand of special schools and special schools by regions has to be considered first. In addition, to get rid of the imbalance of special schools by the types of disabilities, special schools need to be operated based on the type of comprehensive special school rather than special schools that are separated according to the types of disabilities.

2. Problems and Improvement Plans for Relevant Laws

Based on the results of the analyses of relevant laws on special education in South Korea, the problems of the Act on Special Education for Disabled Persons and Etc. and tasks for the future are as follows:

First, the purpose of the Act on Special Education for Disabled Persons and Etc. is to contribute to the self-realization of both the disabled and those who require special education, and to the unification of the society by providing an integrated educational environment to both the disabled and those who need special education by the State or local self-government and implementing education according to the life-cycle by considering the characteristics such as types and degree of the disability. However, the contents related to the guarantee of the right to learning or the growth through education have not been discussed in this article.

In other words, the views on education and disability including what people with disabilities are need and how to deliver them for the self-realization are discussed in the points of view of people without disability. Therefore, what people with

disabilities require for self-realization is needed to be stipulated to the law.

Second, Act on Special Education for Disabled Person, Etc. prescribes that 'the education of kindergarten, elementary school, middle school and high school shall be implemented as compulsory education and also convenience for the compulsory education shall be provided. However, compulsory education is perfectly secured by law, but in reality, children with disabilities are still isolated from it (Seon-min Gang, 2011).

Therefore, education system has to be legally and institutionally repaired to provide the education for children with disabilities according to the types and degrees of disabilities and to establish the diverse types of special schools and special classes in general schools. Moreover, the procedure for children with disabilities to guide the entrance into school has to be repaired and proper educational measures according to the types and degrees of disabilities have to be implemented.

Third, Act on Special Education for Disabled Persons, Etc. clarifies the definitions of many terms, but they are being used appropriately in the Act, Enforcement Decree and Enforcement rules.

Especially, the term of 'special education institution' needs to be defined broadly as the institution that implements special education and the terms such as special school and special class have to be omitted; because the term of 'special education institution' can be easily to be misunderstood to call not the place to provide special education services, but only the place (Hyun-min Han and Eu-jeong Kim, 2008), the only terms that have to be defined need to be defined.

3. Problems and Improvement Plans for Finance

Based on the results of the analyses of current situation of special education finance in South Korea, the problems of special education finance and the future tasks are as follows:

First, special education expense per student and the proportion of special education budget to the budget of Ministry of Education, Science and Technology by year have gradually increased since 2000. In spite of this kind of tendency, the special education finance is only 4.3% to the budget of Ministry of Education, Science and Technology, which is still insufficient. Therefore, based on the analyses of the factors to affect the financial state, the ways to stably secure the finance for special education has to be found.

Second, even though, in South Korea, the rate of reliance on private schools is high, as there are 60 special schools run by state and local-governments and 90 by private schools, the financial support for private special schools by city and provincial

support is still 51%; private special schools are usually situated in the urban areas and the regional differences are large. Therefore, institutional improvement is needed to enable private special schools to secure the finance regionally and equally. Institutional improvements, e.g., investment performance evaluation for special education, to induce local authority governments to expand the investment for special education are required.

Third, to increase the efficiency of special education finance, let superintendents who are responsible for special education finance in city and provincial offices of education take the whole responsibility for special education. The administrative support of special education needs to be specialized more strongly by posting persons who major in Special Education at the position of special education superintendent.

References

- 1) Gang Seon-min (2011) 「Analyses of Pedagogical Managing of the change from Special Education Promotion Law to Act on Special Education for Disabled Persons, Etc.」, Cheongju National University of Education, The Graduate School of Education, Master's Thesis, pp. 50-53, pp. 64-68.
- 2) Kim Dong-il (2004) 「Current Situation, Problems and Improvement Plan of Higher Education for People with Disabilities」 Disability and Employment, Vol.14, No.2, pp.6.
- 3) Lee Ju-ho (2005) 「Improvement Plan of Cultivation and Personnel System of Teachers in Charge of Special Education」 Parliamentary Research Organization, We Can Panel Discussion, pp.4-21.
- 4) Jeong Bong-do (1991) 「The Problems of Special Education Promotion Law and the direction of its Amendment」 Study on Special Education, pp. 1-11.
- 5) Han Hyun-min & Kim Ui-jung (2008) 「The Special Education Law of Individuals with Disabilities and the Like: An Interpretation of Its Title, Purposes, and Legal Terms」 Study on Special Education, pp. 1-46.
- 6) Choi Mi-gyeong (2007) 「Study on Improvement Plans on Policies for Special Education Teachers」 Daejin University, Graduate School of Education, Master's Thesis, pp. 59-60.
- 7) Choi Yoon-hee(2003) 「The Problems of Special Education Finances and the Plan for its Improvement: For the Case of Seoul City」 Dankook University, Graduate School of Education, Master's Thesis, pp43-59.
- 8) Choi Yeong-chun (2003) 「Study on the Improvement Plans for the Policies and System of Special Education in South Korea」 Taegu National University

of Education, Master's Thesis, pp. 28-31.

- 9) Ha Hyun-sil (2010) 「An Analysis of Equity in Special Education Finance」 Kangwon National University, Thesis Collection of Graduate School of Education, pp. 38-42, pp.51-53.
- 10) Ministry of Education, Science and Technology, Supporting Department of Special Education (2010), 2010 Annual Report on Special Education. Available from URL:<http://www.mest.go.kr/>
- 11) Korea Employment Agency for the Disabled, Job Creation Department (2010), 「The Number of Registered Disabled Persons and the Proportion of Population with Disabilities to Total Population by Year」 Disability Statistics 2010. Available from URL: <https://www.kead.or.kr/>
- 12) Ministry of Education, Science and Technology, Special Education Support Division. Act on Special Education for Disabled Persons, Etc. Available from URL: <http://www.law.go.kr/> (Act No. 10789)
- 13) Ministry of Education, Science and Technology, Special Education Support Division, Enforcement Decree of the Act on Special Education for Disabled Persons, Etc. Available from URL: <http://www.law.go.kr/> (Quote from Enforcement Decree No. 22269)
- 14) Ministry of Education, Science and Technology, Special Education Support Division. Enforcement Rules of the Act on Special Education for Disabled Persons, Etc. Available from URL: <http://www.law.go.kr/> (Enforcement Rules No. 86)
- 15) Korea Law, Elementary and Secondary Education Act. Available from URL: <http://www.law.go.kr/> (Act No. 10639)
- 16) Korea Law, Enforcement Decree of the Elementary and Secondary Education Act. Available from URL: <http://www.law.go.kr/> (Enforcement Decree No. 22955)
- 17) Korea Law. Framework Act on Education. Available from URL: <http://www.law.go.kr/> (Act No. 8915)
- 18) Korea Law. Constitution of the Republic of Korea. Available from URL: <http://www.law.go.kr/> (Constitution No. 10)

Received
June 10, 2011

Accepted
August 22, 2011

Published
September 1, 2011

Asian Journal of Human Services
VOL.1 September 2011

CONTENTS

ORIGINAL ARTICLES

- Employment Policies for Older Individuals in Advanced Countries: Implications
for Employment Policies for Older Individuals in South Korea..... **In-Jae LEE • 1**
- Evidence-Based Practices for Rehabilitation Services in Asian
countries : Applications and Recommendations **Hyun-Uk SHIN • 20**
- Relationship between Teacher Expertise that Involved in Special
Needs Education and Burnout Syndrome— From the Analysis
of Mental Health Check for Teachers— **Kouhei MORI • 31**
- Study on the Institution, Law and Finance of Special
Education in South Korea **Chang-Wan HAN • 41**
- The Effect and Policy Tasks of Care Services for the Elderly Living
Alone in South Korea **Jung-Don KWON • 59**
- The Current Situation and Tasks of Hospital Schools for Students
with Health Impairment in South Korea **Chang-Wan HAN • 77**
- Causes of Transition from Institution to Group Home for the
Persons with Intellectual Disability, Analyzed with the ICF **Atsushi TANAKA • 100**
- The Present Condition of Mental Health in Teachers that engaged in
Special Needs Education
— From the Analysis of GHQ28 for Teachers— **Kouhei MORI • 112**
- Research of Support Function of General Support
Center at the Time of Disaster **Keiko KITAGAWA • 120**

SHORT PAPER

- Behavioral and cognitive change of elderly with mild dementia
that participated in the "cooking" program **Hiroki INAGAKI • 131**

ACTIVITY REPORT

- The report of the certification of IPR (Instructor of Power Rehabilitation)
for South Korea **Yoshiki KATAOKA • 142**