The Trends of Inclusive Education and Future Directions toward the Successful Inclusion in Korea

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I. Why is Inclusive Education Important?

Why is Inclusion important in education? This question belongs to all professionals who worked not only general education but also, special education. Inclusion has been discussed at length in the special education literature, it has not yet been discussed similarly intensively in the general education literature. This implied that in general education, many educators, parents, and policy makers remain insufficiently value about the theory and practice of inclusion and its potential value for all students. According to Kim (2010), understanding inclusion as the same meaning of mainstreaming which refers to a situation where students with disabilities attend programs that primarily serve typically developing students does not assume that all students, regardless of disability, belong together. This means that inclusion mostly concerns disabled learners is misleading and implies that the ethical rational under the inclusion must be considered as well as its technical outcome. Within this reason, I strongly emphasized that the inclusion should be discussed in the context of general education as well as special education. This inter-displinary approach toward inclusion only makes it possible for people to develop the better of inclusive education for students. It is very important for educators, parents and students to recognized that inclusive education has own

Also, I insisted that we need to rethink the meaning of inclusion critically. Because the inclusion in education has been mostly understood in terms of only instructional viewpoint without the deep theoretical framework. I think that one of the possible theoretical frameworks for broadening our understanding of inclusion can be Postmodernism. Postmodernism have helped us see that reality does not exist objectively, “out there,” simply to be mirrored by our thoughts. As Postmodernists have claimed that knowledge is the product of an interaction between our ideas about the world and our experience of the world. In this sense, inclusive education can be the best educational practice which represent the spirit of postmodernism and implement the value of postmodernism into the real world. (Kim, 2008; 2010). As I stated earlier, thus, to maximize the influence of inclusive education into our students, the discourse on the inclusive education need to be done in the context of the rigorous theoretical framework such as postmodernism instead of only describing the strategies or instructional method of inclusive education.

What is the value of Inclusive education? Inclusive education reflects the values, ethos, and the ethics of a diversity of knowledge from the humans ability differs from others’ one. Furthermore, inclusive education can make it possible for people to create new aspect of thought through interacting and respecting each other’s own ideas (Kim, 2008). In the definition of authentic of diversity, I claimed that the “disability” need to be ensured as the one of the valuable elements of diversity, not accounted as “dis-ability” or “lack of ability” any more. Rather, the students who have disability will be valuable contributor who can broaden our view of knowledge as they can create the different and
unique views from others. We need to keep in mind that as long as we are viewing the “disability” as the “impairment” or “lack of ability”, the students with special needs will remain the fragile and problematic learner who must be resolved in the education forever (Kim, 2008). To justify this issue, I applied to Autopoietic theory by Maturana and Varella (1987) which provides a rigorous theoretical basis for addressing the value of inclusive education.

In autopoietic theory, as a biological phenomenon, epistemology is viewed with respect to a consequence of circularity and complexity in the form of any system whose behavior includes maintenance of that selfsame form. This shifts the focus from discernment of active agencies and replicable actions through which a given process is conducted to the discernment of those features of an organism’s form which determine its engagement with its milieu (Whitaker, 1995). By the manner in which Maturana and Varela lay out the mechanism of selfsame system which make it possible for people to develop own creative ideas which are all valuable regardless of their ability. From the view of this theory, the learners who have any disability can be unique creator of knowledge compare to learners without disabilities, not the incomplete and imperfect creator of knowledge (Kim, 2008).

Having understood this theory it should be clearer to us how inclusive education intrinsically supports attention to the themes in today’s postmodern society. Inclusive education is about building communities that value, celebrate and respond to diversity. It is from an inclusive education that students learn to respect and value difference and to develop productive processes for developing creative knowledge through respecting each other’s unique views and interacting equally in their personal relationships and in their communities. In the inclusive education, the diversity among the students can be a rich resource for building a connected and intellectually challenging curriculum in the classroom. But, it is important to note that it is only underpinned by respectful and collaborative relationships between learners who are both general and special needs, teachers and parents (Kim, 2010). Recognition of difference and respecting these differences of each other’s selfsame form of knowledge (Maturana & Varella, 1987) is an important dimension of pedagogies in inclusive education. Valuing and responding diversity is important for both ethical and intellectual quality. This theoretical basis can provide the answer for the question I asked the first paragraph in this paper, “Why Inclusion is Important in Education? Because, as I stated earlier, inclusive education is the most appropriate setting which can provide the opportunity for students to update and refine their knowledge of issues of diversity and thus this experiences in the inclusive education can make maximize all learners’ ability to achieve each one’s individual developmental task(Kim, 2010).

In sum, the discourse on inclusive education must go beyond the boundary of “special education”. The authentic inclusive education need to guarantee the environment in which all students(learners) could recognize and respect each other’s originality regardless of ability and thus, engage with each other fully – to meet with themselves. We can only grow and develop, according to Buber(1970), once we have learned to live in relation to others, to recognize the possibilities of creative, redemptive, and revelatory processes which might take place between each other who had different mechanisms of understanding and generating knowledge(Kim, 2008).

At this time, we, educators who has worked in the special education, need to begin reflection on the fact that inclusive education in our society have had a strong leaning towards mostly the support system for students with special needs (Kim, 2010). It is urgent that we, educators, recognize that the successful inclusive education can be only achieved by implementing inclusive education for all learners not only for students with special needs. To achieve this, the educators need to have deep understanding about the theoretical framework for the inclusive education and rationale for inclusive education for all learners in our society (Kim, 2010). This brings us back to Buber’s distinction between relation and ir-relation(reference, Buber, translated by K. Walter 1970). The basic fact of human existence was not the individual or the collective as such.
I could say that the inclusion in Korean Education has not been standing on that theoretical framework yet. It is within bounds to say that the Korean inclusion stresses only educational supporting students with special needs who are placed in general classes, even though it has been trying to stand on the theoretical background, which it has been remarked above.

II. Procedural background of Integrated Education in Korea

The Integrated education in Korea has background history of four components. That is the 7th Economic and Social Development 5 year plan (1992-1996), Special education Development plan (1997-2001), Special education development master plan (2003-2007), and the 3th Special education 5 year plan (2008-2012). The main contents about stated above based on the materials which are Inclusive education related provisions of the laws(Special education Act, Special education Act for disabilities), Development direction of Special education[Special education part(92-.96) among the 7th Economic and Social Development 5 year plan, Special education Development plan(‘97-2001), Special education development master plan(‘03-‘07), the 3th Special education 5 year plan(‘08-‘12)].(Reference, Korea national Institute for special education, 2011)

1. The 7th Economic and Social Development 5 year plan (1992-1996)

Special Education Act in 1994 was the first one which referenced inclusive education in Korea. The 7th Economic and Social Development 5 year Plan scheduled from 1992 to 1996 includes this law, and suggests some plans for promotion of special education with the theme “Special and gifted education which increases student’s potential abilities.”. Based on this idea that proposes to extend the opportunities to receive special education, the government planned to increase the number of special classes in general school to 1800 for students with mild disabilities until ’96. The increase of the number of class was also implemented in middle school and vocational high school and made plans to establish facilities and procure equipment for the students with severe disabilities. There was also a plan to arrange for special education specialists to establish support systems for special education, so the faculty who responsible for special education was designated at the department of general education at education ministries and the position in charge of special education was established in each of the educational institutions in the cities and provinces.

2. Special education Development plan (1997-2001)

A special education development plan was established with the theme “Special education development plan directed to ‘Welfare living together(1997-2001)’” in Dec., 1996. This development plan is to address the need for ideology and principles of new special education worthy of the welfare society in the 21st century, the nation’s desire for the intensification of its responsibility in the area of special education. The following are some facts regarding special education. Firstly, we give an opportunity for 156,675(85.7%) non beneficiaries among 182,762 the estimated number of education needs less 26,087(14.3%) the number of students who currently participate in inclusive education, to receive inclusive education and to use learning-support room.

Secondly, we develop a learning-support room management model and schedule teachers. The subject of management of students with mild disabilities and the form of it is flexible model which deviates from a fixed special class model, and the special teacher responsible for learning-support room and general teacher are encouraged to be in a co-teaching system. The number of teachers who are going to assigned in to learning-support rooms is 65,458 in all
from 1997 to 2001, and the expected number each year beginning with 1997 is 132, 800, 1200, 1600, 1726.

3. The special education development integration plan(’03-’07)

In “The special education development integration plan(’03-’07) for every students to raise educational product”, there was preparation of inclusive education plan depending on the increase of special education target students’ inclusive education needs. The “Inclusive education” claim which was a global trend has increased both in the aspects of safeguards for human rights and of non-discrimination of special education target students. The claim speaks for the voice that supports the improvement of general class’ education environment and to establish a common responsibility for general education and special education targeted on special education subjects in a manner that is stronger than now.

So, based on the goal of maximizing that is to maximize every student’s educational achievement by having responsibilities in common for both general and special education, the government established specific goals as follow below.

4. The 3th special education development 5-year plan(’08-’12)

“The 3rd special education development 5-year plan(’08-’12) for the disabilities’ self-actualization and social integration” which was established in Aug, 2008 has 5 background factors including the completion of ‘Special education Act for the disabilities’ that begin on May 26, 2008, ‘the 2nd special education development integration plan(’03-’07)’, and have the intention of preparing succeeding plans.

The goal of this plan is to contribute to self-actualization and social integration for all of the students with disabilities as an education support considering the kind and the degree of the disability. The specific goals are established for the education support system depending on the disabilities’ life cycle by strengthening nation’s responsibility and guaranteeing chances for the disabled to gain an education, ‘the substantiality of school-age children’s inclusive education by extending inclusive education support and strengthening of disability understanding education, and ‘special education support strengthening’ by the specialization as well as systematization of special education.

The key factors are the increase of support for special education needs arranged at general school, reinforcement of teachers in general education’s specialty as well as special education teachers’ abilities performing in inclusive education, introduction academic assessment with assessment adjustment system for special education students, improvement of public recognition of disability, and so on.

III. the past and now of inclusive education in Korea

In this chapter, we consider actual condition of inclusive education in Korea and limited the period from 1994 which is the starting date inclusive education had appeared on the law to 2010. The term can be divided into three part, which is The 1st special education development integration promotion period(’94-’02), The 2nd special education development integration promotion period(’03-’07), and The 3rd special education development integration promotion period(’08-’12)(special education white book, 2011, 266). The statistic materials are reconstructed by writer’s view referring to the inclusive education part in Special education white book (Korea national Institute for special education,
2011) and special education yearly report from 1994 to 2010.

1. The 1st special education development integration promotion period: 1994-2002

1) The logical basis
-Special Education Act, para. 6, article 2
-Special Education Act, clause 2, article 15
-Special Education Act, article 15, Special Education Act enforcement ordinance article 13

2) The promotion contents from 1994 to 2002
When we consider the promoting contents related to inclusive education in Korea in this period, those are the guarantee chances of special education in inclusive education environment, establishment of the basis of special education as well as contriving substantiality, and strengthening the general teachers’ responsibility of special education. The followings are the summary of special education related policies implemented ranged from 1994:

First, foundation of special class was an obligation from 1997.

Second, while it served as dichotomy way, for example, severe special education needs were arrange to special schools and mild ones to special class before 2000, however, all of the special education needs regardless of their degree of disability were arranged to special class primarily. In other words, the education arrangement of all the students was ordered ‘general class - special class - special school’.

Third, special class in general preschools were encouraged to be built for inclusive education of young children with developmental disabilities from 1995, so plans has been set that built new 500 classes till 2000 for 5,000 number of young children with mild disabilities to enter.

Fourth, it is the first time that 1996’s yearly report indicates general school should arrange for the materials and instruments of education which are in need in special education, and also they should some convenient facilities such as a slope, a handle, and restroom/desk/chair for the special education needs to use.

Fifth, it is the first time that 1997’s yearly report indicates general teacher training program should include special education introduction and education of special children as to improve their knowledge of special education, and the report also states that teacher’s college and the college of education program must contain special education related subject to go through.

Sixth, it is first time in 1997 that each of part-time special classes was selected among some elementary schools in Seoul and Kyung-gi province and conducted model research to know if it is possible to manage the actual inclusive education.

Seventh, 1998’s yearly report indicates that teacher who is responsible of inclusive class for the special education needs arranged at general class should receive special education training hard as to make inclusive education more strengthen than before. And it also includes those details about an execution of individualized education, and the responsibility of special education specialist teacher to do itinerant teaching when a general school has the number of students who are in need of special education below 4.
Eighth, according to the 2001’s yearly report, more than one school by region : province from 2000 has been designated and managed as a model school of inclusive education, and outstanding schools have been officially commended by the presentation contest about some management cases in the end of a year. Also applicable additional points when teachers have experiences both in special school : special class and inclusive education class(directly responsible of) that is stipulated in Special Education Act clause 6, article 2 are optional additional points, so the superintendent of school in each city : province can regulates the standard of item and scores and assess them.

(1) Special class status

As shown in Picture 1-1, the increase rate of special class is from 1994 to 2002. And the number of special classes in elementary school is the largest and that of special classes in preschool is the smallest.

Picture 1-2 also shows slow increase trend in the number of students. The number of elementary school students is absolutely larger than that of preschool students.
(2) General class status

<Picture 1-3> the number of the special education needs who are arranged at general class in general school by year

( unit: person)

2. The 2nd special education development integration promotion period: 2003-2007

1) Logical foundation

The followings below are the logical foundation about establishment of more special class, construction of the basis of inclusive education as well as contriving substantiality, and strengthening of general teacher’s responsibility of special education in inclusive education environment for special education’s security for opportunity:

- Establishment of more special class for in inclusive education environment to have special education’s security for opportunity
  - Special Education Act, Clause 4, Article 2
  - Elementary : secondary education Act, Article 57
  - Special education Act, Article 3
  - Construction of the basis of inclusive education as well as contriving substantiality
  -Elementary : secondary education Act, Article 59
  -Special education Act, Clause 4, Article 12
  -Special education Act, Clause 2, Article 13
  -Special education Act, Para. 6, Article 12
  -Special education Act, Article 59
  -Special education Act, Clause 1, Article 15
  -Special education Act, Clause 1 Article 13
  -Education public official promotion provision, Para. 6, Clause 4, Article 41
  -Elementary : secondary education Act, Article 59
  -Strengthening the responsibility of general teacher’s special education
  -The Fundamentals of Education Act, Article 18

2) Performing contents

The main contents conducted in this period about inclusive education is establishing more special class for special education’s security for opportunity in inclusive education environment, construction of the basis of inclusive education as well as contriving substantiality, and strengthening of general teacher’s responsibility of special education. Here are summary of performing details of special education related policies from 2003 to 2007:
First, from 2003, every preschool•elementary school•secondary school in the nation are required to carry out disability understanding training more than once in a semester for general student’s disability understanding training.

Second, in the aspect of strengthening of general teacher’s responsibility of special education, it is encouraged to establish special education-related lectures in all the courses(job training, qualification training, etc.) of preschool•elementary school•secondary school teacher, and also to establish special education jog training(60hours) in cities : provinces’ education training center. Besides, the improvement plans of teacher cultivating system that is formulated in Nov 2006 includes rules that every teacher’s college should make special education-related subjects as essential ones to complete, so revision of teacher’s qualification examination in addition to enforcement regulation was performed in 2007, and as a result of this, ‘Understanding of special children’(2credits) among 4 credits of elementary knowledge of teaching area was planned to be the essential required subjects and be in effect from 2008.

(1) Special education’s security for opportunity in inclusive education environment

A. Special class status
Picture 2-2 shows the establishing rate of special class compared to general school by year. Here, we can see that special class was established in more than 50% of elementary school, 30% of middle school, 15% of high school in 2007.

Picture 2-3 shows that the number of the special education needs arranged at special class by year is constantly increasing.

unit: %

unit: presin
<Picture 2-4> the number of special class by year and management form

picture 2-4 shows that the rate of part-time special class is higher than that of full-time special class as we see the management form of special class in Korea, and it is keep increasing as a year goes by.
B. general class status

< Picture 2-5> the number of established special class by year

unit: class

Picture 2-5 shows the rate of full-time class is lower than that of part-time class, but it kept increased by year that it was the highest in 2007.

< Picture 2-6> the rate of teacher who have a special education license and responsible of inclusive education as well as who received training by year

unit: %

Teacher who is responsible of inclusive class is a person with general teacher license. Picture 2-6 shows that these teachers are much more in the group which is consist of people who have not received training Inclusive special than in the group with people who have received.
(2) Construction of the basis of inclusive education as well as contriving substantiality,

A. Practice of education about understanding disabilities in general school

< Picture 2-7> the rate of understanding disabilities education in general school by year

Picture 2-7 shows that the school which performs understanding disabilities education is highly increasing from 2004, and it is maintained by year.

(3) Strengthening of general teacher’s responsibility of special education

A. The research and training of teacher

< Picture 2-8> the number of general teachers who received special education training by year

picture2-8 shows the number of general teacher who received special education training, and it is increased rapidly in 2007.
B. Inclusive education research model school

Figure 2-9 shows the number of schools which managed and cooperated as special education model school by year.

Picture 2-9 shows the number of research model schools related to inclusive education is gradually decreasing or preserved while the number of cooperative schools for inclusive education has rapidly increased in 2007.
3. The 3rd Special education development integration Plan: ‘08-2010(present)

1) Logical foundation

(1) Extension of the chances to receive special education by establishing more special classes
- Special education Act of the disabilities, clause 11, Article 2
  "Special class" is the class established in general school to perform inclusive education on the special education needs.
- Special education Act of the disabilities, Article 27:
  Special class for the students in need of special education can be established at each school which is leveled below secondary school by a jurisdiction office’s admission.
  According to the Special education Act of the disabilities, Clause 1, Article 27, the standard of establishment both about class at special school and special class at each school is as followed.

  1. Preschool: establish one class if the number of the special education needs is ranged one to four, but two classes if the number of them is above four.
  2. Elementary•middle school: establish one class if the number of the special education needs is ranged one to six, but two classes if the number of them is above six.
  3. High school: establish one class if the number of the special education needs is ranged one to seven, but two classes if the number of them is above seven.

(2) School-aged children’s Inclusive education substantiality
A. Support for the special education needs who are arranged at general class
- Special education Act for the disabilities, Clause 1, Article 25
  The superintendent of education or schools have to arrange person who is responsible of special education related service as well as special education teacher at the general schools and special education support centers to give support to the special education needs who are receiving inclusive education in general school, and encouraged to perform circuit education.

B. Strengthening general education teacher’s responsibility of special education
- Special education Act for the disabilities, Article 2:
  “Inclusive education” can be explained, the special education needs are receiving adequate education depending on each of their educational needs with peers regardless of the kind•degree of disabilities and without any discrimination.
  - Special education Act for the disabilities, Article 4:
    The chair person of each school or that of university(school according to the Higher Education Act, Article 2) should not reject either the special education needs’ application of entrance to school or an accepted personnel’s entrance because of their disability he or she has. And they also are not allowed to discriminate them in education opportunities, in providing special education related services, in participation of instruction as well as activities inside or outside of school, in guardians’ participation of individualized education support team.

- Special education Act for the disabilities, enforcement ordinance article 5:
Minister of education, science and technology superintendent of Schools should establish manage special education related job training course to general school teacher who supports inclusive education, and general education related training job training course to special education teacher to let the inclusive education be in effect.

- Education public official promotion regulation, para.3, clause4, article 41
  Optional weighted points can be served if he or she has an experience of charge of class for inclusive education directly.

C. General education teacher’s inclusive education related training
- Special education Act for the disabilities, Article 8
- Special education Act for the disabilities, enforcement ordinance article 5:
- Special education Act for the disabilities, Article 21

D. Manage of inclusive education model school as well as inclusive education research assembly
- Elementary : secondary education Act, Article 59

E. Cultivation of teacher who is in charge of special education for to make special education teacher’s responsibility of inclusive education more strengthen.
- Special education Act for the disabilities, Article 5

F. Improvement in recognition of disability
- The Fundamentals of Education Act, article 4
- Elementary : secondary education Act, Article 59
- Special education Act for the disabilities, Article 2
- Special education Act for the disabilities, Article 21

G. Convenient facilities
- Special education Act for the disabilities, Article 21
- Enforcement ordinance article 8
- Special education Act for the disabilities enforcement ordinance, article 16

2) Performing contents
The main contents of inclusive education performing contents in this period are extension of special education opportunity by enlargement of special classes, and substantiality of inclusive education for school-aged children. For the school-aged children’s substantiality of inclusive education, support the special education needs who are arranged at general class, strengthen the responsibility of general education teacher’s inclusive education, inclusive education related training on general education teacher, manage inclusive education model school as well as inclusive education research assembly, cultivation of teachers who are in charge of special education for to make the responsibility of inclusive education more strengthen than now, improvement in recognition of disability, convenient facilities, and so on. Here are some summary of the special education related contents which was performed in ‘08-‘09:

First, the rate of student per teacher as the special education opportunity extends by establishing more special classes is as follows
- Preschool: provide one teacher if the number of the special education needs is ranged one to four, but two teachers if the number of them is above four.
- Elementary/middle school: provide one teacher if the number of the special education needs is ranged one to six, but two teachers if the number of them is above six.
- High school: provide one teacher if the number of the special education needs is ranged one to seven, but two teacher if the number of them is above seven.

Second, circuit education support for the special education needs who are arranged at general classes is now on the operation at each of city/province in 2008, and there are 2,253 students in all receiving circuit education and those are 140 students in preschool, 1,728 in elementary school, 252 in middle school, 133 in high school.

Third, perform inclusive education related training mandatorily to general education teachers.

Forth, the standard of no-test official approval at each of cultivation courses on special education teacher was strengthen for to raise special education teacher’s responsibility of special education.

Fifth, more than 2 times of disability understanding education were performed at pre; elementary; middle; high school in the nation from 2008 to improve the recognition of disability.

1) Guarantee the chances for special education in inclusive education environment special class status

![Picture 3-1: the number of special class by year and school course](image)

Unit: class

Picture 3-1 shows the number of special class by each of the school course from 2008 to 2010. Compared to picture 2-1, the increasing tendency is constant and the increasing rate in elementary school course is the highest.
< Picture 3-2> the number of the special education needs who are arranged at special class by year

Picture 3-2 shows the number of the special education needs arranged at special class is rapidly increasing in recent 3 years.

< Picture 3-3> the rate of the special education needs compared to the students in general school by year

Picture 3-3 shows the rate of the special education needs compared to students in general school, and that rate is exceeding 1%.
<Picture 3-4> the number of special class by year and the form of management

Picture 3-4 shows the number of part-time special class is extraordinary more than that of part-time class.
B. general class status

< Picture 3-5> the number of the special education needs in full-time general class per year and school course

unit: person

Picture 3-5 shows the number of full-time inclusive class has been keep increased for 3 year, and that is the largest in elementary school.

< Picture 3-6> the rate of teachers who are responsible of inclusive class having special education license and who has received training by year

unit: %
Picture 3-6 shows the rate of teachers who are responsible of inclusive class having special education license and who has received training. The rate of teachers who have received over 60 hours is increasing by each year, but that of teachers who have not is more than that yet.

Comprehensive development plan of Special education and yearly report of special education in '08-'12 include the future plan which the inclusive education in Korea is head for. The specific plan is summarized as follows.

First, extension of special class. It considered the needs of special education per each province as the reduction of the number of students per class according to : Special education of the disabilities Act : article 27, and as the promotion in quality about providing special education services to the special education needs.

Second, extension of special education support for the special education needs that are arranged at general class. For this, special education circuit teachers are arranged with providing education support owing to the special education needs’ demand, and develop : perform models to apply IEP to the special education needs who are arranged at general class.

Third, strengthening general education teacher’s specialty in special education as well as the responsibility of it. This includes both standard of choice : arrangement of teachers responsible of inclusive class and preparation of plan for strengthening management : support of inclusive class, and extends training for general teachers who are responsible of inclusive class to strengthen competency of special education.

Fourth, strengthening competency of special education for special education teachers as well as their responsibility of special education. For this, chance for training of special education teacher is extended and job training of general subject education for special education teacher is established at teachers’ training center, teacher’s college, college of education by the unit of city : province’s department of education. Also, chances for special education related research are extended to special education teachers.

5. Outstanding cases

The outstanding cases of special education in Korea are described in main research report related to inclusive education in Korea which is conducted by Korea institute for special education. It introduces two extracted research report as these are the cases introduced in 『Special education white book』 published from Korea institute for special education in 2011. These reports are 『Efficient plans for management of inclusive education』 in 1997, 『Plans for management of inclusive education at three schools』 in 2000.( Korea national Institute for special education, 2011, 275-277 ). The inclusive plans in general school which were applied in two research are often practically in use as a model for management of inclusive education which has been consistently performed started from 2001 in elementary/ middle schools up to now.

1) 『Efficient plans for management of inclusive education』
For the purpose to improve the quality of inclusive education, 『Efficient plans for management of inclusive education』 is the research that is applied with management plan of inclusive education in general school which operated part-time special class at Korea institute for special education in 1997 that is first time on Korea. The contents of the program includes environment of inclusive education(cooperative teaching, students’ interaction, seat disposition, and etc.), plans for school administrative support about inclusive education, and process of management
with participants’ efficiency of inclusive education. This research did not put inclusive education to special education support for the special education needs that are arranged at general school. In other words, every student became the object of education to have an educational result, and administrative structuring was tried to have school restructured even if it works partially on the specific grades who are participating in inclusive education that is out of the dichotomy aspect between general education and special education.

This research was insists that general school environment which has special class possesses basic factors(student, teacher, system) that is needed to administer inclusive education efficiently, and it prepared/suggested guides about administration for management as well as institutional guides. To be specific, the research made general students possible to interact not only with special teacher but with the students with special needs by opening special class and do cooperative teaching in inclusive class for inclusive education. The research also let the arrangement of seats in inclusive class be the shape of group to expect interaction between students be active, extend the chances for participation in activities among instruction as well as performance, and made the students with special needs to get along with general students through student’s government activities. As a result of this, it positively influenced the students with special needs with emotion/social development, general students with humanity development, and was effective in harmonious cooperation between special teacher and general teacher. The research gave a confirmed report that model school has possibility to prepare the environment for inclusive education and have enough capability to give all the students an educational effect.

2) The management plan of inclusive education in three schools in 2000

The management plan of inclusive education in three schools in 2000 which was conducted at Korea institution of special education in 2000 includes the contents about curriculum management of three schools that is trying to carry out inclusive education, plans for social interaction focused on the students with special needs, and plans for cooperative relation between parents supports and family supports for inclusive education. Two schools among three managed part-time special class, and the other one managed learning assistant room. In the one of the schools, special teacher gave students supports directly in inclusive class as well as administrative support while the other two schools did not. All of the three schools planned IEP for the students with special needs, but could not apply it to inclusive education. But these three schools planned/practiced various programs for the interaction between the students with special needs and the general students. The report declares that the students with special needs’ parents showed very positive attitude to inclusive education while the teachers and general students had negative sight to the students with special needs. Three schools keep trying to administer various programs to improve recognition of inclusive education, and it is efficient as a result of their trial.

The research emphasizes/suggests that practical plans in institutional aspects are needed to manage inclusive education efficiently and school management system for inclusive education should be prepared, and proposes for preparation of institutional plan according to those above.

IV. Vision for an equitable and inclusive education system in Korean Schools.

In order to achieve equity and inclusive education in Korean schools, we must pursue the four following goals, which are rooted in our two core philosophy. 1) all students including learners with special needs and parents are welcomed
and respected 2) every student including learners with special needs is inspired to succeed in a culture of diversity in Postmodernism society and high expectation for learning(Kim, 2010, 187-190).

First, to pursue the promise of our diversity in the setting of inclusive education, we must provide the culture which can respect and value the full range of our differences.

Second, we must provide high-quality education which can foster social cohesion learning activity among all students. Especially, the learning activity in inclusive education need to provide the instruction which can ensure that the children with special needs have the opportunities they need to fulfill their potential through the integrated activity.

Third, in reaffirming the values of fairness, equity, and respect as essential principles of our inclusive education, we must provide the activity which can make all learners not simply experience but participates fully with others. The relations developed through each learner including children with special needs encounter is the foundations of deep and authentic understanding of human.

Forth, we need to provide a cooperative learning experience which is key means of fostering all students to build up good relationship and fulfill their potential ability.

Most importantly, it is very important for all educators to recognize that what make inclusive education successful are the enough degree of broad administrative support and vision of all members worked for inclusive education. To put it more precisely,

First, in the effort of initiating the change for inclusion, the rational for inclusion and vision for successful inclusive education must be clearly and broadly articulated based on the appropriate theoretical framework. Especially this issue needs to be mainly discussed in the context of general education as well as special education.

Second, as mentioned earlier, to achieve the successful inclusive education, the enough degree of administrative support and vision for inclusive education for is required. Lack of adequate personnel or resources cannot encourage the supportive-inclusive education. For example, funds must follow the all student regardless of their placement and must be sufficient to provide necessary services for every student.

Third, the teacher education program for the general education also need to make effort to develop the appropriate curriculum for giving teachers the opportunity to develop expertise to meet the educational needs of student both general education and special education. Furthermore, the successful collaboration between teacher education program between general education and special education include exchange program for a various class, credit, and faculty is a prerequisite for successful teacher education.

THANK YOU!