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ORIGINAL ARTICLE

# The Comparison and Consideration of Support Services for the Students with Disabilities in Higher Education Institutions in Japan and South Korea : In the Aspect of the Career Education for the Employment Promotion of Persons with Disabilities

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## ABSTRACT

Through the education, persons with disabilities can live a independent life. And, through the expansion of and supports for the higher education, they can be cultured to be the valuable human resource in our society by acquiring professional knowledge and skills. However, while the entrance rate of people with disabilities to the higher education institutions has increased, the supports that are necessary for them to study in those institutions have not been sufficiently provided. In this context, this study aimed to derive the tasks that are needed to be done for the higher education of persons with disabilities from the comparison and analysis of the support services for the students with disabilities in the higher education institution in Japan and South Korea. In results of this study, several tasks were suggested; the enactment of the law related to the support services for the higher education of persons with disabilities, the expansion of the support service infrastructure for the higher education of persons with disabilities and the improvement of career education for them.

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## I . Background and Purpose

The education for human being may enable persons with disabilities to live the independent and creative life as a member of society. Moreover, it may become the basic safety net for the disadvantaged people in the era of excessive competitive capitalism; through the education, the isolated or discriminated people from our society are enabled to systemically and actively improve their abilities and to adjust themselves to the society. The education is more meaningful for the persons with disabilities who want to overcome the personal and social limitations that are caused by their disabilities and to live an independent life. It has to be recognized that the students with disabilities can be cultured to be the valuable manpower in the society and country by acquiring professional knowledge and skills through the higher education based on the expansion of and supports for the higher education including university education along with the robust elementary and secondary educations (Lee, 2008).

The entrance rate of persons with disabilities to the higher education institutions has steadily increased, as the entrance rate of entire population with or without disabilities has increased and the importance of their education has emphasized. Therefore, the higher education institutions are faced with the challenges including how they assist their learning, how they support campus life and how they help getting career. In this situation, various measures for the entrance of persons with disabilities to and their living at the higher education institutions have been prepared in Japan and South Korea.

In Japan, Act on Support for Persons with Developmental Disabilities was enacted in 2005 and prescribed that universities and colleges of technology should consider the conditions of persons with developmental disabilities for their education(Article 18, Section 2); that is, the consideration for the conditions of persons with developmental disabilities in universities and junior colleges was compelled by law. Owing to the efforts for the improvement of academic ability of children with disabilities through special needs education since 2007, the number of students with disabilities who enter universities and junior colleges has increased (Kusumono et al., 2010).

In South Korea, as the Act on Special Education for the Disabled Persons, etc. was enacted in 2008, the right of students with disabilities to learn in the higher education institutions has been emphasized and simultaneously, the proactive support system of universities to back their higher education has been needed more(Kim et al. 2009).

The comprehensive supports that include all of education, such as learning, living and career-planning for students with disabilities in the higher education institutions have been needed more than ever and may be directly connected to the success of their employment. Therefore, to support students with disabilities in the higher education institutions, the studies on systems and policies should be conducted and the services should be developed.

Among Asian countries, only in Japan and South Korea, the employment quota system

for the promotion of the employment of persons with disabilities has been actively run and the support services for students with disabilities in the higher education institutions have been provided most. However, those system and services are not sufficient to meet the educational needs of students with disabilities and it is difficult that they are systemically run and provided.

Therefore, this study aimed to derive the tasks to support students with disabilities for their higher education from the comparison and analysis of laws, current state of and service contents for the students with disabilities in the higher education institutions in Japna and South Korea.

## **II . The Current State of the Students with Disabilities in the Higher Education Institutions and the Current State of their Employment in Japna and South Korea**

### **1. The Current State of the Students with Disabilities in the Higher Education Institutions and the Current State of their Employment in Japan**

#### **1) The Current State of the Students with Disabilities in the Higher Education Institutions in Japan**

The report on the Survey on Support for Students with Disabilities at Universities, etc. by Japan Student Services Organization(JASSO, an independent administrative institute)<sup>1</sup> was utilized to understand the current state of the students with disabilities in the higher education institutions in Japan.

As of 2013, 13,449 students with disabilities attended higher education institutions; 12,488 students with disabilities in universities, 515 in junior colleges and 446 in colleges of technology.

As to the types of disabilities, the number of the students with health impairments held the biggest portion as 3,005; 2,451 students with physical disabilities, 2,393 students with developmental disabilities(disability certificate holders), 1,609 students with auditory and speech disabilities, 732 students with visual disabilities, 329 students with multiple disabilities and 2,930 students with other disabilities.

In current, the number of students with disabilities in the higher education institutions has continuously increased; 11,768 students with disabilities in the higher education institutions in 2012 has sharply increased by 1,681 in 2013.

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<sup>1</sup> This report is as of May 1, 2014. The survey was conducted for universities including graduate schools, graduate university and advanced course, junior colleges including the junior colleges that are affiliated with universities and advanced courses and colleges of technology including advanced courses. The return rate was 100 percent except one private university that was closed down; 780 universities, 353 junior colleges and 1,190 colleges of technology

<Table 1> The Number of the Student with Disabilities in the Higher Education Institutions in Japan by the Types of Disabilities

(Unit: No. of person)

Types of Disabilities	University	Junior College	Colleges of Technology	Total
Visual disabilities	708	11	13	732
Auditory and speech disabilities	1,522	51	36	1,609
Physical disabilities	2,336	87	28	2,451
Health impairment	2,783	165	57	3,005
Multiple disabilities	315	14	0	329
Developmental disabilities	2,042	64	287	2,393
Others	2,782	123	25	2,930
Total	12,488	515	446	13,449

Source: Japan Student Services Organization(2014), 2013 Survey on Support for Students with Disabilities at Universities, etc.

## 2) The Employment of the Students with Disabilities in the Higher Education Institutions in Japan

The report<sup>2</sup> on the Survey on the Ability of Students with Disabilities to Get a Job by Japan Student Services Organization(JASSO, an independent administrative institute) in 2011 was utilized to understand the current state of the students with disabilities in the higher education institutions in Japan.

The employment rates of the students with disabilities who graduated in 2010 were 49.9 percent; 49.8 percent in universities, 48.4 percent in junior colleges and 65.2 percent in colleges of technology. As to the employment rates by the main body of operation, the employment rate of the students with disabilities who graduated from national schools was 57.9 percent; 57.9 percent from public schools and 47.2 percent from private schools. Conclusively, it was found out that half of the students with disabilities who graduated from higher education institutions were employed.

<sup>2</sup> This report is as of May 1, 2010. The survey was conducted for universities including graduate schools, graduate university and advanced courses, junior colleges including the junior colleges that are affiliated with universities and advanced courses and colleges of technology including advanced courses. The return rate was 100 percent except one private university that was closed down: 780 universities, 353 junior colleges and 1,190 higher advance professional schools. The average return rate was 76%; 77% from universities, 71.5% from junior colleges and 91.2% from colleges of technology.

< Table 2 > The Employment Rate of Students with and without Disabilities in the Higher Education Institutions in Japan

(Unit: person, %)

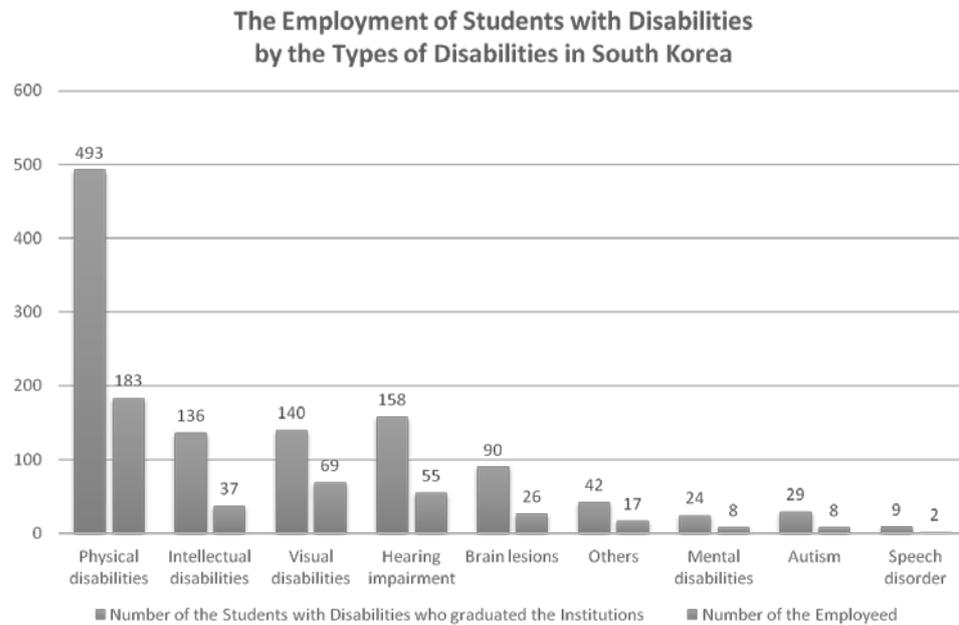
	University			Junior College			Colleges of Technology			Total		
	No. of Graduates	No. of the Employed	Employment Rate (%)	No. of Graduates	No. of the Employed	Employment Rate (%)	No. of Graduates	No. of the Employed	Employment Rate (%)	No. of Graduates	No. of the Employed	Employment Rate (%)
National Schools	130,177	68,245	52.4	-	-	-	9,521	5,217	54.8	139,698	73,462	52.6
Students with Disabilities	232	139	59.9	-	-	-	23	15	65.2	255	154	60.4
Public Schools	20,436	14,126	69.1	3,309	2,231	67.4	496	277	55.8	24,241	16,624	68.6
Students with Disabilities	38	22	57.9	0	0	0.0	0	0	0.0	38	22	57.9
Private Schools	367,698	231,023	62.8	48,456	31,912	65.9	372	224	60.2	416,526	263,159	63.2
Students with Disabilities	949	446	47.0	128	62	48.4	0	0	0.0	1077	508	47.2
Total	518,311	313,394	60.5	51,765	34,143	66.0	10,389	5,718	55.0	580,465	353,255	60.9
Students with Disabilities	1,219	607	49.8	128	62	48.4	23	15	65.2	1,370	684	49.9

※ The number of students is as of May 1, 2010.

※ Employment rate(percent) = the number of students who were employed÷the number of graduates×100

Source: Japan Student Services Organization(2012), 2011 Survey on the Ability of Students with Disabilities to Get a Job

As to the employment rates by the types of disabilities, 169 students with physical disabilities got a job, which is the figure that accounts for the biggest portion of total employed students who graduated from higher education institutions, and the 161 students with auditory and speech disabilities and 138 students with health impairments were followed next.



Source: Japan Student Services Organization(2012), 2011 Survey on the Ability of Students with Disabilities to Get a Job

< Figure 1 > The Number of the Students who Graduated from the Higher Education Institution in Japan

**2. The Current State of the Students with Disabilities in the Higher Education Institutions and the Current State of their Employment in South Korea**

**1) The Current State of the Students with Disabilities in the Higher Education Institutions in South Korea**

The press release by the Ministry of Education(the predecessor of the Ministry of Education, Science and Technology) on the expansion of the Support Service Project for the University Students with Disabilities to improve the learning environment and to reinforce the educational supports was utilized to understand the current state of the students with disabilities in the higher education institutions in South Korea.

As of 2013, 6,184 students with disabilities attended 274 universities and 1,424 students with disabilities attend 146 junior colleges; that is to say, total 7,608 students with disabilities attended the higher education institutions.

<Table 3> The Number of the Students with Disabilities in Higher Education Institutions in South Korea

(Unit: number of institutions, number of students)

Types of Institutions		Number of School	Number of Students with Disabilities
University (Graduate School)	National and Public University	47	1,587
	Private University	227	4,597
	Subtotal	274	6,184
Junior College	National and Public University	9	124
	Private University	137	1,300
	Subtotal	146	1,424
Total		420	7,608

Source: Ministry of Education, Science and Technology(2013), The press release by the Ministry of Education(the predecessor of the Ministry of Education, Science and Technology) on the expansion of the Support Service Project for the University Students with Disabilities to improve the learning environment and to reinforce the educational supports

## 2) The Employment of the Students with Disabilities in the Higher Education Institutions in South Korea

Final Report on the 2013 Study on the Analysis of Employment and Support for Employment of the University Students with Disabilities by Korea National Institute for Special Education(2014)<sup>3</sup> was utilized to understand the current state of the employment of students with disabilities.

As of 2013, the employment rate of the students with disabilities who graduated from universities was 45.48 percent that was 3.68 percent higher than average employment rate of 41.80 percent and that of the students with disabilities who graduated from junior colleges was 34.91 percent, which is 10.57 percent lower than that of the student with disabilities who graduated from universities.

<sup>3</sup> This survey was conducted for the institutions that had been established pursuant to Higher Education Act(Article 2) and had the students with disabilities who graduated in August in 2011 and 2013 and February in 2012 and 2013. Open university, technology college, distant college, cyber university, corporate university, specialized graduate school and special graduate school and the newly-established institutions without the students with disabilities who graduated from those school were excluded from this survey. The survey was carried out for 259 institutions in the first survey for the employment rate in 2012 and 188 institutions in the second survey for the employment rate in 2013; the first survey was carried out from May 27 to September 10 in 2013 and the second survey from October 7 to 22 in 2013.

< Table 4 > The Number of the Students with Disabilities Who Got a Job after the Graduation of Institutions

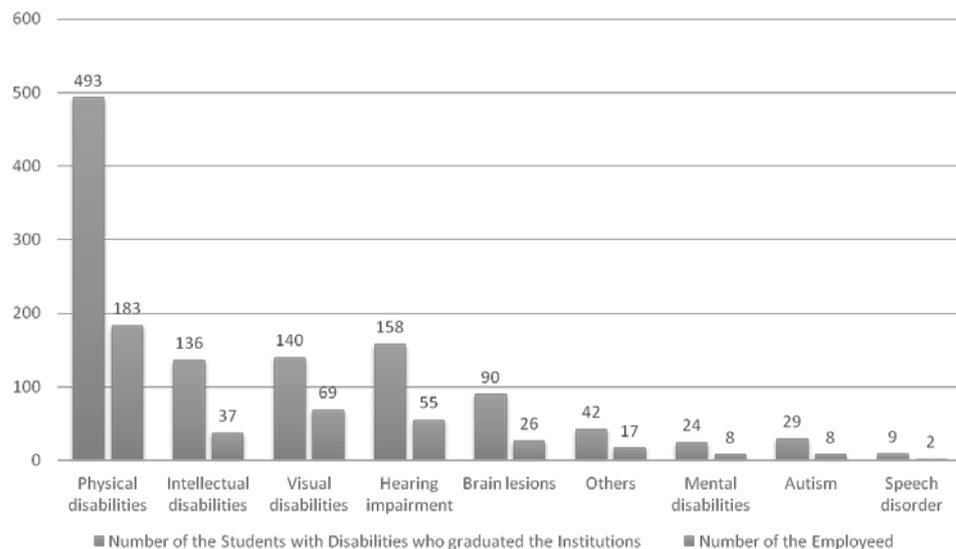
(Unit: number of person, %)

Types of University	2012		2013		Employment Rate in 2012	Employment Rate in 2013
	Graduates	The Employed	Graduates	The Employed		
University	843	327	713	287	42.29	45.48
Junior College	570	171	409	118	35.26	34.91
Graduate University	14	4	1	0	80.0	-
Total	1,427	502	1,123	405	4.42	41.80

Source: Korea National Institute for Special Education(2014), Final Report on the Study on the Analysis of Employment and Support for Employment of the University Students with Disabilities

According to the employment rate by the types of disabilities in 2013, the employment rate of the students with visual disabilities was 54.33 percent, which held the biggest portion among other types of disabilities and the employment rate of the students with physical disabilities was 44.42 percent was followed next. The employment rate of the students with speech disabilities was 25.0 percent, which was the smallest portion among other types of disabilities and 30.08 percent of the students with intellectual disabilities and 33.33 percent of the students with autism were followed next.

The Employment of Students with Disabilities by the Types of Disabilities in South Korea



Source: Korea National Institute for Special Education(2014), Final Report on the 2013 Study on the Analysis of Employment and Support for Employment of the University Students with Disabilities

< Figure 2 > The Number of the Students who Graduated from the Higher Education Institution in South Korea

### **III. The Support Services for the Students with Disabilities in the Higher Education Institutions in Japan and South Korea**

Even though the laws that stipulate the supports for students with disabilities in the higher education institutions do not exist in Japan and South Korea, the comparison and analysis of support services for the students with disabilities in the higher education institutions were conducted based on the judgment that the laws that deal with the education of and discrimination against persons with disabilities may be applied for the students with disabilities in the higher education institutions. The support services for students with disabilities in higher education institutions were analyzed by dividing three categories; supports for campus life, supports for learning and supports for career.

#### **1. The Support Services for Students with Disabilities in the Higher Education Institutions in Japan**

##### **1) The Laws that Are Related with the Support Services for Students with Disabilities in the Higher Education Institutions in Japan**

In Japan, the support services for students with disabilities are based on the concept to respect the human right in the Constitution of Japan and the Basic Act for Persons with Disabilities. The Constitution of Japan(Article 26, Clause 1 and 2) emphasizes that all the citizens should have the right to be equally treated regardless of whether or not they have a disability; "All people shall have the right to receive an equal education correspondent to their ability, as provided by law. All people shall be obligated to have all boys and girls under their protection receive ordinary education as provided for by law. Such compulsory education shall be free."

Basic Act for Persons with Disabilities stipulates the prohibition of discrimination against, the right of and the rational consideration for persons with disabilities; in Article4, Clause 1, no person shall commit an act of discrimination or any other act which violates interests or rights against a person with a disability on the basis of the disability; and in Article 4, clause 2, when a person with a disability currently requires the removal of a social barrier and if the burden associated with said implementation is not excessive, necessary and practical consideration shall be given to implementing the removal of the social barrier so as not to be in the violation of the provisions of the preceding paragraph by neglecting to do so.

The Act on Support for Persons with Developmental Disabilities stipulates that "university and colleges of technology should take the conditions of persons with disabilities into consideration for the education(Article 8, Clause 2)." This Act includes what the higher education institutions should do for persons with developmental disabilities.

In 2012, Disability Discrimination Act was enacted to dissolve the discrimination against disabilities and to "realize a society of coexistence with mutual respect for

personality and individuality"(Article 1). This Act stipulates that the personality and individuality of persons with disabilities should be respected regardless of whether or not they have a disability.

Currently the aforementioned laws have been the basis to provide the support services for students with disabilities in higher education institutions.

## **2) The Support Services for Students with Disabilities in the Higher Education Institutions in Japan**

To analyze the current state of the students with disabilities in the higher education institutions in Japan, the report on the Survey on the Ability of Students with Disabilities to Get a Job by Japan Student Services Organization(JASSO, an independent administrative institute) in 2011 was utilized.

In Japan, the support services for learning in the higher education institutions are as follows; delivery of information with written material, consideration of the conditions of disabilities in practice and training, securement of the rest place, time extension for examination and individualized test, utilization of tutor or teaching assistance, permission to record during class, consideration of the condition of disabilities in answering questions, arrangement of classroom according to the condition of disabilities, permission to bring PC to classroom and modification of facility and equipments.

The support services for campus life are as follows; counseling by professional counselors, e.g., clinical counselor, network with guardian, guidance on social skill, e.g. interpersonal relationship, self-management, guidance on living, e.g. taking a meal, laundry, network with support center for persons with developmental disabilities, linkage with the high school that he/she graduated from and linkage with the special needs schools.

The support services for career are as follows; supply of job vacancy information, supply of guidebook for job seeking, job fair, program that corporate human resource managers visit institutions to introduce their company and to explain the right people for their company, individual consultation for career, individual consultation for resume and job interview, internship, program to experience workplaces, establishment of database of career information and assistance to acquire the identification booklet for person with disabilities(See Table 5).

<Table 5> The Support Services for Students with Disabilities in the Higher Education institutions in Japan

Types of Support Services	The Scopes of Support Services for Students with Disabilities
For Learning	<ul style="list-style-type: none"> <li>- Delivery of information with written material</li> <li>- Consideration of the conditions of disabilities in practice and training</li> <li>- Securement of the rest place</li> <li>- Time extension for examination and individualized test</li> <li>- Utilization of tutor or teaching assistance</li> <li>- Permission to record during class</li> <li>- Consideration of the condition of disabilities in answering questions</li> <li>- Arrangement of classroom according to the condition of disabilities</li> <li>- Permission to bring PC to classroom</li> <li>- Modification of facility and equipments</li> </ul>
For Campus Life	<ul style="list-style-type: none"> <li>- Counseling by professional counselors, e.g., clinical counselor</li> <li>- Network with guardian</li> <li>- Guidance on social skill, e.g. interpersonal relationship, self-management</li> <li>- Guidance on living, e.g. taking a meal, laundry</li> <li>- Network with support center for persons with developmental disabilities</li> <li>- Linkage with the high school that he/she graduated from</li> <li>- Linkage with the special needs schools</li> </ul>
For Career	<ul style="list-style-type: none"> <li>- Supply of job vacancy information</li> <li>- Supply of guidebook for job seeking</li> <li>- Job fair</li> <li>- Program that corporate human resource managers visit institutions to introduce their company and to explain the right people for their company</li> <li>- Individual consultation for career</li> <li>- Individual consultation for resume and job interview</li> <li>- Internship, program to experience workplaces</li> <li>- Establishment of database of career information</li> <li>- Assistance to acquire the identification booklet for person with disabilities</li> </ul>

Source: 1) Japan Student Services Organization(2012), 2011 Survey on the Ability of Students with Disabilities to Get a Job, 2) Japan Student Services Organization, Survey on Support for Students with Disabilities at Universities, etc.

## 2. The Support Services for Students with Disabilities in the Higher Education Institutions in South Korea

### 1) The Laws that Are Related with the Support Services for Students with Disabilities in the Higher Education Institutions in South Korea

The education of persons with disabilities in South Korea has been based on the several laws including the Constitution of the Republic of Korea. The Constitution of the Republic of Korea(Article 31, Clause 1) stipulates that " All citizens shall have an equal right to receive an education corresponding to their abilities."; persons with disabilities should be entitled to equally receive the education according to their abilities.

And also the Framework Act on Education stipulates the right to learn and the equal educational opportunities, that is to say, all citizens should not be discriminated in education and get educated equally; in Article 3(Right to Learn), every citizen shall have a right to learn through life and to receive an education according to his/her abilities and aptitudes; and in Article 5(Equal Opportunity in Education), (1) no citizen shall be treated with discrimination in education for reasons of sex, religion, faith, race, social

standing, economic status or physical conditions, etc. and (2) the State and local governments shall prepare and implement policies for minimizing gaps in educational conditions, such as demand and supply of teachers, among the regions to enable learners to gain access to equal opportunities in education.

Act on Welfare of Persons with Disabilities stipulates the right to learn of persons with disabilities; in Article 20, Clause 1, the State and local governments shall take necessary measures to upgrade contents and methods of education, etc. so that persons with disabilities can be sufficiently educated based on age, capabilities, and type and degree of disability under the principle of social integration.

The Act on the Prohibition of Discrimination against Disabled Persons, Remedy against Infringement of their Rights, etc. stipulates the education of persons with disabilities in Article 1(Purpose), 13(Prohibition of Discrimination) and Article 14(Duty to Provide Legitimate Convenience). Furthermore, in Article 14 of the same Act, each education officer shall actively provide supports for the educational activities of persons with disabilities.

The Act on Special Education for the Disabled Persons, etc. thoroughly stipulates the supports for the students with disabilities in universities in Article 29(Special Support Committee), Article 30(Support Center for Disabled Students), Article 31(Provision of Conveniences, etc) and Article 32(Establishment of School Regulations, etc.). This Act specifies the supports for the students with disabilities in higher education institutions in Chapter 5(Higher Education and Lifelong Education).

Based on those aforementioned laws, the support services for persons with disabilities in higher education institutions have been able to be provided.

## **2) The Support Services for Students with Disabilities in the Higher Education Institutions in South Korea**

After the introduction of the special permission system for students with disabilities in 1995, as the number of students with disabilities who enter universities has increased and the necessity of supports for learning has been steadily brought up, the assistants who can help them study in the universities began to be allocated since 2005.

The enactment of the Act on Special Education for the Disabled Persons, etc. in May, 2008 made the special education support centers installed in the universities to provided the supports of special education-related services and that of the Act on the Prohibition of Discrimination against Disabled Persons, Remedy against Infringement of their Rights, etc. in 2011 made the supports of special education-related services for students with disabilities to be taken more seriously(Ministry of Education, Science and Technology, 2011).

Based on the Guide Book for the Supports for Persons with Disabilities in the Higher Education Institutions published by the Ministry of Education, Science and Technology, the support services for persons with disabilities were analyzed by dividing into three

categories; supports for campus life, supports for learning and supports for the career(See Table 6).

In South Korea, the support services for learning in higher education institutions are as follows; facility to secure the right to learn, permission to have priority right to choose the courses, staffing assistants who help them take class(taking notes, stenography, tutoring, etc.), use of teaching methods considering the conditions of disabilities (writing on the blackboard, etc.), provision of lecture note file, provision of the tasks considering the conditions of disabilities, supply of teaching materials and tools, quick maintenance or replacement of equipments, use of the proper test methods to the conditions of disabilities, implementation of the survey on their needs and the counseling, staffing, training and allocation of the assistants for students with disabilities, staffing of the assistants to help individual study in dormitory, counseling for assistants and the survey about their job satisfaction and managing the daily record keeping of assistants and provision of salary to them.

The support services for campus life are as follows; inclusion of the contents related with supports for students with disabilities to school regulation, installment and operation of special support committee, installment of support center for students with disabilities and placement of the staff exclusively responsible for the center, supply of assistive technology devices, installment of equipments, heightening of accessibility to information, staffing of assistants, supply of scholarship, supports for the mobility within campus(wheelchair, electric wheelchair, low-floor bus), crisis Counseling for the campus life of the students with disabilities, staffing of assistants who help the campus life of students with disabilities in the campus and staffing assistants who help the living in the dormitory at night.

The support services for career are as follows; workshop for career exploration(Career aptitude and interest test), provision of consultation services on how to write resume and a letter of self-introduction and how to have a job interview, customized and in-depth training, program to visit companies, education for newly-appointed faculty about support services, introduction of support center for students with disabilities to faculty and distribution of information material for faculty and students without disabilities.

<Table 6> The Support Services for Students with Disabilities in Higher Education institutions in South Korea

Types of Support Services	The Scopes of Support Services for Student with Disabilities
For Learning	<ul style="list-style-type: none"> <li>- Facility to secure the right to learn</li> <li>- Permission to have priority right to choose the courses</li> <li>- Staffing assistants who help them take class(taking notes, stenography, tutoring, etc.)</li> <li>- Use of teaching methods considering the condition of disabilities (writing on the blackboard, etc.)</li> <li>- Provision of lecture note file</li> <li>- Provision of the tasks considering the conditions of disabilities</li> <li>- Supply of teaching materials and tools</li> <li>- Quick maintenance or replacement of equipments</li> <li>- Use of the proper test methods to the conditions of disabilities</li> <li>- Implementation of the survey on their needs and the counseling</li> <li>- Staffing, training and allocation of the assistants for students with disabilities</li> <li>- Staffing of the assistants to help individual study in dormitory</li> <li>- Counseling for assistants and the survey about their job satisfaction</li> <li>- Managing the daily record keeping of assistants and provision of salary to them</li> </ul>
For Campus Life	<ul style="list-style-type: none"> <li>- Inclusion of the contents related with supports for students with disabilities to school regulation</li> <li>- Installment and operation of special support committee</li> <li>- Installment of support center for students with disabilities and placement of the staff exclusively responsible for the center</li> <li>- Supply of assistive technology devices, installment of equipments, heightening of accessibility to information, staffing of assistants</li> <li>- Supply of scholarship</li> <li>- Supports for the mobility within campus(wheelchair, electric wheelchair, low-floor bus)</li> <li>- Crisis Counseling for the campus life of the students with disabilities</li> <li>- Staffing of assistants who help the campus life of students with disabilities in the campus</li> <li>- Staffing assistants who help the living in the dormitory at night</li> </ul>
For Career	<ul style="list-style-type: none"> <li>- Workshop for career exploration(Career aptitude and interest test)</li> <li>- Provision of consultation services on how to write resume and a letter of self-introduction and how to have a job interview</li> <li>- Customized and in-depth training</li> <li>- Program to visit companies</li> <li>- Education for newly-appointed faculty about support services</li> <li>- Introduction of support center for students with disabilities to faculty</li> <li>- Distribution of information material for faculty and students without disabilities</li> </ul>

Source: These contents are extracted from the Guide Book I for the Supports for Persons with Disabilities in Higher Education Institutions published by the Ministry of Education, Science and Technology.

#### IV. The Comparison and Analysis of Support Services for the Students with Disabilities in Higher Education Institutions in Japan and South Korea

Over 90 percent of students with disabilities in higher education institutions attended in universities at the surveys in Japan and South Korea; in Japan, 13,449 students with disabilities attended in universities, junior colleges and colleges of technology; and in South Korea, 7,608 students with disabilities attended in universities(graduate schools)

and junior colleges. Namely, 10 percent of students with disabilities attended junior colleges or colleges of technology in Japan and junior colleges in South Korea. As to the employment rate of students with disabilities in colleges of technology, the employment rates of the students with disabilities in higher education institutions were 49.9 percent in Japan and 41.08 percent in South Korea; the employment rate of students with disabilities after the graduation from higher education institutions in Japan is higher than that in South Korea, but given that the employment rate of students without disabilities in Japan is 60.9 percent, they are relatively high percentage. As to the types of disabilities, students with physical disabilities showed the highest employment rate among the students with other types of disabilities.

In Japan, except the Act on the Supports for Persons with Developmental Disabilities, there was no law that contains the articles that directly deal with the higher education of persons with disabilities, even though the Constitution of Japan, Basic Act on Persons with Disabilities and Disability Discrimination Act contains the contents related with the prohibition of discrimination against disabilities. However, even the Act on the Supports for Persons with Developmental Disabilities is not being considered as the basic law for the supports for students with disabilities in higher education institutions, because it does not thoroughly stipulate the organization, budget, staffing, the contents of services to provide supports for the students with disabilities in higher education institutions.

In South Korea, even though the Constitution of the Republic of Korea, Act on Welfare of Persons with Disabilities and Act on the Prohibition of Discrimination against Disabled Persons, Remedy against Infringement of their Rights, etc. prescribe the rights of persons with disabilities and the prohibition of discrimination against disabilities, they do not directly mention higher education of persons with disabilities. Only the Act on Special Education for the Disabled Persons, etc. stipulates the higher education of persons with disabilities, but it is not enough to be the applicable Act for the higher education of persons with disabilities.

No specific law for the higher education of persons with disabilities does not exist in Japan and South Korea, but the higher education of persons with disabilities is stipulated partially in the Act on the Supports for Persons with Developmental Disabilities in Japan and Act on Special Education for the Disabled Persons, etc. in South Korea.

The support services for students with disabilities were analyzed by dividing into three categories including supports for learning, supports for campus life and supports for career. As to the supports for learning, both countries have provided the supports for taking class, mobility and facilities. As to the supports for career, both countries have provided information on, consultations and briefing sessions about job-seeking and future employers(companies). However, there were differences in the supports for campus life between two countries. In Japan, the supports for campus life have been provided through the network with experts, support center for persons with

developmental disabilities, the high schools that students with disabilities graduated and special needs schools to help the adjustment of students with disabilities into campus. In South Korea, the supports for campus life have been provided by staffing assistants for students with disabilities to meet the needs that may not be met through the improvement of physical environments within campus. They help students with disabilities take classes, eating and move within campus(Higher Education Support Center for Students with Disabilities, 2013)

<Table 7> The Current State of Students with Disabilities and Supports Services for Them in the Higher Education Institutions in Japan and South Korea

	Japan	South Korea
Number of Students with Disabilities	13,449	7,608
Number of the Employed Students with Disabilities After Graduation	684(49.9%) <sup>4</sup> Students with physical disabilities were employed the most after graduation(169 students)	405(41.8%) <sup>5</sup> Students with physical disabilities were employed the most after graduation(183 students)
Support Services for Students with Disabilities	<ul style="list-style-type: none"> <li>- Supports for learning: Permission to record during class, time extension for examination and individualized test and modification of facility and equipments</li> <li>- Supports for campus life: Networking with experts, guardians, support center for students with developmental disabilities, the high schools that students with disabilities graduated, special needs schools, etc.</li> <li>- Support for Career: Provision of job-related information and consultation and briefing session on job-seeking and companies</li> </ul>	<ul style="list-style-type: none"> <li>- Supports for learning: Staffing assistants, supports for registering for courses, staffing assistants who help them take class(taking notes, stenography, tutoring, etc.), - supply of teaching materials and tools</li> <li>- Supports for school life: Provision of the support for the campus life as well as learning itself as staffing assistants for students with disabilities</li> <li>- Support for Career: Workshop, consultations for how to write resume, etc. and image making</li> </ul>

## V. Considerations

From the comparison of and analysis on the current state of and supports for students with disabilities in higher education institutions in Japan and South Korea, future tasks were derived.

First, the laws to deal with the supports for the students with disabilities in higher education institutions need to be modified or legislated. As aforementioned, while the number of the students with disabilities who enter higher education institutions has

<sup>4</sup> See Table 2-1 and 2-2

<sup>5</sup> See Table 2-3 and 2-4

increased, there is no law to specify the supports for students with disabilities in higher education institutions. As whether or not to have the law affects the establishment of system and the implementation of services significantly, the legislation of the law that specifies the supports for students with disabilities needs to be emphasized.

Second, the supports services that are currently provided in higher education institutions need to be expanded. Because there is no law to specify the supports for students with disabilities, there is no unified support system or regulations, either. Therefore, while some higher education institutions consider the supports for students with disabilities as important, others do not. In Japan, according to the report on the Survey on Support for Students with Disabilities at Universities, etc., only 621 institutions, which account for about the half of total 1,190 institutions, have provided the supports for learning of students with disabilities; even the 621 institutions have partially provided the supports for students with disabilities. In South Korea, in result of the evaluation of the actual state of the support services for the educational welfare of students with disabilities in 192 universities and junior colleges in 2008 by the Ministry of Education, Science and Technology, it was found that 112 institutions need to be improved.

Third, it is necessary that career education is required for the successful employment of the students with disabilities; if students with disabilities are provided with proper and sufficient support services, they will enter into society or labor market successfully.

The customized career education for students with disabilities considering the characteristics of their disabilities should be implemented along with the career education for students without disabilities. When the institutions' resources to carry out the career education according to the types and characteristics of disabilities are limited, they can network with the agencies that are responsible with the employment of persons with disabilities, because those agencies have provided various services including evaluation of occupational capacity, job placement service and follow-up services. Furthermore, based on the employment quota system for persons with disabilities, institutions may run internship or work adjustment training by networking with the companies that must hire persons with disabilities.

In Japan, as the entrance of students with disabilities into higher education institutions and the establishment of support service system for their higher education have gained the interest in the society, the support services for students with disabilities have been reviewed once a year. In South Korea, as the support services for students with disabilities in higher education institution also have gained the interest from society, the Guide Book for the Supports for Persons with Disabilities in Higher Education Institutions has been published and various services have been developed. The successful delivery of support services to students with disabilities in higher education institutions in Japan and South Korea will significantly affect the promotion of the employment of students with disabilities.

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