KEPAD's participation into PEN-International

Korea Employment agency for the Disabled(KEPAD)

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I. Institution Overview

1. KEPAD

(Korea Employment Promotion Agency for the Disabled, www.kepad.or.kr)

○ Government Agency for People with Disablities under the ministry of Labour established to promote people with disability's full participation into society through jobs by improving their employability and creating fair opportunities for decent work.

○ Organization Structure : Headquaters, R&D Institute, 5 Vocational training centers, 15 local branch offices

2. Ilsan Vocational Training Center

○ As one of 5 vocational training centers of KEPAD, we provide students with Disability with Career Courses at Technical college level.

○ Courses

  - Mechanics, Electronics, Design, Jewelry Crafts, Media Printing

  - Specialized Courses for the Deaf / the visually impaired

○ Organization

	Dept.	Team	Responsibilities
Dean	Dept. of Competency Development	Specialized Training Team	Specialized Course for the Deaf /Blind
		Customized Training Team	Managing Customized Training with Enterprises
	Dept. of Vocational Rehabilitation	Admin Team	Budget, Facility management, PR
		Rehab & Counselling Team	Enrollment, Assessment, Follow-up services

○ Faculty and Staff in Total : 50 persons

○ Students enrolled : 200 persons (※ 40 Deaf students)

II. Collaboration with PEN-International

1. Background

- ○ Deaf people in Korea have been limited to the access to professional education opportunities due to communication barrier. It limited their professional job opportunities in turn and most of Deaf people ended up working in low waged labour jobs. Moreover, their relatively higher job turnover rate and workplace adaptation problems have been affecting their employment negatively.

- ○ Hence, KEPAD initiated the project to improve access for the Deaf at the post-secondary level and the quality of education in Korea by partnering PEN-International. We have been benefiting

accumulated knowledge from the NTID in benchmarking their system.

Ultimately, KEPAD supports Deaf and hard of hearing people to achieve a fulfilling work life as a competent worker.

2. Project History

2005.7   Agreement for mutual cooperation with PEN-I

2005.10   Faculty and Staffs training in the NTID (Overall system)

2006.3   KEPAD and PEN-I set up a Five-Year Action plan

2006.3   Attends the PEN-I Conference in Beijing

2006.6   Faculty Training in the NTID (Counselling)

2006.9   Developing 『a Sign Language Dictionary for Technical terms (Mechanics)』

2006.9   Specialized course for the Deaf started at Ilsan Vocational Training Center

2007.3   Faculty Training in the NTID (Classroom Communication)

2007.11   Publishing 『A Guidebook for Teachers who are engaged in Deaf Education (NTID Class Act)』

2008.3   Cross-Cultural Student Exchange program with DLS-CSB(De La Salle-College of Saint Benilde) in the Philippines

2008.6   Attends the PEN-I business meeting & NTID   Symposium

2008.12   Publishing a Counseling guidebook for Deaf students

2009.3~5   Faculty training (PEPNet model benchmarking)

2009.7   Developing a curriculum to introduce communication skills program for the Deaf (in progress)

III. Achievement with PEN-International

1. Setting up a specialized course for the Deaf

○ Start Date : 2006.9.4

○ Target Course : Mechatronics (Mechanics+Electronics)

○ Duration : Maximum 2years

○ Curriculum Focus

- Technical Skills

  : Machine Processing(CNC, MCT), 3D CAD/CAM, Modelling

- Social Skills programs

  : People Skills, Professionalism, Self-management, Public lecture,

Camps

- Communication Skills programs

  : Presentation skills, Writing skills, job interview role-playing

○ Faculty and Supporting staffs

		Responsibility	Persons	
Faculty		Technical Skills	3	
		Social Skills program	1	Deaf
		Communication Skills	1	
Supporting Staffs		sign language Interpreter	2	
		Counsellor	1	Deaf

○ Students (2008. June)   (Unit: person)

	Enrolled	Graduates	Average period for Course completion
Total	16	34	A Year and five months

○ Educational Accomplishments

    - Attainment Rate of the Technician Certificates of the Graduates :

    55%

    - Awards in local technician competition for people with disability :

    11persons

    - Semi-Skilled technicians : Machine Processing(CNC, MCT), CAM

    - Employment Rate of the Graduates : 100%

    - Job Retention Rate : 65% (2009. 7.)

2. Faculty Development

○ Faculty Training in the NTID

| Dates	Number of persons	Programs
2005.10.28~11.6	6	NTID operation system overview
2006.6.14~6.22	4	Counselling Programs
2007.3.3.~3.11	4	Classroom Communication
2009.3.5~5.5	2	PEPNet model benchmarking

○ In-house training

   - Running a Sign Language program for the faculty

○ Outcomes

   - Training heightened awareness about different educational needs of Deaf students and improved expertise of faculty in terms of instructional technology.

   - Faculties are motivated to develop learning aids to maximize learning of Deaf students and made an effort to apply effective instructional technology for the Deaf in class.

   - Outreach activities such as hosting workshops and publishing reports and books have been doing to share information and knowledge with other institutions.

3. Developing and distributing Learning Aids for the Deaf

1) WBT (Web-Based Training Program)

: It is developed by the Faculty and Professionals to support learning

for Deaf students. And, a sign language Dictionary of Technical

terms is developed in order to fully utilize the WBT program.

#1 WBT Screen	#2 WBT Screen
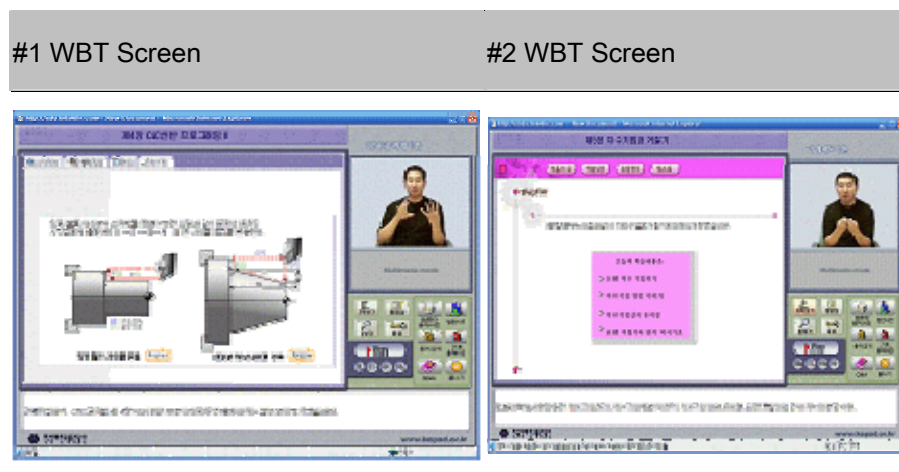
○ Main Features

- Accessible Anytime and Anywhere through Internet

- Visualized lecture Screen (Animation is included)

- Sign language Clip and Captioning

- Magnifier and Voice lecture for students with visual impairment

- Dictionary link , O&A board

○ Effects

- Meeting Individualized Learning needs and pace

- Promoting better understanding with its visualized lectures

- Maximizing teaching and learning in class through blended learning

- Benefiting students with other types of disability with its Universal Design

- Heightening Self-study motivation

2) Developing a Sign Language Dictionary for Technical terms(Mechanics)

Book cover	Contents

: It is developed by the Faculty and professionals(a project team with Korean federation for the Deaf) to support learning and to fully use WBT program.

There is a lack of unified and standardized sign language to deliver the exact meaning of technical terms. Different sign languages with different sign language interpreters for the same word make students confused.

Moreover, as Deaf students have limited vocabulary in general, they have difficulties in understanding terms in fingerspelling.

This tends to make students bored in class.

○ Main Features

- 376 technical terms with Explanations of Sign expression

○ Dissemination

- 220 copies distributed to educational institutions and technical colleges

3) Publishing a Guidebook for Teachers who are engaged in Deaf Education

: NTID 'Class Act' is introduced in Korean to support Classroom Communication in Deaf education. This is the first kind of materials introduced in terms of instructional technology in Deaf education.

This has met the needs for a guidebook for teachers engaged in Deaf education from the field.

Book cover
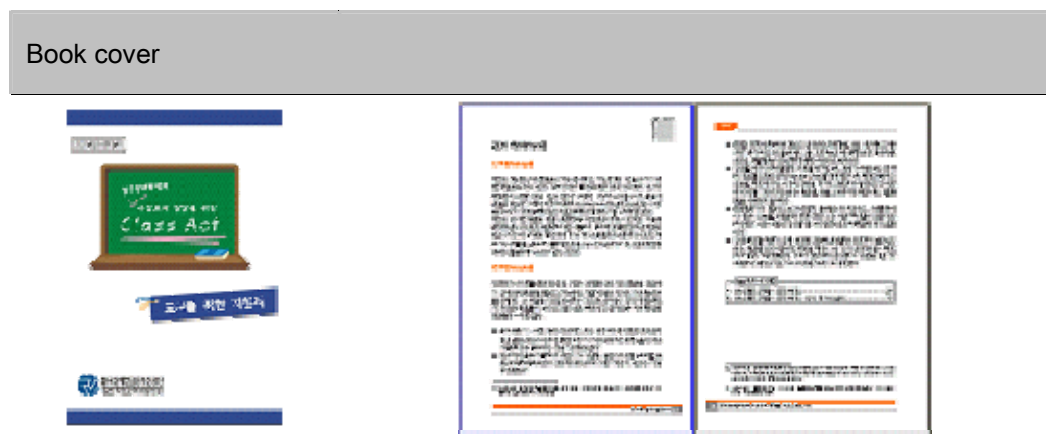
○ Main Features

- Translation of NTID Class Act in Korean

（Classroom Communication, Support Services, Learning Environment)

- Frequently used Sign language for Teachers

- Case study of a specialized course for the Deaf in KEPAD

○ Dissemination

- 412 copies distributed to 269 educational institutions in Korea

4) Developing MBTI Video with Sign language Clip for the Deaf

#1 MBTI Video Screen	#2 MBTI Video Screen

: It is developed by the professionals to improve Reliability of the

 test for the Deaf by supplementing Sign Language Video Clip and

 approved by the Korean Psychological Testing Institute retaining

 the Copyright of Korean version of MBTI assessment

 As it was a word-based survey, the reliability of the test can be

problematic for the Deaf who are limited in vocabulary and reading

and there are issues with different sign languages with different

sign language interpreters for the same word

5) Publishing an adviser's guide to counseling Deaf and Hard of hearing
   students

: It is developed by faculties and professional counselors at NTID

to give advice to counseling of Deaf students in educational

environment.

This book dealt with cultural and communicational differences of

the Deaf and introduced useful counseling methods along with

case studies. Dr. Adams, the chair of the counseling center and Ms.

Twyman in NTID participated as advisers for this book.

#1   Book cover

○ Dissemination

   - 600copies distributed to 116educational institutions in Korea

5. Building a Deaf-Friendly Learning Environment

1) Flash Lights for gaining attention

#1 Flash Lights on the ceiling

#3 Remote Controller

   - Using Remote controller to flash lights on the ceiling

   - Flashing Lights gains students' attention

2) Lights for Sign Language interpreter

#1 Lights for interpreter

- Installing angle-flexible lights to secure sufficient light for sign language interpreter when the overhead is being used in the dark.

3) Improving Awareness about Deafness

○ Encouraging faculties and staffs to learn sign language

(Installing Sign language learning Board, Regular sign language learning program for Faculties, etc)

○ Publishing a poster containing communication tips for the Deaf in the workplace :

『 10 Tips for Better Communication with Deaf workers』

IV. Challenges and Issues

1. The Need of strengthened linkage between secondary and post-secondary level education

- More academic preparation needed for Deaf students before they start post-secondary level education

2. The Need of implementing a transitional program for the Deaf

- Along with academic knowledge or technical skills, there is a big need for implementing programs to strengthen Social and communication skills of Deaf students in their transition period.

3. The Need of implementing professional training program for educators in Deaf education

   - There is no professional training program available for educators and prospect teachers in Deaf education to improve their expertise.

4. The Need of Strengthening Domestic and International Network

   - More activated network with domestic educational institutions to lead a synergy effect is needed.

   - More information exchange and sharing knowledge between PEN-Int'l partner institutions through conferences and collaborative Research and Development