

# EXPLORING THE STRUCTURALIZATION OF THE APPLICATION TYPE OF "LIFELONG EDUCATION : (VERSUS) HIGHER EDUCATION" CUSTOMIZED FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES: FOCUSING ON HUB UNIVERSITY'S VISION OF INFRASTRUCTURE

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## Abstract

*The purpose of this study is to explore the application structure of customized "lifelong education: (versus) higher education" for individuals with developmental disabilities in two types. As for the research method, expert consultation was composed secondary with literature analysis as the primary procedure. The contents of the study were presented by classifying the application structure of customized lifelong education versus higher education for individuals with developmental disabilities into two types. Accordingly, the first research content is a school type-centered structure, which can be understood as a type that focuses on higher education while linking aspects of lifelong education. And the second research content is a structure centered on the type of independent life of individuals with developmental disabilities, which can be understood as a type that focuses on lifelong education while linking with the aspects of higher education. As a result of the study, the aspect that the research contents considered above can be gradually realized through the currently established infrastructure at Daegu University in the current situation in Korea has been improved.*

**Keywords:** Developmental Disability, Lifelong Education, Higher Education, Application Type, Structuralization

## 1. INTRODUCTION

Learners who have completed the special education curriculum at school age are adults. Unlike school age, adulthood is not a support system for compulsory education, so there is a limitation in that educational opportunities are not actively guaranteed [1, 2]. Accordingly, there are many voices calling for the enactment of the "Lifelong Education Act for the Disabled" in the current situation, but there is a limitation in that related infrastructure (organization, professional manpower, curriculum, etc.) is not activated [3-5]. In particular, among the types of disabilities, the need for adult education is more emphasized and important for people with developmental disabilities whose main purpose is to finally lead an independent life based on functional life-oriented adaptation behaviors [6-8].

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Adult education for individuals with developmental disabilities largely includes two support systems: higher education and lifelong education [9]. Depending on the view, higher education can be categorized as part of lifelong education, but the above two are also classified according to professional methods and differences in position. However, what should not be overlooked here is that both of the above aspects are necessary for education on independent life of individuals with developmental disabilities [10]. Then, how should the above two educational support systems be linked to apply to individuals with developmental disabilities? For the purpose of this study, the contents of the study will be considered in detail.

## **2. RESEARCH METHOD**

Literature analysis was conducted first as the method of the study. Literature analysis was conducted by collecting previous studies examining the necessity of higher education and lifelong education for the independent life of individuals with developmental disabilities [1-3][4-6][10][11-13][14-16][17-18][19-21][22]. However, as a result of literature analysis, the necessity of the above two educational support systems was discussed, but the model or strategy for the structure system that applied the above two in parallel was very insufficient. Accordingly, the main components and perspectives of the research contents were extracted through expert consultation over a total of 5 times (about 40 minutes per session). This was reflected as a result of the research contents.

## **3. EXPLORING THE STRUCTURALIZATION OF THE APPLICATION TYPE OF "LIFELONG EDUCATION : (VERSUS) HIGHER EDUCATION" CUSTOMIZED FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES**

### **3.1 Structure Centered on School Type: Focus on Higher Education Linked to Lifelong Education**

The school type-centered structure focuses on higher education while reflecting the flow and context of lifelong education. Higher education generally reminds us of the university curriculum, but further emphasizes the dimension of being able to guide the independent life of individuals with developmental disabilities in a long-term and stable form. Accordingly, higher education can be actively applied through the subject-centered curriculum in relation to the independent life guidance of individuals with developmental disabilities, and various areas (residential life, job life, leisure and cultural life, social life, etc.) can be systematically applied. In addition, higher education can specifically utilize the meaning and perspective of lifelong education with the advantage of the nature and context of the operation form of the long-term curriculum. In other words, basic literacy education, vocational competency development improvement education, civic participation education, and culture and arts education, which are the curriculum areas of lifelong education, can be reflected as major areas for organizing and operating subjects. Through this, the foundation of higher education can materialize the direction of lifelong education for independent living of individuals with developmental disabilities.

In order to apply the above types, the application allocation structure of majors, universities, and related institutions must be systematized. In other words, the major department of special education can be considered primarily because it is improved in terms of school type while focusing on the independent life and job life of individuals with developmental disabilities. Accordingly, individuals with developmental disabilities who have completed their major can go to university in the future and receive higher education focusing on independent life. After that, lifelong education linked to higher education outcomes can be guaranteed by individual demands and choices from various lifelong education-related institutions. Through this flow and roadmap, an application structure centered on school types can be practiced.

### **3.2 The Structure Centered on the Type of Independent Life of Individuals with Developmental Disabilities: The Focus Type of Lifelong Education Linked to Higher Education**

The application structure that focuses on the type of independent life of individuals with developmental disabilities has the characteristics of a lifelong education focus linked to higher education. The types of independent living of individuals with developmental disabilities appear at various levels, ranging from unemployment, part-time employment, residential life dependent on parents and family, and facility life such as group home. Accordingly, the demand for lifelong education of individuals with developmental disabilities is also very diverse. However, although the above application structure focuses on the lifelong education support system of an autonomous nature by individual selection and demand, it was considered that the context of higher education should be reflected so that the lifelong education support system can be developed more long-term and stable. The above application structure may tend to be applied at the level of education programs rather than subject-centered curriculum, but the need for education programs to be reflected in the form of long-term operating system and performance management was equally emphasized.

In the above application structure, individuals with all developmental disabilities who have completed special education can be considered as subjects of learning. However, since the above application structure should also be applied in a long-term and stable level and form in the educational program itself, it is necessary to select related institutions with primary priority among various related institutions. In this regard, it may be a relative discussion, but as a primary related institution, a university-affiliated lifelong education center can be considered as a representative. Although the situation and conditions of each university are different, various educational programs can be organized to guide individuals with developmental disabilities around the university's various R&D infrastructure. Of course, lifelong education centers for individuals with developmental disabilities can also be considered primary related institutions, but universities are more advantageous in leadership that can closely affect local related institutions at the level of educational R&D. Accordingly, the above application structure places a great emphasis on lifelong education centers affiliated with universities. Based on this, individuals with developmental disabilities can manage the results of lifelong education through various other related organizations in the future.

## **4. CONCLUSION**

This study examined the overall application support system and strategy of adult education in which individuals with developmental disabilities can actively receive higher education and lifelong education to achieve independent living. The universal premise that the above two educational support systems are necessary for the achievement of independent life of individuals with developmental disabilities can be sympathized, but more essentially, it is meaningful to consider ways to revitalize linkage between lifelong education-related institutions. In order for the two types discussed above to become a reality, it is necessary to analyze in detail how much related infrastructure is built in the current composition. As a result of the analysis, it appears that Daegu University is a university that can encompass both the perspectives of lifelong education and higher education of individuals with developmental disabilities. In fact, Daegu University is promoting the establishment of a developmental rehabilitation department, and is also building a K-PACE center under the Lifelong Education Center that operates higher education programs for individuals with developmental disabilities. If a more in-depth and detailed model network is established for the two types considered in this study, focusing on the above infrastructure, it will be possible to view strategies that can be distributed and expanded not only in Daegu but also in the country. In this regard, a follow-up study is needed to design a lifelong education and higher education linkage model at the national level for individuals with developmental disabilities centered on Daegu University's infrastructure.

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