

A Study on the Linkage Model Between Institutions Related to Lifelong Education for People with Developmental Disabilities Based on the K-PACE Center of Daegu University: A Perspective on the Whole Life Cycle for People with Developmental Disabilities

¹Young-Jun Kim, ²Wha-Soo Kim, ³Kun-Yong Rhee

¹Research Prof., Center for Extracurricular Activities, Chosun Univ., Korea

²Prof., Department of Speech-Language Pathology, Daegu Univ., Korea

³President, Daegu Cyber Univ., Korea

helperman20@hanmail.net, whasoolang@daegu.ac.kr, jutsg@naver.com

Abstract

The purpose of this study was to form a linked model in which local institutions related to lifelong education for the disabled can cooperate based on the Daegu University K-PACE Center. The contents of the study started with recognizing the problem that the adult-centered lifelong education support system does not effectively cope with these factors, even though the independent life of people with developmental disabilities is a major factor determining the quality of life. Regarding this problem recognition, this study primarily emphasized the view that educational support for independent life of people with developmental disabilities should establish the context of the school foundation. The context of the school foundation is established for lifelong education centered on adulthood for people with developmental disabilities because the curriculum is embodied through the standards of subject matter education. In this regard, the Daegu University K-PACE Center, which established a curriculum that supports the independent life of people with developmental disabilities in terms of linking higher and lifelong education, actually reflects the context of the school foundation. As a result, this study prepared a strategy that could be considered as a transition to advance the curriculum organized by the Daegu University K-PACE Center, and the strategy was secondarily reflected as a procedure that could be linked to local lifelong education-related institutions for the disabled. Finally, this study presented a form of transition in which people with developmental disabilities can access the curriculum of lifelong education through the connection of local lifelong education-related institutions for the disabled, centering on the entire life of adulthood.

Keywords: K-PACE Center at Daegu University, Lifelong Education, Related Institutions, Linkage Model, People with Developmental Disabilities

1. INTRODUCTION

The lifelong education support system for people with developmental disabilities has the ultimate purpose and value to lead an independent life[1]. The learning attributes and contexts of independent life for people

Manuscript received: December 15, 2021 / revised: March 1, 2022 / accepted: March 8, 2022

Corresponding Author: whasoolang@hanmail.net

Tel: +82-53-850-4324, Fax: +82-53-850-4329

Researcher, Department of Speech-Language Pathology, Daegu Univ., Korea

Copyright©2022 by The International Promotion Agency of Culture Technology. This is an Open Access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/4.0>)

with developmental disabilities have characteristics that can be achieved around the entire life cycle[2, 3]. In addition, in order to ensure a long-term learning process for the independent life of people with developmental disabilities, above all, the contents of the curriculum that are interconnected and integrated by the entire life cycle must be established[4]. Furthermore, not only the long-term curriculum base for the independent life of people with developmental disabilities, but also organizational institutions that can actually realize it should be supported[5, 6]. Taken together, the main key is how to lay the foundation for the organization and curriculum for the independent life of people with developmental disabilities.

There will be no officials who cannot sympathize with the above perspective. However, it is not easy to present concrete action measures to realize this. The main reason is that the foundation of the curriculum is diversified as well as the organizational foundations such as welfare centers for the disabled and lifelong education centers for the developmentally disabled are actively established in the current practice trends related to lifelong education for the disabled, but the contents of the application and effects of the curriculum are not easy to approach the independent life of people with developmental disabilities in the long term[7, 8]. For example, it is not easy for people with developmental disabilities to freely and continuously access welfare centers for the disabled for the demand for lifelong education during adulthood. Budget support at the national level can be discussed at the policy level over this limited situation, but in more detail, it is necessary to focus on restructuring the current organizational and curriculum of lifelong education-related institutions for the disabled. In other words, it is to seek a strategy for restructuring within the scope of utilizing the infrastructure related to the current lifelong education organization and curriculum for the disabled.

The organizational foundation for long-term application of the lifelong education curriculum for people with developmental disabilities corresponds to schools[9-10]. However, education for people with developmental disabilities in adulthood is not a mandatory education system like school age, so it is difficult to directly reflect the school foundation education. As an example, it is impossible to meet the demand for lifelong education for people with developmental disabilities in adulthood in special schools centered on school age. In this situation, special education centered on school age requests and relies on local related organizations rather than special schools for lifelong education for people with developmental disabilities in adulthood[11, 12]. In addition, local related organizations that depend on and request for lifelong education for people with developmental disabilities in the school-age special education field are also focused on the welfare center for the disabled, which is active in functional training and recreation-oriented education programs rather than having school forms or foundations[13-15]. In particular, a customized lifelong education center is established and operated to revitalize the lifelong education support system for people with developmental disabilities at the national level, but it does not have the nature and context of the school foundation[16, 17]. Accordingly, lifelong education centers installed for people with developmental disabilities tend to overlap similarly in terms of expert qualifications, work, and organization with existing welfare centers for the disabled[1][9][11, 12]. In addition, the tendency to physically guarantee opportunities for lifelong education at the hardware level cannot be ruled out for those with developmental disabilities with insufficient opportunities unlike the demand for lifelong education.

It is also impractical to establish a new lifelong education institution with the foundation and character of a school for those with developmental disabilities in adulthood over the above limiting situation. If so, how can the foundation of the organization and curriculum for lifelong education in the foundation and context of schools be applied to people with developmental disabilities? In this regard, relatively various interests may be raised from the perspective and value perspective, but the current infrastructure may be analyzed in detail to develop the possibility of utilization. In other words, the school foundation for long-term lifelong education of people with developmental disabilities reminds us of the context of higher education, and universities can

be considered as a representative part of it[1-3][8-10][18-20][21]. Although not all universities have abundant infrastructure related to lifelong education for those with developmental disabilities, it is necessary to consider a lifelong education support system for those with developmental disabilities in the context of higher education, focusing on "base universities" that are actively building related infrastructure. In the process of discussing this need, there may be a lot of controversy over universities that fall under "base universities. However, Daegu University's K-PACE Center, which is actively accumulating excellent cases in terms of regular subject matter education and extracurricular activities, can be considered as a representative example for people with developmental disabilities. Daegu University's K-PACE Center is a higher education program for people with developmental disabilities who have introduced and operated cases of universities located in the United States, but has the characteristics that people with developmental disabilities after secondary education can access as the basis for lifelong education. In fact, Daegu University's K-PACE Center is not only installed and operated under the Lifelong Education Center, but also provides education and support for independent lives such as employment links for people with developmental disabilities[22].

Daegu University's K-PACE Center is also one of the institutions related to lifelong education for the disabled in the region, but above all, the foundation of the curriculum related to the independent life of people with developmental disabilities is systematized in the form of regular curriculum. In addition, the Daegu University K-PACE Center maintains the level of the foundation of the school for its organizational characteristics. Accordingly, at the location of the base, Daegu University's K-PACE Center can expect leadership that can restructure the foundation of the organization and curriculum of local related institutions such as welfare centers for the disabled and lifelong education centers for the developmentally disabled. Specifically, the Daegu University K-PACE Center can be realized by systematically establishing standards for independent life-oriented subject matter education for people with developmental disabilities based on university education cases in the United States, and systematically establishing related teaching and learning methods and evaluation management cases. Daegu University's K-PACE Center is building areas of the curriculum with teaching and learning, career and job guidance, life guidance, and in-depth social participation courses for the independent life of people with developmental disabilities. Among the areas of the above curriculum, teaching and learning, career and job guidance have the advantage of being applied in conjunction with other related institutions in the region, welfare centers for the disabled and lifelong education centers for the developmentally disabled. In the teaching and learning area of Daegu University's K-PACE Center, various activity tasks are being implemented under subject standards such as "communication and self-expression," "career and vocational education," "economy and independent life," and "expressing a happy life as a story." These curriculum standards have characteristics and contexts that can be applied in connection with basic literacy education, civic participation education, vocational ability development education, humanities literacy education, and culture and arts education, which are the curriculum areas of lifelong education for people with developmental disabilities. In addition, the above curriculum standards can manage individualized lifelong education plans (ILEPs) for people with developmental disabilities through a multi-year system according to the school foundation of the Daegu University K-PACE Center. Through this, the Daegu University K-PACE Center minimizes the limitation of the end of the guarantee of a regular curriculum related to independent life in school age for people with developmental disabilities. Furthermore, the contents and educational methods necessary for the regular curriculum in the entire life of adulthood can be specifically guaranteed according to the "educational and learning position".

Taking the above aspects together, Daegu University's K-PACE Center can play a pivotal role not only in regional institutions centered on adulthood for people with developmental disabilities, but also in special schools and majoring courses centered on school age. Daegu University's K-PACE Center is not operated as a

system for people with developmental disabilities to obtain degrees, but as a system under the Lifelong Education Center, it maintains a system of subject matter education and extracurricular activities. In order to contribute to lifelong education for people with developmental disabilities, the expected effects of the Daegu University K-PACE Center to lead the linkage between related organizations can be reviewed in various ways. The plan that the K-PACE center of Daegu University can be internally advanced is to develop K-PACE itself as a regular department unit. In order to expand the scope of the expansion, it is to establish an integrated composition system for lifelong education support system for people with developmental disabilities in cooperation with related organizations of lifelong education for the disabled in the region. Lifelong education for independent living of people with developmental disabilities should reflect both the perspective of education and welfare, but the perspective of education that constitutes the standard of independent life-based subject matter education should be systematized primarily, including microscopic dimensions such as "the perspective of class design" that people with developmental disabilities learn and recognize. In this regard, it is not clear how much internalization of Daegu University's K-PACE Center has been guaranteed. However, Daegu University's K-PACE Center should establish an evidence basis for actively establishing an educational position and linking welfare infrastructure by realizing more developmental perspectives and practical tasks. If this aspect is premised, the Daegu University K-PACE Center can maintain a pivotal one-stop system for institutions related to lifelong education for the disabled in the region.

Therefore, the purpose of this study was to form a model in which local lifelong education-related institutions for the disabled can be linked based on the K-PACE Center of Daegu University. This is based on the perspective of the entire life cycle viewed from the adulthood of people with developmental disabilities to school age. The contents of this study are expected to have a value that can contribute to practice by specifying the lifelong education support system for the disabled in Korea from the perspective of people with developmental disabilities.

2. RESEARCH METHOD

The research method is expert consultation, and experts consulted with each other to form Figure 1.

Expert consultations were conducted for two months (10 times in total, about 50 minutes per session), and were conducted as a procedure to complete the resulting schematic to be reflected in the research contents through consultation by each expert, not in the form of interviews. Experts formed the basic model of Figure 1 through mutual consultation before specifically seeking the model of the research content. The basic model of Figure 1 focused on the influence that the area of the curriculum established by the K-PACE Center of Daegu University can provide to special education institutions centered on school age and lifelong education institutions for the disabled in adulthood. First, in the model of Figure 1, the Daegu University K-PACE Center is installed under the Lifelong Education Center, but it is part of a higher education program for people with developmental disabilities, so it emphasizes the perspective that can be linked to school-age-oriented special education institutions. In fact, Daegu University's K-PACE Center consists of the areas and contents of the curriculum linked to the special education curriculum centered on school age, so it includes both higher and lifelong education in the form of adult continuing education linked to the school age perspective. Accordingly, the Daegu University K-PACE Center emphasizes in terms of "university-based" the basis and context for the deepening development of special education institutions centered on school age, such as special schools and majoring courses, into the category of adult continuing education. In other words, in the field of special education centered on school age, there is a possibility that the basic curriculum composed for students with developmental disabilities will be linked to the context and level of adult life through the Daegu University K-PACE Center.

Next, the basic model in Figure 1 included the possibility that the curriculum of the Daegu University K-PACE Center could not only reflect special education centered on school age in the form of continuous education, but also link to lifelong education related to the disabled. This is the result of seeing Daegu University's K-PACE Center as a common category of local related institutions such as welfare centers for the disabled and lifelong education centers for the developmentally disabled. The current Daegu University K-PACE Center has an institutional foundation for people with developmental disabilities to enter in terms of individual choice and demand, making it difficult to provide educational opportunities to most people with developmental disabilities. Accordingly, the contents and plans of the curriculum composed by the K-PACE Center of Daegu University can be considered to be distributed to local related organizations such as welfare centers for the disabled. Through this, people with developmental disabilities in adulthood who have completed special education in school age can be more freely and easily guaranteed opportunities and achievements for lifelong education at various institutions in terms of institutions such as economic and admission conditions.

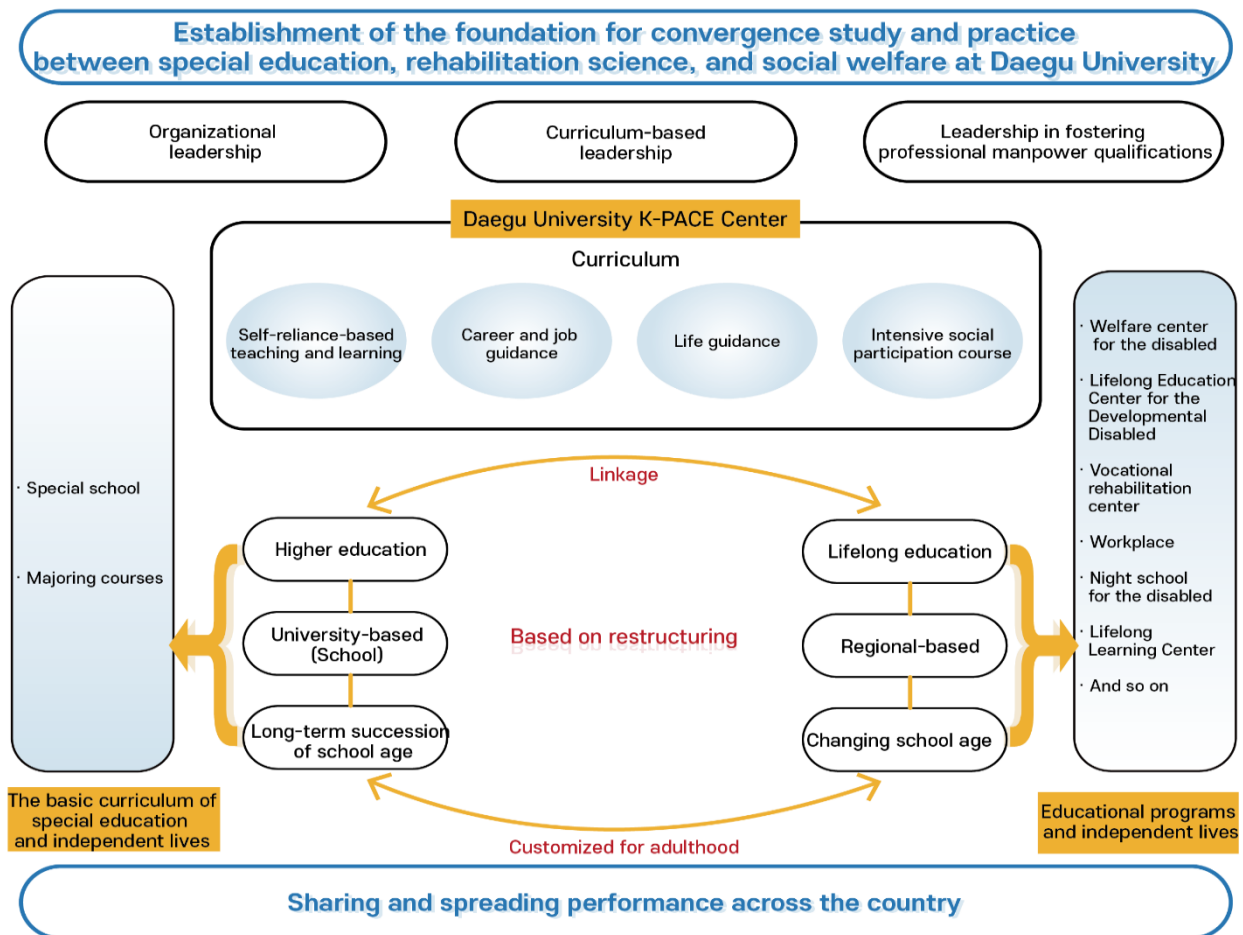


Figure 1. A roadmap for promoting cooperation among institutions related to lifelong education for the disabled in the region of Daegu University's K-PACE Center

However, Figure 1 shows that the Daegu University K-PACE Center may have a relatively different perspective or dimension of cooperation with special education institutions centered on school age and lifelong education institutions for the disabled centered on adulthood. First, the cooperative foundation that Daegu University K-PACE Center gives to special education institutions centered on school age such as special

schools is a plan to further develop subject matter education, which is the basis of basic curriculum composed in the special education level of school age. Next, the cooperative foundation provided by the K-PACE Center of Daegu University to local related organizations such as welfare centers for the disabled and lifelong education centers for the developmentally disabled is a part that can specify the guidelines and contents of subject matter education at the level of education programs. Since the K-PACE center of Daegu University includes both the perspectives of lifelong education and higher education for people with developmental disabilities at the base, it can enhance the advantages of common and mutual discrimination cooperation between special education institutions centered on school age and lifelong education institutions centered on adulthood. As a result, in the basic model of Figure 1, the K-PACE Center of Daegu University emphasized the view that higher education and lifelong education for people with developmental disabilities can lead to mutual linkage. The leading competence was also emphasized based on organization, curriculum, and professional manpower qualification. In addition, the basic model of Figure 1 also emphasized the viewpoint that the application procedures are not determined by the problems in the K-PACE center of Daegu University. In other words, it is suggested that a convergent approach of special education, rehabilitation science, and social welfare belonging to the academic field and major unit that can affect the curriculum foundation formed at K-PACE center of Daegu University is required.

3. THE LINKAGE MODEL BETWEEN INSTITUTIONS RELATED TO LIFELONG EDUCATION FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES BASED ON THE K-PACE CENTER OF DAEGU UNIVERSITY

Based on the leadership of the K-PACE Center of Daegu University, the linkage model between the lifelong education institutions for the disabled for the independent life of people with developmental disabilities was finally formed like Figure 2. Basically, the linkage model of Figure 2 was formed based on Figure 1 presented in the part of the previous research method. Figure 2 is a linkage model that suggests specific application plan for Figure 1.

First, the linkage model of Figure 2 emphasized the view that people with developmental disabilities can systematically receive lifelong education for the independence of life from the viewpoint of all life cycles that link school age, adulthood transition, and adulthood through the K-PACE Center of Daegu University. Accordingly, the primary focus was on the basic curriculum provided through special schools when people with developmental disabilities were in school age. It reflects the view that people with developmental disabilities should effectively acquire and generalize functional adaptation skills necessary for future adult life through basic curriculum through special education centered on school age. In other words, for the independent life of people with developmental disabilities in adulthood, the aspect of transition education centered on school age was considered important in terms of critical period. Next, people with developmental disabilities focused on majoring courses that extend special education centered on school age. Often, the majoring courses consists of the transition to adulthood of people with developmental disabilities as the main point of view, and reflects two learning contents: vocational transition education and self-reliance transition education. In the linked model of Figure 2, the two learning contents of the majoring courses were categorized into basic educational activities in connection with the basic curriculum of students with developmental disabilities organized in special education centered on school age. As a result, the connection of learning contents between the basic curriculum centered on special schools and the basic educational activities centered on majoring courses was emphasized. Next, the linked model in Figure 2 suggested the possibility that the curriculum composed of the Daegu University K-PACE Center can cover all of the curriculum and educational activities applied by the special school centered on school age and the majoring courses centered on adult transition. As

a result, the linkage model in Figure 2 emphasizes the curriculum and educational activities tailored to developmental disabilities in the entire life cycle from school age, adult transition, and adulthood. In particular, two areas of "teaching and learning" and "career and career guidance" that are the areas of curriculum organized by the K-PACE Center of Daegu University were defined as basic educational activities at the adult level in connection with basic curriculum centered on special schools and basic educational activities centered on majoring courses.

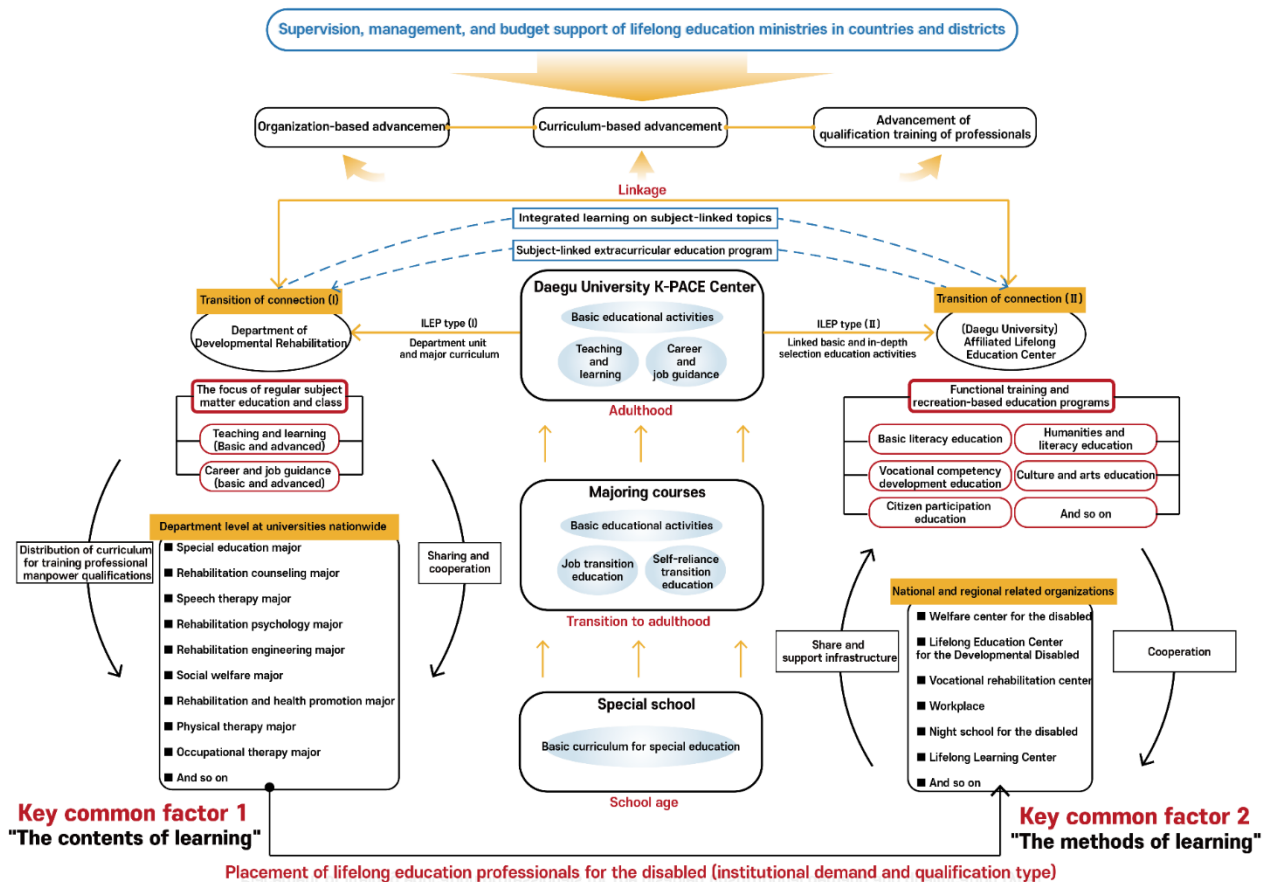


Figure 2. Formation of a linkage model between local related organizations based on the K-PACE Center of Daegu University

Finally, in the linkage model of Figure 2, the K-PACE center of Daegu University is emphasized as the main context based on educational institutions and curriculums that people with developmental disabilities should approach in adulthood. In addition, considering the basic model of Figure 1, the linkage model of Figure 2 actively suggests the linkage structure that enables the lifelong education curriculum for people with developmental disabilities to reflect the school foundation and the long-term dimension. As a simple example, special schools can reflect the foundation of schools and are the same as majoring courses. The K-PACE Center of Daegu University also has the nature of a school foundation that can operate long-term approach-based curriculum and educational activities. If other related organizations such as the Welfare Center for the Disabled are replaced in the location of the K-PACE Center of Daegu University in the linkage model of Figure 2, the nature of the above school foundation is limited.

However, the basic advantage of the K-PACE Center of Daegu University, which is considered above, is

insufficient and inappropriate to lead the linkage between the lifelong education institutions for the disabled in the region. This is because in order to meet the validity and sufficiency of this, the current Daegu University K-PACE Center requires a strategy to be advanced in terms of improvement. This is a key point in the linkage model of Figure 2. Therefore, the model of Figure 2 suggested an advancement plan that the Daegu University K-PACE Center can be "in-depth transition" in two levels and types, focusing on the individualized lifelong education plan (ILEP) centered on the adult life of people with developmental disabilities.

The first way to upgrade is to transitioned the Daegu University K-PACE Center into a department-level and major curriculum. In this regard, the linked model of Figure 2 presented it as "Developmental Rehabilitation Department (tentative name)" and reflected the view that the current curriculum composed of the Daegu University K-PACE Center should be further advanced to the level of basic and deepening. This plays an important role in linking Daegu University's K-PACE Center with local lifelong education-related institutions beyond simply opening departments that give credits to people with developmental disabilities. This is because the qualification system for professionals must be considered at the same time in order to introduce and apply the curriculum composed of the Daegu University K-PACE Center at local institutions related to lifelong education for the disabled. Accordingly, the linked model of Figure 2 emphasized the view that the Daegu University K-PACE Center should cultivate the qualifications of lifelong education professionals for the disabled through the advanced transition form of "Developmental Rehabilitation Department". In fact, the "Developmental Rehabilitation Department" presented in Figure 2 systematically organizes the subject standards that people with developmental disabilities must acquire for a long-term independent life at the level of basic and deepening, so the above knowledge and skills can be matched with the curriculum for professional qualification. Overall, the linked model of Figure 2 also reflects a roadmap for establishing a qualification system for lifelong education professionals for the disabled by leading related departments installed in universities across the country as the Daegu University K-PACE Center is advanced to the "Department of Developmental Rehabilitation". The qualification system for the training of lifelong education professionals for the disabled, which is promoted by the "Developmental Rehabilitation Department" based on the K-PACE Center of Daegu University and related departments of universities nationwide, is a major foundation to realize the curriculum composed in the K-PACE Center of Daegu University[23].

Next, the linked model in Figure 2 reflects the transition form that the Daegu University K-PACE Center can be further activated and advanced as an affiliated lifelong education center system. The current curriculum composed of the Daegu University K-PACE Center has the advantages and characteristics that are universally applicable for independent life learning for people with developmental disabilities. However, it may not be appropriate to apply a curriculum with such a composition system to various related organizations in the region in terms of superficial style or performance management. Accordingly, the current curriculum composed of Daegu University's K-PACE Center needs to be transitioned into forms and types such as basic literacy education, vocational competency development education, and culture and arts education, which can be said to be the domain and context of general lifelong education. In other words, this is the basis for the advancement of the curriculum and subject standards composed of the current Daegu University K-PACE Center. These areas of advanced curriculum (basic literacy education, vocational competency development education, etc.) reflect the level and content of prolonged subject matter education, but can focus on functional training and recreation-oriented education programs according to the organization and work characteristics of local institutions. However, what should not be overlooked here is that even functional training and recreation-based educational programs ultimately correspond to aspects of the learning process to contribute to long-term subject matter education for independent life of people with developmental disabilities. The revitalization of

the Daegu University-affiliated Lifelong Education Center system presented in the linked model of Figure 2 serves as the basis for Daegu University K-PACE centers to cooperate more closely and easily with lifelong education-related institutions for the disabled at the national and regional levels. The Daegu University K-PACE Center can also open and promote more diverse and linked educational programs in relation to the current curriculum through the system of the Lifelong Education Center. Daegu University's affiliated Lifelong Education Center is an open foundation for long-term joint operation of the curriculum with local related institutions based on an internal K-PACE center for education and support of independent life for people with developmental disabilities. While respecting the organizational characteristics and systems of each related institution, it has the expected effect of establishing a mutually integrated curriculum composition system. Finally, the linkage model in Figure 2 presents the possibility that the Daegu University K-PACE Center can lead the linkage between institutions related to lifelong education for the disabled through organizations, curriculum, and professional manpower qualifications, which should also presuppose cooperation with lifelong education ministries in the country and region. Through the linkage model in Figure 2, the lifelong education transition system for people with developmental disabilities can be considered as shown in Figure 3.

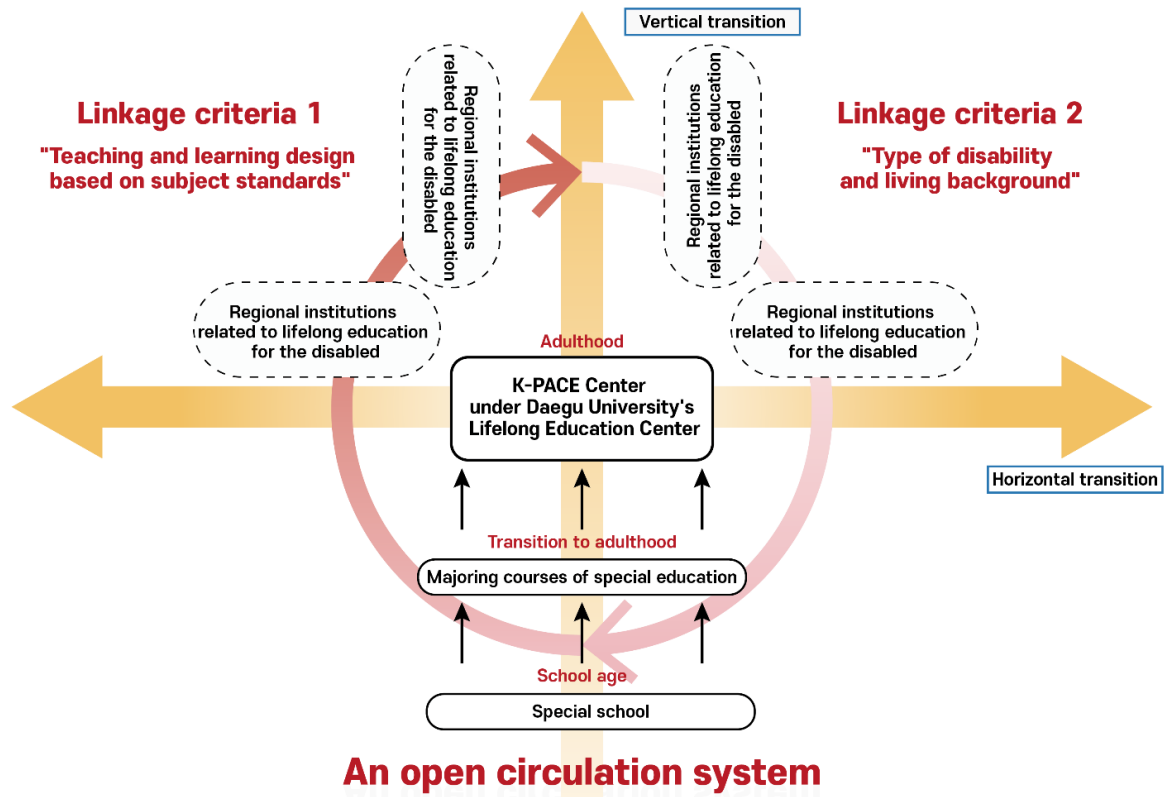


Figure 3. Transition system of lifelong education of people with developmental disabilities based on K-PACE Center in Daegu University

The model in Figure 3 closely confirms how important the Daegu University K-PACE Center occupies in establishing a lifelong education support system and individualized lifelong education plan (ILEP) for people with developmental disabilities. If local related institutions integrate and organize the school-based curriculum through the curriculum composed of the Daegu University K-PACE Center, people with developmental disabilities have the advantage of using various related institutions in the long term and selectively. However,

considering the positions of people with all developmental disabilities, the contents of the curriculum organized according to the context of the school foundation cannot always be developed at an advanced level. For example, even if they correspond to people with the same developmental disability, the type of disability, learning level, and characteristics may be different. In this respect, the model of Figure 3 presents two types of transition, and the results are "vertical transition" and "horizontal transition". "Vertical transition" is for people with developmental disabilities to develop an in-depth learning process by further improving their living conditions, including teaching and learning contents and methods based on subject standards. Accordingly, the relevant organizations of Daegu University and other related organizations in the region must meet the conditions for developing and operating an advanced curriculum. On the other hand, "horizontal transition" focuses on ensuring that people with developmental disabilities can be guaranteed lifelong education curriculum centering on the level of subject learning, including the characteristics and types of disabilities they currently have. Finally, it was emphasized that "vertical transition" and "horizontal transition" should be applied as a system that circulates openly throughout the adult life of people with developmental disabilities[24-26][27, 28].

4. CONCLUSION

Based on the Daegu University K-PACE Center, this study was conducted with the aim of forming a linkage model between institutions related to lifelong education for the disabled in the region for the independent life of people with developmental disabilities. To this end, Figure 1, Figure 2, and Figure 3 were presented consistently within the interconnected perspective and procedure. In order for all the contents discussed in this study to become a reality, Daegu University itself must eliminate the perception that the K-PACE Center does not exceed the scope of higher education programs for those with developmental disabilities. Although it is true that the case of K-PACE Center in Daegu University reflects the view of higher education of people with developmental disabilities, it is because the value of the curriculum is able to contribute to the support system for lifelong education for the disabled, which is established at the national and regional level.

In fact, the K-PACE Center of Daegu University is attracting attention in the overall composition of the lifelong education support system for the disabled because it has the basis to specify "the viewpoint of school foundation" and "the viewpoint of education". However, it is necessary to reflect on how specifically the members of the internal relationship are enhancing their understanding of these advantages of the Daegu University K-PACE Center. In fact, Daegu University is building in detail an academic field that can be established by systematizing the lifelong education support system for independent life of people with developmental disabilities into "the perspective of education" and "the perspective of welfare". Nevertheless, the current operation of the Daegu University K-PACE Center is insufficient to specifically reflect the perspective of education in relation to the view of forming the academic foundation for lifelong education for the disabled using academic fields such as special education. In order for the models of Figure 1, Figure 2, and Figure 3 presented in this study to become a reality, the K-PACE Center at Daegu University should not unconditionally have a primary starting point. In other words, the efforts of officials in Daegu University's related major fields (special education, rehabilitation science, and social welfare) to prepare the academic concept and practice basis for lifelong education for the disabled should be preceded by focusing on the usability of the K-PACE Center. At this time, the models of Figure 1, Figure 2, and Figure 3 may be validated.

In the end, Daegu University should emphasize that the lifelong education support system for the disabled can be prolonged through the curriculum of the school foundation and subject standards based on the K-PACE Center's composed curriculum and excellence cases. In addition, it should be noted that through this, welfare infrastructure can be developed more specifically in accordance with the context of lifelong education.

REFERENCES

- [1] Y.J. Kim, and R.H. Kwon, "A Case Study on the Effect of the Extracurricular Program of Convergence Major in Lifelong Education of Persons with Disabilities in Universities on Restaurant Employment Skills of High School Students with Intellectual and Developmental Disabilities," *Journal of Convergence for Information Technology (JCIT)*, Vol. 11, No. 7, pp. 136-144, 2021.
<http://dx.doi.org/10.22156/CS4SMB.2021.11.07.136>
- [2] K.H. Kim, "A Study of Instructors' Educational Experiences of Students with Developmental Disabilities in a Lifelong, University-Based Education Program," *JOURNAL OF SPECIAL EDUCATION & REHABILITATION SCIENCE*, Vol. 57, No. 4, pp. 21-39, 2018.
<http://dx.doi.org/10.23944/Jsers.2018.12.57.4.2>
- [3] K.Y. Kim, J.H. Choi, and H.S. Lee, "Research Trends on Lifelong Education for People with disabilities: Focusing on key words network analysis", *The Journal of Learner-Centered Curriculum and Instruction*, Vol. 21, No. 4, pp. 697-710, 2021.
- [4] W.H. Kim, and Y.W. Lee, "A Study on the Concept and Direction of Lifelong Education for the Developmentally Disabled by Subject: Focused on the Six Major Areas", *The Journal of Learner-Centered Curriculum and Instruction*, Vol. 20, No. 16, pp. 623-649, 2020.
- [5] K.Y. Kim, "Lifelong Learning Participation of Adult Learners with Developmental Disability", *The Journal of Lifelong Education and HRD*, Vol. 7, No. 4, pp. 119-140, 2011.
- [6] B.S. See, J.K. Park, and C.R. Lee, "The Ways to Construction for Local Lifelong Education of Individuals with Disabilities: Focused on Busan Metropolitan City", *JOURNAL OF SPECIAL EDUCATION & REHABILITATION SCIENCE*, Vol. 54, No. 2, pp. 473-499, 2015.
<http://dx.doi.org/10.15870/jsers.2015.06.54.2.473>
- [7] Y.J. Kim, and Y.S. Jeong, "A Study on the Practical Integration Model of Special Education, Rehabilitation, Lifelong Education : Directions to Foster Lifelong Educators for Disabled", *Journal of Curriculum Integration*, Vol. 12, No. 2, pp. 87-111, 2018. <http://dx.doi.org/10.35304/JCI.12.2.05>
- [8] H.I. Park, "The Task of Research on Lifelong Education for People with Disabilities: From the Il-Shim Perspective", *Journal of Lifelong Learning Society*, Vol. 14, No. 1, pp. 25-47, 2018.
<http://dx.doi.org/10.26857/JLLS.2018.2.14.1.25>
- [9] Y.J. Kim, "The Convergence of Academic Speciality in Lifelong Education for the Disabled by Evidence-Based Practices of Special Education: A Viewpoint of Preparing General Lifelong Education", *The Journal of Social Convergence Studies*, Vol. 4, No. 4, pp. 75-89, 2020.
<http://dx.doi.org/10.37181/JSCS.2020.4.4.075>
- [10] H.S. Park, "A Review of Transition Education for Adolescents with Disabilities", *Special Education Research*, Vol. 3, No. 1, pp. 167-197, 2004. <http://dx.doi.org/10.18541/ser.2004.02.3.1.167>
- [11] Y.J. Kim, and R.H. Kwon, "Organized the Scope of Professional Competency Performance of Lifelong Educators for the Disabled: Qualification Classification Convergence System Development of Coordinator and Professional Educator", *The Journal of Humanities and Social Science*, Vol. 12, No. 1, pp. 1123-1138, 2021.
- [12] Y.J. Kim, and K.S. Kang, "A Convergence Dilemma of Lifelong Education for the Persons with Disabilities in Korea", *Journal of the Korea Convergence Society*, Vol. 10, No. 3, pp. 81-91, 2019.
<http://dx.doi.org/10.15207/JKCS.2019.10.3.081>
- [13] J.Y. Kim, "A Study on the Development of a Lifelong Education Support System Model for the People with Developmental Disabilities: Focused on the Case of Gyeonggi-do", *The Study of Lifelong Education and Welfare for People with Disabilities*, Vol. 6, No. 2, pp. 1-28, 2020.
- [14] S.S. Kim, "A Study on the Special Education for Person with Disabilities of Aging Society", *The Journal of Future Education*, Vol. 9, No. 1, pp. 1-23, 2019.

- [15] M.S. Choi, and H.K. Shin, "A Participatory Action Research on the Parent Self-Help Group for Transition and Preparation to Adulthood of Students with Developmental Disabilities", *Korean Journal of Special Education*, Vol. 55, No. 1, pp. 1-29, 2020. <http://dx.doi.org/10.15861/kjse.2020.55.1.1>
- [16] Y.J. Kim, and M.A. Do, "Discussion on Learning Style Assessment Methods in Evidence-Based Instructional Techniques for Independent Training of Students with Developmental Disabilities from the Perspective of Transition Education," *JOURNAL OF EMOTIONAL & BEHAVIORAL DISORDERS*, Vol. 30, No. 4, pp. 153-213, 2014.
- [17] Y.J. Kim, "Operation Plan of Worksite-affiliated Lifelong Educational Facilities for the Persons with Disabilities," *Journal of Educational Innovation Research*, Vol. 27, No. 2, pp. 173-198, 2017. <http://dx.doi.org/10.21024/pnuedi.27.2.201706.173>
- [18] E.J. Lim, and S.S. Choi, "Study on the Perception of Persons Concerned and the Analysis of Current Condition Regarding Postsecondary Education Program for Students with Developmental Disabilities," *Journal of Intellectual Disabilities*, Vol. 15, No. 3, pp. 263-285, 2013.
- [19] Y.J. Kim, and M.A. Do, "Development of a University-based Lifelong Education Support System for Persons with Developmental Disabilities," *Journal of Curriculum Integration (JCI)*, Vol. 11, No. 4, pp. 61-100, 2017.
- [20] Y.J. Kim, R.H. Kwon, and M.A. Do, "Exploring the Validity of Convergence between Qualifications and the Support System for Lifelong Education for the Disabled," *The Journal of Convergence on Culture Technology (JCCT)*, Vol. 7, No. 1, pp. 82-91, 2021.
- [21] Y.J. Kim, and R.H. Kwon, "A Settlement Structure for the Support System for Lifelong Education for the Disabled by the Linkage Between Schools and Community: The Foundation for the School of Lifelong Education for the Disabled Through the Designation of the Base University," *The Journal of Humanities and Social Science*, Vol. 12, No. 5, pp. 1077-1092, 2021.
- [22] Y.J. Kim, and W.S. Kim, "The Formation of a Key Model for the Customized Adulthood Lifelong Education for the Developmental Disabled in Connection with the School-Age Transition Education: The Basic Study," *The Journal of Humanities and Social Science*, Vol. 12, No. 6, pp. 137-148, 2021.
- [23] Y.J. Kim, "Integrated Structuring System of Lifelong Education Based on Higher Education for the Independent Life of People with Developmental Disabilities in Connection with the Perspective of the Field of Special Education in School Age - Foundation of the Vision of Daegu University K-PACE Center in Terms of Base University Samples -," *Culture and Convergence*, Vol. 43, No. 12, pp. 989-1010, 2021.
- [24] Y.J. Kim, W.S. Kim, and R.H. Kwon, "Convergence Reconstruction of Transition Education Model for Korean Students with Disabilities: A Feasibility View on the Development of Support System for Lifelong Education for the Disabled through the Linkage between Schools and Community," *The Journal of Convergence on Culture Technology*, Vol. 7, No. 4, pp. 95-104, 2021.
- [25] Y.J. Kim, W.S. Kim, and R.H. Kwon, "Internal Foundation on the 'of', 'for', 'from' Lifelong Education for the Disabled: Convergence of Developmental Disabilities and Schools," *The Journal of Convergence on Culture Technology*, Vol. 7, No. 4, pp. 67-74, 2021.
- [26] Y.J. Kim, "A Study on Applications of School Age Evidence-based Transition Education Practices for Independent Living of Persons with Development Disabilities from Perspectives of Lifelong Learning," *Korean Journal of Physical, Multiple, & Health Disabilities*, Vol. 58, No. 1, pp. 137-166, 2015. <http://dx.doi.org/10.20971/kcpmd.2015.58.1.137>
- [27] Y.J. Kim, K.Y. Rhee, and W.S. Kim, "Innovation of K-PACE Center in Daegu University: Advancement of Lifelong Education for the Disabled," Vol. 13, No. 1, pp. 29-44, 2022.
- [28] Y.J. Kim, and W.S. Kim, "Formation of a Convergent Structure System for Access to the Qualifications of Lifelong Education Professionals for the Disabled in the Field of Rehabilitation Counseling (Vocational Rehabilitation)," Vol. 5, No. 6, pp. 1-17, 2021. <http://dx.doi.org/10.37181/JSCS.2021.5.6.001>