

RIGHTS-HOLDER MONITORING REPORT · CRPD ARTICLE 27

# Employment of Teachers with Disabilities in the Republic of Korea

A Rights-Holder Monitoring Report through the Lens of CRPD Article 27 (Work and Employment)

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· Commissioned by DPI KOREA · Forum on the 20th Anniversary of the CRPD: Individual Communications & Treaty Implementation

· 18 May 2026

# A Monitoring Report Written by the Rights-Holders Themselves

Monitors the employment of teachers with disabilities through CRPD Art. 27 and evaluates implementation of the 2022 Concluding Observations (CRPD/C/KOR/CO/2-3) from the rights-holders' perspective

An intersection of Art. 27 (work) and Art. 24 (education)  
— disabled teachers are both educators and workers

A blind spot of the public sector, largely absent from the State report

“Nothing about us without us” — authored by a rights-holder and union leader



*MOE–JangGyoJo collective agreement signing (2 Jun 2023)*

# CRPD Article 27 and the 2022 Concluding Observations

## Core Clauses of Article 27

- 1(a) Non-discrimination across all employment
- 1(b) Just and favourable conditions of work
- 1(c) Exercise of trade-union rights
- 1(d) Access to vocational training
- 1(g) Employment in the public sector
- 1(i) Reasonable accommodation at work

## 2022 Concluding Observations (paras 55-56)

- 56(a) Repeal discriminatory laws, end discrimination
- 56(c) Strengthen inclusive work environments
- 56(d) Affirmative action incl. quota schemes
- General Comment No. 8 (2022): public-sector measures
- Education = lowest disability employment in public sector

# Less Than Half the Statutory Employment Quota

4,545

Teachers with disabilities nationwide (Apr 2025)  
— ~1.5% of all teachers

Statutory quota 3.8%

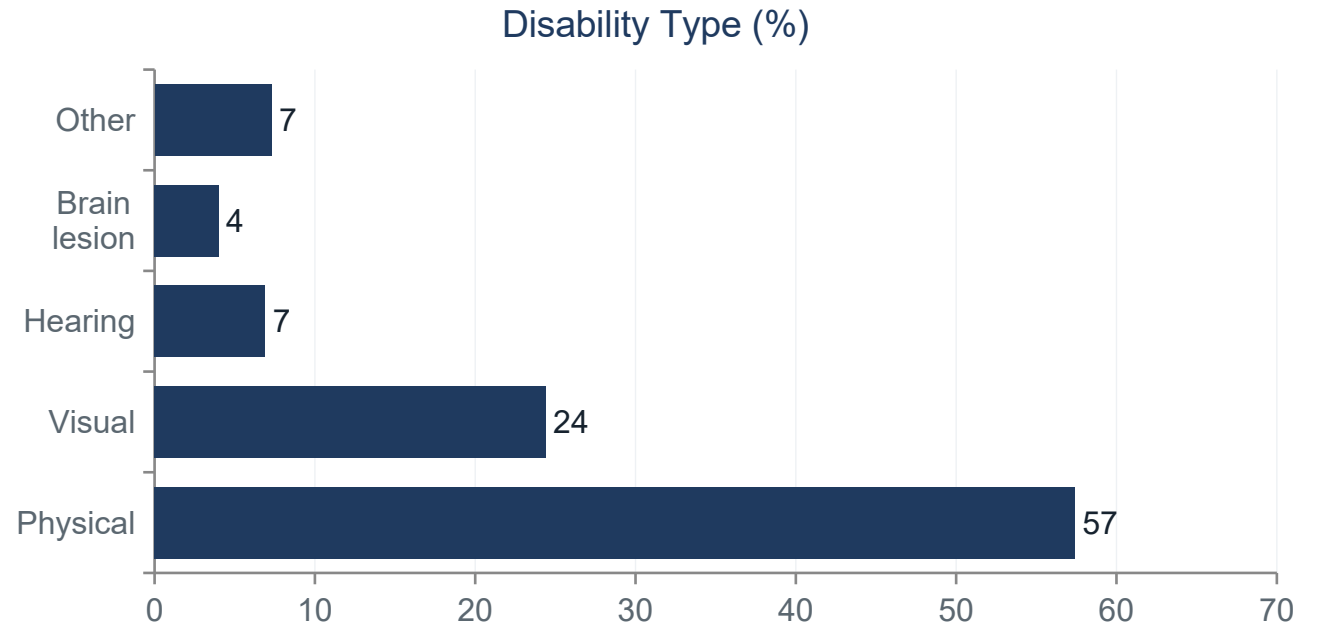
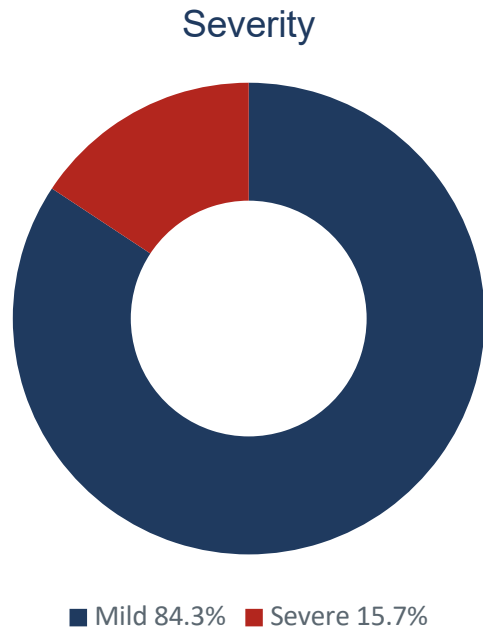


Actual ~1.5%



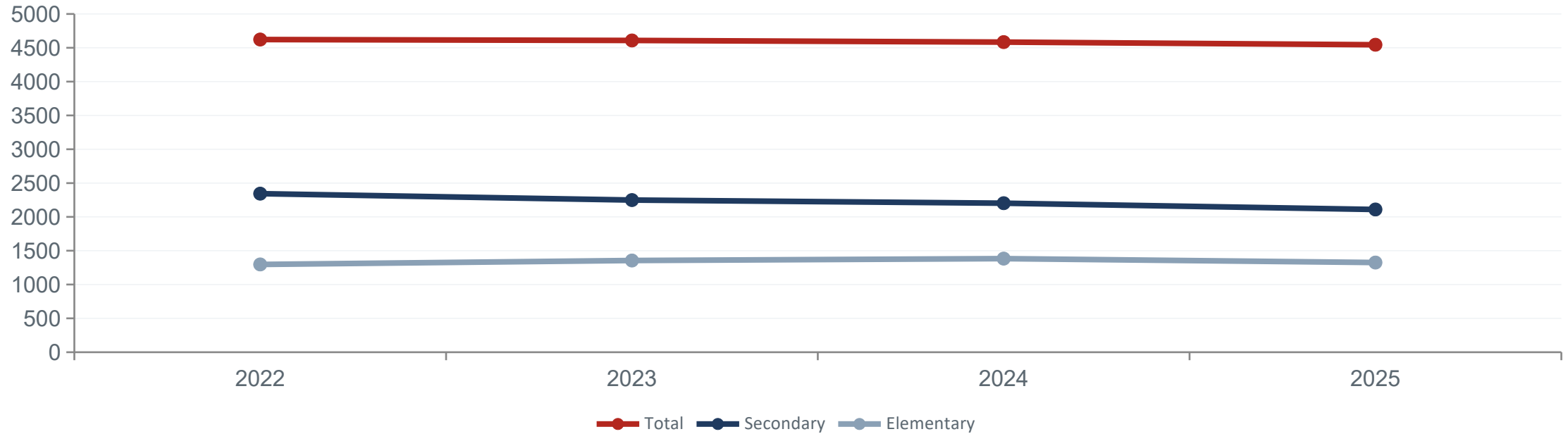
- Education = the lowest disability employment in Korea's public sector
- 17 education offices' levy ≈ 70% of all civil-servant levy
- Art. 27(1)(g) public-sector employment most severely unmet

# Severity, Type, and School-Level Disparities



**School-level gap: 1 per 120 kindergartens ↔ 3 per special school (1 per 5.4 elem. / 2.7 middle / 1.4 high schools)**

# The Number of Disabled Teachers Is Declining



**Total -77 (-1.7%) · Secondary -234 (-10.0%) · Elementary +28 (+2.2%)**

School managers fell 307→248 (-19.2%). Inflow < attrition → the support system fails to retain teachers

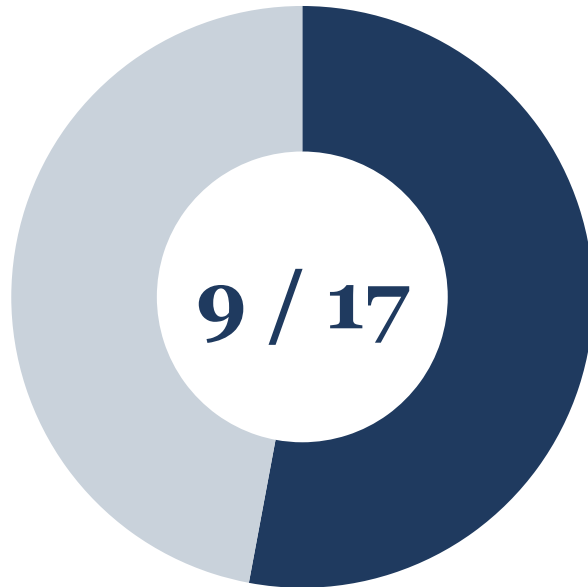
# Limits of the Legal and Institutional Framework

Employment quota	Offset by levy payment → <b>no real expansion of employment</b>
Anti-Discrimination Act	Mandates reasonable accommodation, unmet in practice; duty shifted to KEAD
MOE HR Guideline	<b>Non-binding guidance</b> → arbitrary local application (Dec 2023)
NHRCK remedy	Feb 2024 — non-provision to deaf teachers in 14 offices = <b>discrimination</b>



Complaint on deaf teachers — NHRCK remedy (Feb 2024)

# Only 9 of 17 Education Offices Have an Ordinance



■ 9 enacted ■ 8 not enacted

## 9 enacted

- Busan · Daejeon · S.Chungcheong · N.Chungcheong · Incheon
- Gyeonggi · S.Jeolla · N.Jeolla · Gwangju

## 8 not enacted

- Seoul · Daegu · Ulsan · Sejong · Gangwon · N.Gyeongsang · S.Gyeongsang · Jeju

*Many enacted ordinances are declaratory → support hinges on the Superintendent's will and budget*

# Accommodation Decided by Workplace a 765× Gap Across Education Offices

Reasonable accommodation depends on an office's fiscal will — not on a right

Seoul Education Office

KRW 1.47 bn

Maximum (1,471,138,000 KRW)

Chungbuk Education Office

KRW 1.92 m

Minimum (1,920,000 KRW)

≈ 765×

Same right, 765× different support depending on workplace

≈ KRW 0.84 m

Annual accommodation budget per disabled teacher

≈ KRW 3.82 bn

Total accommodation budget, 17 education offices (2025)

Statutory quota

3.8%

Actual employment

~1.5%

# A Gap Between Awareness and Reality — and a Digital Barrier

Support type	Need (all)	Need (severe)
Human support	35.8%	59.6%
Assistive tech	36.6%	56.3%
Facilities	39.7%	—
Work environment	49.6%	—

- **37% of those needing human support never requested it**
- **Visual assistive-tech 93.8% · Deaf communication device 100%**
- **75.9% want a dedicated unit — yet none exists**

*“On the ground, the work assistant becomes the disabled teacher's eyes, ears, hands and feet.”*

— Teacher B with a physical disability (Cheonji Ilbo, 25 Sep 2025)

Digital access: NEIS/K-EduFine inaccessible;  
accessibility absent from learning-software selection;  
incomplete alternative materials

# The World's Only Union of Teachers with Disabilities

JangGyoJo — founded 6 Jul 2019 (45 members);  
207 members (Dec 2025); 5 regional branches

The most direct exercise of Art. 27(1)(c)  
— a self-organized response to being “hired but not employed”

Collective agreement with the MOE (2 Jun 2023; 49 articles, 62 clauses)  
— unprecedented worldwide



*JangGyoJo's 6th anniversary*



Disability & Society

 Routledge  
Taylor & Francis Group

ISSN: 0968-7599 (Print) 1360-0508 (Online) Journal homepage: [www.tandfonline.com/journals/cdso20](http://www.tandfonline.com/journals/cdso20)

## We were hired, but not employed: the formation and challenges of the Korea Hamkke Labour Union of Disabled Teachers

Se Kwang Hwang & Kyung Mee Kim

To cite this article: Se Kwang Hwang & Kyung Mee Kim (27 May 2025): We were hired, but not employed: the formation and challenges of the Korea Hamkke Labour Union of Disabled Teachers, *Disability & Society*, DOI: [10.1080/09687599.2025.2509536](https://doi.org/10.1080/09687599.2025.2509536)

To link to this article: <https://doi.org/10.1080/09687599.2025.2509536>



Published online: 27 May 2025.

# Progress Built by the Rights-Holders

## Legislation

- 2021 Educational Officials Act
- 2024 alt-materials amendment
- 2025 constitutional complaint (2025Hun-Ma1551)

## Local gains

- Ordinances (Jeonnam 2023.4, Incheon 2025.4)
- Gyeonggi KRW 5m/yr cap
- time-off (2024)

## Anti-discrimination

- Jinju NUE exam fraud (2021)
- NHRCK remedy for deaf teachers (2024)
- K-University finding (2023)



Press conference for inclusive teacher policy (Jul 2025)

# Disabled Teachers Are a ‘Living Curriculum’

- As ‘wounded healers,’ their very presence is a living curriculum that teaches diversity.
- A powerful reality that shifts the image from ‘protected object’ to ‘competent professional and social mentor.’

**“Education is meaningful only when words are matched by practice.”**

— Teacher K with a visual impairment (Kyunghyang, 22 Apr 2024)

## 대전맹학교 교장에 문성준 교감...1일 임기 시작



대전맹학교 문성준 교장.

[충남일보 이요새 기자] 대전 동구에 위치한 대전맹학교 교장에 문성준 교감이 취임한다.

대전시교육청은 9월1일자로 대전맹학교 문성준 교감을 교장으로 승진 발령했다고 밝혔다.

문성준 교장은 1993년 대전맹학교 교사로 임용돼 약 25년간 교사로 근무했고, 대전가원학교와 대전맹학교 교감을 거쳐 이번에 교장으로 부임하게 됐다.

그는 교사로서의 대부분의 경력을 대전맹학교에서 보내며 후배 시각장애인을 양성하는 데 헌신해왔으며 특히 웹 접근성, 점자교육 등의 분야에서 시각장애인의 더 나은 삶을 위해 노력했다.

*A blind teacher appointed as principal (Daejeon School for the Blind)  
— a competent professional*

## 교사로서의 성장과 장애 정체성 : “삶이 교육과정이 될 때”

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### 《요 약》

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본 연구는 장애인 교원이 장애인식개선교육 강사로 참여하는 경험의 본질과 그 의미를 심층적으로 탐색하는 데 목적이 있다. 이를 위해 장애인식개선교육 강사 경험이 풍부한 장애인 교원 3명을 대상으로 심층 면담을 진행하였다.

면담 자료 분석 결과, ①삶을 살아있는 교육과정으로: 경험의 교육적 재구성, ②장애와 교사 정체성의 공명: 효능감의 발견과 확장, ③경계를 넘어선 실천: 성찰, 연대, 그리고 임파워먼트, ④서사의 재구성: ‘나의 장애’를 교육의 언어로 되찾기라는 4개의 핵심 주제가 도출되었다. 이는 장애인 교원들이 자신의 ‘삶을 살아있는 교육과정으로 재구성’하고, 그 과정에서 ‘장애와 교사 정체성의 공명’을 통해 효능감을 발견하며, ‘경계를 넘어선 실천’속에서 연대하고, 궁극적으로 ‘자신의 서사를 교육의 언어로 되찾는’ 자기주체화의 과정을 경험하는 것으로 나타났다.

이러한 변혁적 경험은 장애인 교원이 단순한 정보 전달자를 넘어, 포용 교육을 실현하는 의미 생성자이자 핵심 주체로 성장하는 과정을 보여준다. 본 연구는 이들의 교육적 가치를 조명하고, 향후 관련 정책 및 지원 체계 마련을 위한 기초 자료를 제공한다는 점에서 의의를 갖는다.

주요어: 장애인 교원, 장애인식개선교육, 교사 효능감, 장애 정체성, 질적 연구

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# CRPD Article 27 Implementation Matrix

● Met   ● Partial   ○ Inadequate

1(a) Non-discrimination	● Partial
1(b) Just conditions of work	○ Inadequate
1(c) Trade-union rights	● Met
1(d) Access to training	○ Inadequate
1(e) Career advancement	● Partial
1(g) Public-sector employment	● Partial
1(i) Reasonable accommodation	○ Inadequate

**Concluding Observations para 56: 56(a) Inadequate · 56(b) Partial · 56(c) Inadequate · 56(d) Partial**

# Five Tasks for Implementing CRPD Article 27

1

## A Special Act for Disabled Teachers

Codify duties, accommodation procedures, centers, funding

2

## Establish support centers

Single intake point, assistive tech, human support

3

## Standardize accommodation in HR

Mandatory special admission; codified exam standards

4

## Guarantee accessible environments

NEIS/learning-SW access, alt-materials, BF certification

5

## Institutionalize participation

≥30% on committees, statutory council, time-off premium

## CONCLUSION

- Support for disabled teachers is a precondition for inclusive education, not merely employment policy.
- Little has improved since the 2022 Concluding Observations; the only progress came through the rights-holders' own union.
- We urge the State to report on disabled teachers in its next periodic report, and the Committee to scrutinize the education sector.

*“A school where teachers are not excluded because of disability is the first step toward education for all.”*