Mainstreaming and Investing in Disability-Inclusive Data for Inclusive Education in Asia-Pacific

Dates
14 June 2023
22 June 2023
29 June 2023

Time
09:00 – 12:00 hrs,
Bangkok time (GMT+7)
Mainstreaming and investing in disability-inclusive data for Inclusive Education (IE) in Asia-Pacific

14, 22, 29 June 2023 at 9:00 am - 12:00 pm (GMT+7/Bangkok time) via Zoom

INDONESIA
MEIKE ANASTASIA

DISABILITY-INCLUSIVE DATA TECHNICAL WORKSHOP
Policy in Inclusive Education

**Law Number 20/2003 concerning the National Education System**

"Special education is education for students who have a level of difficulty in participating in the learning process due to physical, emotional, mental, social disorders, and/or have potential intelligence and special talents"

**Law Number 8/2016 concerning Persons with Disabilities**

"Persons with Disabilities are any person who experiences physical, intellectual, mental and/or sensory limitations for a long period of time who, in interacting with the environment, may experience obstacles and difficulties to participate fully and effectively with other citizens based on equal rights."

**Government Regulation Number 13/2020 concerning Adequate Accommodations for Students with Disabilities**

"Provision of Decent Accommodation in the field of education aims to guarantee implementation and/or facilitation of education for Students with Disabilities by the Central Government and Regional Governments"

**Regulation of the Minister of National Education number 70/2009 concerning Inclusive Education**

"... inclusive education is an education delivery system that provides opportunities for all students who have disabilities and have the potential for intelligence and/or special talents to take part in education or learning, in an educational environment together with the participants education in general"

**Government Regulation number 17/2010 concerning Management and Implementation of Education**

"... establish policies to ensure students get access to educational services for students whose parents/guardians cannot afford to pay for education, special education students, and/or students in special areas"

**Decree of the Minister of Education, Culture, Research and Technology Number 262/M/2022 concerning Implementation Guidelines Curriculum in The Framework of Learning Recovery**

"Curriculum In the Context of Learning Recovery...to fully accommodate interests, talents, and abilities of students....."
Implementation of Inclusive Education

1. Equity of Inclusive Education in all Districts and Cities
2. Quality Improvement of Inclusive Education
3. Accessibility Improvement
4. Actualization of Inclusivity in School

**Education Units**
- KD: 8175
- ES: 18049
- JHS: 7227
- SHS: 2769
- VHS: 2738
- LAC: 76
- CLC: 1131

**Students with disabilities**
- KD: 26921
- ES: 62626
- JHS: 23507
- SHS: 7465
- VHS: 7402
- LAC: 172
- CLC: 7781

**Special Education teachers**
- KD: 952
- ES: 845
- JHS: 1526
- SHS: 697
- VHS: 549
- LAC: 12
- CLC: 114

**Provinces**: 24 of 38 provinces (63%)
**Regencies/Cities**: 144 of 514 Regencies/Cities (27%)
**Education Units**: 40,165 schools
**Students**: 135,875 students
Data Plans for children with disability are obtained through

- Basic Education Data (Dapodik) is an integrated education basic data collection and management system for all levels and all basic education data entities.

Data input is carried out by schools and sent in real-time to the Ministry of Education, Culture, Research and Technology. Each data object is recorded individually/detail.

- Student learning profile is data collection conducted by the Ministry of Education to determine individual learning services for each child, as well as obtain data on the needs of each child with special needs to be programmed to fulfill them by the school. The instrument consists of student identity, identification of functional difficulties, needs of special assistance, types of student movement supporting devices, potential/ability, assistance at school, other information on environment, health and medical information, and provisional conclusions and action plan ([https://bit.ly/StudentProfileForm2021](https://bit.ly/StudentProfileForm2021))
How to improve disability-inclusive data collection

- Utilize the educational disability service unit (ULD) as a function in provincial/district education office → Assessment to mentoring and strengthening education which consists of doctors, psychologists and even teachers with special education background
- Establish communication and cross-sector collaboration on data specifically Central Bureau of Statistics (BPS), Ministry of social affairs, Ministry of rural areas, Ministry of Internal Affairs, and Department of Population and Civil Registration
- Collaboration with UN Global Pulse Lab Jakarta on building a platform to provide information for parents, caregivers, or companions of children with needs special (children up to the age of 18). The information contained in the platform is in the form of information related to access to education (inclusive schools, training for persons with disabilities), access health services (therapy), and access to public open spaces (recreational parks, inclusive hotels).