

INDONESIA: MOVING AWAY FROM SEGREGATED EDUCATION TO INCLUSIVE EDUCATION FOR PEOPLE WITH DISABILITIES

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ABSTRACT---This research aims to find out in what extends Indonesia has implemented inclusive education for people with disability. This research address two questions. First, what are the efforts Indonesia has established to move from segregated education to inclusive education? Second, what are the issues Indonesia has to encounter to move from segregated education to inclusive education?This research used qualitative research method which used convention, regulation, literature and any other related documents for instance, United Nations and Non-Governmental Organization documents to obtain the required information. The result finds out that Indonesia has shown some efforts to implement inclusive education such as adopted several policies, allocated an extra budget and raise social awareness. However, the implementation is stillnot effective due to several issues Indonesia has to encounter such as history of segregated education, unsuccessful implementation of regulation, lack of monitoring, inadequate budgets and minimum effort to raise awareness. As the result, even if Indonesia has shown efforts to implement inclusive education, Indonesia still encounter many difficulties which might resulting people with disabilities are still in special school.

KEYWORDS: Disabilities, Education, Human Rights

I. INTRODUCTION

The advantages of education are certain but these advantages are elusive for disabled people, who encounter barriers in their pursuit of educational fulfilment and attainment(Byrne & Lundy, 2011). The existence of international human rights instruments and frameworks have become a major solution to protect and establish access to education for disabled people(Byrne & Lundy, 2011). In general, the right to education has been stipulated in international instruments such as the Universal Declaration of Human Rights in Article 26 (1) (UDHR, 1948), Convention on the Rights of the Child in Article 28 and 29 (CRC, 1990) and International Covenant on Economic, Social and Cultural Rights in Article 13 and 14 (ICESCR, 1976)as well as the UNESCO Convention against Discrimination in Education(UNESCO Convention, 1962), but none of them mention explicitly inclusive education for persons with disabilities. The inclusion of disabled people in regular school began to be mentioned in 1982 in the World Programme of Action Concerning Disabled Persons, created by UNGA (Fina, 2017), later improved by the UN Standard Rules on the Equalization of Opportunities for Person with Disabilities(UN Standard Rules, 1993)and The Salamanca Statement and Framework For Action on Special Needs Education (The SalamancaStatement, 1994). The Salamanca Statement provides persepective to change the model of education for student with disabilities into social justice model and put society and government to change the model of the school (Hernandez-Torrano *et.al.*, 2020).Unfortunately,both the Salamanca Statementand UN Standard Rules are not legally binding instruments (Byrne & Lundy, 2011).

This changed with the Convention on the Rights of Persons with Disabilities (CRPD), the first specific legal framework for the fulfilment of the rights of disabled people(Degener, 2017) and the first binding international convention that ensures the right of persons with disabilities(Kanter, 2009).The ratification record of this convention is remarkable(Degener, 2017),thus this convention has obtained over 80% world ratification in the 10th year anniversary of the convention(Degener, 2016). Furthermore, as the result of the ratification, state parties of CRPD have attempted to implement all the obligation that they are required to fulfill, including the obligation to guarantee the right to education particularly inclusive education for disabled people where they study in the regular school(McCallum & Martin,2013).In its Article 24, it explicitly stipulates the right to education for disabled persons without discrimination according to the inclusive education principle(Kayess& Green, 2016).

Indonesia as one of the states who has ratified CRPD has obligation to implement inclusive education. At the same time, Indonesia has the long history of segregated education since 1901(Wahab, 2005). Segregated education, which provides special schools for disabled people, fail to give them a similar range of extracurricular chances, fail to accommodate their needs in comprehensive way(Hernandez, 2008), limits their social interaction(Pulsifer, 2017) and lowers their self-esteem (Jenny, 2016).On the other hand, inclusive education can improve social contact, allowing them to have more friends including non-disabled students, as well as improve their academic performance(Salend&Duhaney, 1999). Inclusive education also can improve the performance and achievement for all learners and decrease the inherent inefficiencies of having multiple programs for educational management(Hernandez, 2008).

Besides that, inclusive education is the key for development of peaceful, fair and inclusive societies(Committee on the Rights of Person with Disabilities, 2016a). The OHCHR Thematic Study of the Rights of Persons with Disabilities to Education also guarantees that inclusive education can give social advancement, high quality of education, ensure non-discrimination and universality for disabled people (Committee on the Rights of Person with Disabilities, 2016a). Furthermore, Sustainable Development Goal 4 also affirms inclusive and equitable education(Gupta &Vegein, 2016) and the most relevant article in the CRPD, Article 24, affirms the right to inclusive education. Thus, considering its benefits, as well as international obligations mentioned in CRPD, it is important for Indonesia to change direction from segregated to inclusive education.

This research aims to find out in what extends Indonesia has implemented inclusive education for people with disability. There are two questionthis research proposed to address. First, what are the efforts Indonesia has established to change from segregated education to inclusive educationand what arethe issues Indonesia has to encounter to move from segregated education to inclusive education. This paper is divided into three parts. The first part explains the legal obligations in Article 24 (1) and (2) (a) and (b) of CRPD to implement inclusive education. The second part discusses the efforts of Indonesia in moving from segregated to inclusive education, including their efforts to adopt policy, budget allocation and awareness raising towards disabled people. The third part will explain the issues of segregated education history, problems with policies and monitoring, lack of funding and negative attitudes towards disabled people.

II. METHODOLOGY

Thisresearchusedqualitative method. The approach that author used for this research is normative approach which analyse the law (Dobinson & Johns, 2007), documents and literature(Webley, 2012). In order to required the relevant information, the author used primary and secondary sources. Primary sources are convention and regulations related to the research (Dobinson & Johns, 2007). Secondary sources are textbook, journal articles or any other related documents (Dobinson & Johns, 2007), for instance, United Nationsand Non-GovernmentalOrganizationdocuments.

III. RESULTS

Legal Obligation to Implement Inclusive Education

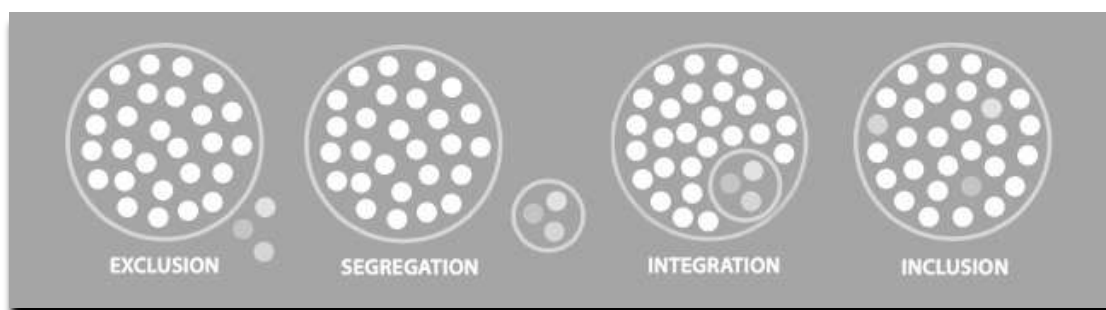
Article 24 of the CRPD asserts the right to education for disabled people and inclusive education is acknowledged as the tool to affect this universal right(OHCHR, 2013). Article 24(1) of the CRPD requires states to guarantee inclusivity at all levels of education (CRPD, 2008) including preschool, secondary, primary, tertiary education, vocational training, social activities and extracurricular, as well as lifelong learning, without discrimination and equal to the non-disabled(Committee on the Rights of Persons with Disabilities, 2016a). Guaranteeing inclusive education obliges states to change policy, practices, culture and mechanisms for financing and monitoring education(Committee on the Rights of Persons with Disabilities, 2016a).

Furthermore, Article 24(2)(a) stipulates that disabled people are not excluded from general education programs and from compulsory and free primary and secondary education on the basis of disability (CRPD, 2008) and thus states are obliged to take actions including changing their regulations or legislation that limits inclusion based on their impairment(Committee on the Rights of Persons with Disabilities, 2016a). It is also reaffirmed in Article 4(1)(b) that states shall modify their legislations that discriminate against disabled people and violate Article 24(Committee on the Rights of Persons with Disabilities, 2016a). In addition, Article 4 also mentions the actions that states must perform to the maximum of their available resources(Committee on the Rights of the Child, 2006) for education including relocation of part of the funds to the improvement of inclusive education, such as ensuring free and quality of primary and secondary education for disabled people as mentioned in Article 24(2)(b)(Committee on the Rights of Persons with Disabilities, 2016a).

In addition, to ensure that policies about inclusive education are implemented and developed effectively, government must establish monitoring mechanisms and the monitoring shall involve disabled organizations, caregivers or parents of disabled people (Committee on the Rights of Persons with Disabilities, 2016a) as affirmed in Article 33 of the CRPD. Also, in order to make sure the implementation of inclusive education is effective, the government must campaign about the importance of the right to inclusive education for disabled people, especially in the countries that have a background in segregated, non-inclusive education, where there is the most need to alter perceptions(de Beco, 2014). This obligation is also affirmed in Article 8 of CRPD regarding awareness-raising.

Importantly, in order to implement and raise awareness about inclusive education, government in the very first place should know the meaning of inclusive education and the difference between exclusion, integration and segregation (Committee on the Rights of Persons with Disabilities, 2016a). Unfortunately, the CRPD does not define the meaning of inclusive education(de Beco, 2014), but the Committee of CRPD has summarized the right to inclusive education in General Comment No. 4(Fina, 2017). Inclusive education is seen as the outcome of a proactive and sustained process to remove barriers that hinder the right to education, also including changing the policy, culture and practice of mainstream school to accommodate disabled students, respects the well-being of all disabled students, values their autonomy and dignity as well as recognizes their skill and individual needs(Committee on the Rights of Persons with Disabilities, 2016a). However, the General Comment’s definition of inclusive education is targeting on placement rather than on experience (Murray et.al., 2020). Thus, General Comment provides the definition of inclusion, integration, exclusion and segregation.

The General Comment states that *exclusion* happens when disabled students are indirectly or directly rejected from access to any type of education; while *segregation* occurs when disabled students are educated in the separated or isolated environment from non-disabled students or in the environment where based on their disability; on the other hand *integration* happens when disabled students are educated in the mainstream school as long as the students can adopt to the qualification of the school; and finally *inclusion* includes an action of systemic reform creating modification in approaches, content, and teaching programs in education to solve barriers with the aim to serve all students with participatory, fair learning experiences and environments that meet all their needs(Committee on the Rights of Persons with Disabilities, 2016a). Bearing in mind, that integration that places disabled students in regular school without any structural changes to curriculum and teaching methods, cannot be regarded as inclusion (Committee on the Rights of Persons with Disabilities, 2016a). The difference between inclusion, integration, exclusion and segregation as illustrated in Figure 1.



As mentioned above, it is pivotal for a state to adopt policy, allocate their budget and raise awareness of inclusive education. Thus, the next section discusses the response of Indonesia towards that obligation.

Efforts in the Transition from Segregated to Inclusive Education

1) Policy

After the ratification of CRPD in 2011, to comply with obligations under CRPD, particularly Article 24, Indonesia modified the disability regulation (Law Number 4/1997) and adopted a new regulation on 2016 about persons with disabilities. Law No.8/2016 contains clauses that are in accord with provisions under CRPD (Committee on the Rights of Persons with Disabilities, 2016b). Law No.8/2016 has stipulated the right to education for disabled people in the Article 5 and particularly the right to inclusive education in Article 10.

In line with the Article 4 about general obligations, and Article 24 about the right to education for person with disabilities, Indonesia has several regulations to ensure the right to education for disabled children. Also, the national Constitution of Indonesia, Article 31has recognized the rights to education for all the citizens of Indonesia(Zakia, 2015). The main philosophy behind the implementation of inclusive education in Indonesia is

the philosophy of Pancasila, '*Bhinneka Tunggal Ika*', which means Indonesia is a country that is diverse but is one (Zakia, 2015), or unity in diversity (Sheehy & Budiyo, 2014). Pancasila is a strong basis to support national unity and social inclusion (Agustian, 2016). This philosophy as implemented in the educational system that all students regardless of their background have to be placed in the same system of education so they can mingle with each other and stimulate tolerance towards each other (Zakia, 2015). In 2004, Indonesia conducted its first national conference about inclusive education in Bandung, conducted by UNESCO Jakarta, Braillo Norway and Indonesian Ministry of National Education (Hauschild). This event resulted Bandung Declaration, which recommends educational institutions, government, any other pertinent institution, community, business and industry to assure disabled children obtain equal access to all aspects of life (Poernomo, 2016) including inclusive education (Hauschild). This declaration precisely stipulated in the Article 3 that government shall establish and develop inclusive education with the cooperation from all stakeholders.

Besides these measures, Indonesia also has National Education System Law Number 20/2003. In its Article 5 ensures the rights of disabled people to education that pays attention to their special needs that are in line with their abilities and interest (Committee on the Rights of People with Disabilities, 2016b). Nevertheless, Indonesia has not consistently implemented this, in fact, Indonesia even violates this law at all level of education including higher education (Indonesia Disability Convention Team, 2017). However, Indonesia has shown a good intention for tackling its previous problems by implementing several regulations that encourage the implementation of right to education for disabled people such as Law No. 35/2014 about Child Protection, Minister of Education Decree No. 34/2006 on the Management of Children with Special Needs and Special Abilities, Minister of Education Decree No. 70/2009 on Inclusive Education, and The National Plan of Action 2004–2013, which includes the early intervention and detection for disabled people in education (Irwanto & Thohari, 2017).

Thus, to ease the implementation of inclusive schooling, the government of Indonesia provides 'Guidelines for the Implementation of Inclusive School' that have five criteria, which are: instruction that includes modification and adaptation; school management that includes altering the structure of school; evaluation includes modification and adjustment; students includes the process of assessment, identification and admission; and curriculum that includes adjustment and modification (Sunardiet al., 2011).

As the results of the regulations regarding inclusive education, the establishment of inclusive schools in Indonesia in 2007 rose to 7.5% or about 15,181 disabled students in the 796 inclusive schools comprising 56 senior high schools, 75 secondary schools, 17 kindergartens and 648 primary schools (Poernomo, 2016). Seeing this growth, UNESCO considered that the establishment of inclusive schools in Indonesia would rise 65% in 2015 (Poernomo, 2016). However, because of several obstacles, mostly the lack of support and commitment from government, the establishment of inclusive education has not been implemented very well, consequently the rankings keep coming down, it can be seen that in 2008 Indonesia was placed in the 63rd rank but it fell steeply in 2009 (Poernomo, 2016). The slow progress of the implementation inclusive education can be seen by failure to implement The National Plan Action 2004–2013 (Irwanto & Thohari, 2017). The reason why the plan failed was due to the lack of detail regarding the establishment mechanism for instance, monitoring and coordination, lack of authority since the National Plan Action is only a circular letter from Ministry of Welfare, and lack of funding (Irwanto & Thohari, 2017). Considering these reasons, it implies a lack of political will from the Indonesian government to implement inclusive education (Irwanto & Thohari, 2017) especially in primary education. As we can see, the Indonesian government is still focused in establishing special schools, as it recently conducted a 'Celebration of Special Education and Services (*Gebyar Pendidikan Khusus dan Layanan Khusus*) 2015 (Puspitaningrum, 2016).

2) Budget

To promote the implementation of inclusive education, every inclusive school was given funding up to 50 million of rupiah that should be used to fund training and workshops for teachers and to buy administrative and instructional materials (Sunardiet al., 2011). The government of Indonesia also increased the funding for education 20% in the overall budget of Indonesia (UNESCO, 2009a). Technically, the funding for inclusive and special education was divided separately from the general education budget with an amount of approximately 0.74% from the funding for National Education (UNESCO, 2009a). However, the budget for implementing inclusive education is still regarded as inadequate (Wahyuningsih, 2016).

3) Awareness Raising

To raise the awareness of the right to education for persons with disability, Indonesia has implemented a national campaign for inclusive education (UNESCO, 2009a). Indonesia has made public service advertisement about inclusive education on commercial TV that includes national leaders, officials and artists of Indonesia, to attract the attention of citizens and lead them want to know more about inclusive education (UNESCO, 2009a).

Public figures are also involved in a campaign of short films about inclusive education that are entitled ‘To Face the Future and I Want to Go to School’ (UNESCO, 2009a). These methods of campaigning are believed to have been successful in influencing public opinion about inclusive education (UNESCO, 2009a). The problem with this campaign is that not all Indonesians have access to cinema or TV, including many disabled people who are mostly come from poor family (United Nations ESCAP, 2009). An ineffective campaign could make stronger the existing belief of disabled people in Indonesia that their disabilities are a sentence from God (Byrne, 2007). Disabled people, in general are regarded as an embarrassment thus develop their skills is not supported, especially in education (Byrne, 2007). Even worse, many parents and teachers in Indonesia also believe in these perceptions and moreover do not have any knowledge about right to inclusive education for disabled people (Inclusive Education in Action).

Issues in Moving Away from Segregated Education to Inclusive Education

1) Segregated Education History

Special education is related to the medical model of disability, that see people with disability as tragic people with illness that required to be cured, consequently medical model of disability divide school into school with the population without disability and with disability (Qu, 2020). According to de Baco, a history of special education is one of the challenges in implementing the right to inclusive education, because states that habitually have used special education will face a difficult time in decreasing the amounts of disabled students in special schools and transform from a segregated to inclusive education model (de Baco, 2016). Indonesia have the history of segregated education, which began in the early 1900s, as established by Western countries.

In Indonesia itself, special school for disabled people were first established in the 1890s (Tsaputra) during the Dutch colonial era, for instance, a school especially for blind people in Bandung, West Java (Semiawan, 1994). The progress of implementation of inclusive education has been very slow, seeing that within the thirty-four provinces of Indonesia only twelve have established inclusive schools (Irwanto & Thohari, 2017). The concept of inclusive education has not been broadly practiced and socialized, consequently educational stakeholders consider inclusive schools the same as integrated schools (Adioetomo *et.al.*, 2014). In addition, alongside establishing inclusive schools, Indonesia still establish special schools for disabled children (Puspitaningrum, 2016). Does building special schools violate Article 24 of the CRPD?

Apparently, Article 24(3) creates an exception for deaf, blind or deaf-blind people (de Baco, 2014), for ‘environments that maximize academic and social development’, which implies the establishment of special treatment for deaf, blind or deaf-blind (de Baco, 2016). These groups have argued that segregated education is important for them to guarantee equality in literacy and language instruction and life skills and to help communicate with persons with the same impairment (Kayess & Green, 2016). For instance, sign language and Braille skills will be more effectively learned in special schools rather than inclusive schools (Kayess & Green, 2016). Furthermore, disabled children and parents have the right to choose whether they want to obtain education in inclusive or special schools (Munoz, 2007), but considering the benefits, CRPD is in favour for inclusive education (de Baco, 2016). Thus, Article 24 does not forbid states to create special schools as long as the establishment of special schools is not on the basis of their disability but is based on their obstacles to the participation in the community (de Baco, 2014).

As a result, the terms of right to choose and special treatment for deaf, blind or deaf-blind people embody the obligation of states to preserve parallel education programs to provide options for disabled people (Kayess & Green, 2016). This strengthens the reasons Indonesia has kept establishing special schools especially with their history of segregated education. Indonesia should note that the right to choose does not give justification for preserving segregated education, as their main obligation is to implement inclusive education, not preserve the double track of education systems (Kayess & Green, 2016). Furthermore, the transition of segregation to inclusion might be difficult and takes time, but it could bring inclusive and segregated education to the campus then the information (including information about the difference between inclusion and integration) and tools from special school can be utilised in mainstream schools, special schools modified into learning resources and merged with regular school, and the tools developed in special schools transferred into regular school (de Baco, 2014).

2) Ineffective Policies and Inadequate Monitoring

In Indonesia, there is inadequate coordination among district policy and provincial policy in terms of how they distribute finances, human and material resources for inclusive education (Villeneuve *et.al.*, 2016). This happens due to the political system of decentralization in Indonesia (Committee on the Rights of Persons with Disabilities, 2016b) which gives full authorization to regions to make their own policy. Consequently, it led to

the creation of different policies among provincial, central and districts government and impact to their coordination.

Further, even if Indonesia has created the guidelines for inclusive education, it is not exhaustive since it does not include mechanism to promote effective communication among stakeholders for inclusive education such as parents and teachers (Villeneuve *et.al.*, 2016). Also, the government did not campaign about the guidelines and as a result schools are not aware of the guidelines (Inclusive Education in Action). Thus, since schools are not aware of inclusion and afraid of having lower rank on national exam performance, they are reluctant to accept disabled students (Inclusive Education in Action). It has become even worse because Education officials have an inadequate framework to solve this problem and also have an inadequate technical capability to create one that is sufficient (Inclusive Education in Action). In addition, Indonesia still struggles with regulation and guidelines concerning access to curriculum, accountability and learning outcomes (Reiza, 2008).

An interesting aspect about policy in Indonesia is that regulation about health requirements to enter higher education. Indonesia excludes physically disabled people because the universities are not aware that discrimination in health requirements which excluding people with disability does not conform to the CRPD (Rizky, 2015). In summary, it implies that education is not available for all levels education in Indonesia, which does not conform to Article 24(1) of the CRPD.

To implement effective regulation about inclusive education it is important for states to understand the concept of inclusive education, and also increase cooperation among ministries (UNICEF, 2012), local and central government that handle inclusive education for disabled students. Also, it is important to revoke the policies that discriminate against disabled people to enter higher education (Rodriguez, 2013) and establish an independent body that focuses on monitoring and evaluating the implementation of inclusive education as stated in Article 33 of the CRPD. Moreover, states also have to cooperate with disabled organizations (remember 'nothing about us without us') (Kayess & French, 2008) to assist them in acquiring clear understanding and monitoring the implementation of inclusive education.

3) Inadequate Funding

In Indonesia, the limited budget due to insufficient usage and the funding is disbursed by several local government and ministries (Committee on the Rights of Persons with Disabilities, 2016b). To overcome budget problems, it is important for states to have political will in realizing the right to inclusive education, and ensure that the regulations are effective in covering the needs of disabled students (UNICEF, 2012). It is also important to create a national plan in coordination between all ministries, central and local government regarding disbursing funding for inclusive education and ensure the transparent and accountable government (UNICEF, 2012) by establishing a monitoring program to guarantee that the budget is used effectively and appropriately (Rieser, 2012). Last, partnerships should be built between governments and another potential bodies (Rieser, 2012), for example AusAid, and budgets should be reallocated from special to regular school to support inclusion (de Beco, 2016). It should be noted that establishing inclusion in regular school is more cost-efficient and cost-effective for states (Chowdhury, 2011) rather than establishing special school (UNESCO, 2009b) since it lowers the administration and management cost, and saves funds for transportation (UN-DESA *et.al.*, 2007) building and materials (de Beco, 2014).

4) Attitudes

In Indonesia, the cultural perception of society become barriers to develop inclusive school, since it is generally known that disabled people are regarded as a disgrace to their families (deCastro *et.al.*, 2016). Several schools in Yogyakarta and Nusa Tenggara Barat in Indonesia have shown how negative attitudes become one of the barriers to implement inclusion successfully (Handicap International & Uni Europa, 2011; Villeneuve *et.al.*, 2016). For instance, disabled students are bullied and labelled as stupid not only by their classmates but also parents from non-disabled students; even if teachers have witnessed this bullying, they did not consider it as crucial matter and do not take any action to solve it (Poernomo, 2016). Furthermore, parents, teachers and school staff still lack understanding and knowledge about the social model of disability, the right to education and inclusive education (Handicap International & Uni Europa, 2011). Parents of disabled children even did not have confidence in their children's skill to study, parents are ashamed of their children's disability and believe that there is no advantage to making them go to school, since their children will be vulnerable to be bullied (Adioetomo *et.al.*, 2014). These negative attitudes have undermined the improvement of inclusive education, lowered the confidence and expectation of disabled children for themselves (Villeneuve *et.al.*, 2016).

and hampering the development of accessible environments in Indonesia (Handicap International & Uni Europa, 2011).

It shall be noted that negative attitudes of society including teachers, parents and family are one of the main barriers for the implementation of inclusive education (Ahuja, 2005). Attitudinal barriers are even more crucial than economic barriers (Kaur *et.al.*, 2016). Negative attitudes include traditional prejudice, social discrimination and lack of awareness about right to education for disabled people and led to discrimination and crucial barriers to learning (UNESCO Bangkok a). Overcoming attitudinal barriers especially in the country with entrenched cultural perceptions about disability such as Indonesia is not an easy task. Raising awareness regarding 'what is inclusive education for disabled people' is not enough, government should promote the benefits for inclusion itself, not only for disabled students but also for communities in general, because communities will be reluctant to support inclusion if the benefits are only for certain groups (UNESCO Bangkok b). Thus, government shall promote that the benefit also obtained by non-disabled students, such as developing their tolerance to each other (Hehir *et.al.*, 2016), for teachers, to improve their skills in teaching and programming (Westwood & Graham, 2003); and for disabled students, increasing their self-esteem (Berg, 2004), social skills (Henninger IV & Gupta, 2014) and academic skills (Hehir *et.al.*, 2016). Furthermore, in campaigning and promoting inclusion, the government should not only cooperate with media but also create campaigns accessible to all levels of society, for instance, posters, leaflets and brochures that are placed in public place where people are most likely to view them (UNICEF, 2012).

IV. CONCLUSION

In order to comply with obligations under CRPD Articles 24(1) and (2)(a)(b), Indonesia has demonstrated several efforts to move from segregated education to inclusive education. Indonesia has adopted several policies to ensure the right to inclusive education for disabled students, allocated an extra budget to establish inclusive schools and raise societal awareness regarding the right to inclusive education. However, the implementation is still not effective due to the several issues Indonesia has to encountered, for instance the history of segregated education makes them resistant to change. Even if Indonesia has tried, it is not inclusion Indonesia has made but integration. The difficulty in establishing inclusion still exists, even with the wiggle room given by the provision of CRPD that allows special school and freedom to choose, as the result states can still maintain a double-track system of education.

Furthermore, the unsuccessful implementation of regulation about inclusive education also occurs due to the lack of understanding about the concept of inclusive education, monitoring and collaboration among ministries. As the result, there are still regulations that discriminate against disabled people in obtaining education, for example health discrimination requirements to enter university. Also, there are inadequate budgets due to lack of government commitment and collaboration among internal government and minimum effort to raise awareness. Thus, society still lacks information about inclusive education. Consequently, Indonesia still hold the negative perspective from cultural views. These are the main issues Indonesia has to encounter to move from segregated into inclusive setting. In order to help mitigate these issues, Indonesia could move equipment from special to regular school, using special school as learning resource, establish independent bodies to monitor the implementation of inclusion, create more exhaustive campaigns about the right to inclusive education, improve collaborations among levels of internal government, cooperate with disabled organizations and distribute budget from special to inclusive school.

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