



**USAID**  
DARI RAKYAT AMERIKA



## New Opportunities for Vulnerable Children (N-OVC)

# FINAL REPORT

31 March 2010 - 31 March 2013



Aceh | DKI Jakarta | West Java | Central Java / DI Yogyakarta | East Java | South Sulawesi

“Education should train the child to use his brain, to make for himself a place in the world and maintain his rights even when it seems that society would shove him into the scrap heap.”

“Pendidikan seharusnya melatih anak agar mampu berfikir, menciptakan ruang bagi keberadaan dirinya di dunia dan mempertahankan hak-haknya, bahkan ketika masyarakat menganggapnya tak berarti.”

*Helen Adams Keller, 1934*





**FINAL REPORT  
2010 - 2013**

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# TABLE OF CONTENTS

<b>ACRONYMS LIST.....</b>	<b>i</b>	Appendix III.....	<b>83</b>
<b>EXECUTIVE SUMMARY.....</b>	<b>iii</b>	List of all modules, translated books/materials and publication developed	
<b>LESSONS LEARNED AND RECOMENDATIONS.....</b>	<b>1</b>	Appendix IV.....	<b>91</b>
<b>PROGRAM DESCRIPTION</b>		Lists of Partners and Stakeholders Contact	
<b>A. BACKGROUND.....</b>	<b>3</b>	Appendix V.....	<b>118</b>
<b>B. OVERVIEW.....</b>	<b>4</b>	News & media coverage	
<b>C. IMPLEMENTATION AND         ACOMPLISHMENTS.....</b>	<b>6</b>	<b>ACKNOWLEDGEMENTS.....</b>	<b>168</b>
Policy Development and Advocacy		<b>LIST OF FIGURES.....</b>	<b>171</b>
<i>National.....</i>	<i>6</i>	<b>REFERENCES.....</b>	<b>172</b>
<i>Provincials.....</i>	<i>6</i>		
In-service Training Program.....	21		
Pre-service Teaching Capacity.....	30		
Public Awareness and Inclusive Education Publicity.....	35		
<b>APPENDICES</b>			
Appendix I.....	38		
Policies & Decrees.			
Appendix II.....	47		
Summary of Beneficiaries and Project Indicator			



# ACRONYMS LIST

APBD	Local Revenues and Expenditures Budget
APBD-P	Local Revenues and Expenditures Budget Amendment
APBN	National Revenues and Expenditures Budget
BAPPEDA	Agency for Regional Development & Planning
DBE	Decentralized Basic Education
DDOE	District Department of Education
DKI	National Capital Designation
DPO	Disabled People Organization
DPR	National Parliament
DPRD/DPRA	Provincial Parliament
EI	Early Intervention
GPK	Resource Teacher
HPIP	Hilton Perkins International Program-Perkins School for the Blind International Programs (USA)
HKI	Helen Keller International
IE	Inclusive Education
IEP	Individualized Education Plan
LD/ID	Learning Disability ((Dyslexia, Dysgraphia, Dyscalculia) / Intellectual Disability
MDVI	Multiple Disability Visual Impairment
MOEC	Ministry of National Education and Culture
MORA	Ministry of Religious Affair
MOU	Memorandum of Understanding
MT	Mentor Teacher
NGO	Non-Governmental Organization
N-OVC	New Opportunities for Vulnerable Children
OTSUSMIGAS	Special Autonomy for Oil and Gas
OVC	Opportunities for Vulnerable Children
PDOE	Provincial Department of Education

PPK-LK Dikdas	Directorate of Special Education and Special Services Development in Basic Education
PPMG	Teachers' Quality Development Center
PPGTK	Teachers and Educators' Training Center
SD	Primary school
SK	Decree Letter
SLB	Special school
TK	Preschool
<b>UNJ</b>	<b>Universitas Negeri Jakarta</b>
<b>UNM</b>	<b>Makasar State University</b>
UNESA	State University of Surabaya
UNP	State University of Padang
UPI	Indonesia University of Education
UPTD	Technical Implementation Development Body
USAID	United States Agency for International Development
<b>UNY</b>	<b>Yogyakarta State University</b>
VI	Visual impairment



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INTERNATIONAL

## EXECUTIVE SUMMARY

USAID funded HKI-Indonesia from FY 2010 to FY 2013 to improve the system for IE in six key provinces<sup>1</sup> in Indonesia through the implementation of the N-OVC project which built on previous USAID-supported HKI-Indonesia programs for children with special needs.

N-OVC focused on:

- Governance of the national and provincial government special education system: Structural and policy adjustments within PPK-LK Dikdas would help streamline the use of national IE funds and strengthen cooperation amongst national, provincial and district level government counterparts;
- Pre-service university strengthening: Developing a corps of prepared and skilled teachers through the development of disability specific pre-service university programs for student-teachers in special education faculties will expand service delivery; and
- Public awareness campaign: Government and public awareness about Education for All and Indonesia's commitment to MGD 2 would sensitize the public.

N-OVC has acted as a *catalyst* in getting national, provincial, and district governments to create IE policies. By meeting government officials at minimum twice every week and inviting them to seminars and workshops on IE, a connection was made between EFA, Education Ministerial Decrees on IE, IE National Guidelines, and policies created at provincial and district levels. N-OVC and PPK-LK Dikdas developed national IE strategic plans used by the Directorate to set up IE development targets. From its 2012

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<sup>1</sup> DKI Jakarta, West Java, Central Java/Yogyakarta, East Java, South Sulawesi and Aceh.

additional budget and expenditures, this Directorate began the replication of N-OVC's IE model in 10 districts<sup>2</sup> in 10 provinces outside of N-OVC's partner provinces and allocated approximately 13.5 billion rupiah to support the replication. In 2013, the Directorate increased the allocation to 20.7 billion rupiah to continue supporting IE system implementation in 22 districts<sup>3</sup>, IE system replication in 12 new districts<sup>4</sup> and one new province<sup>5</sup>, and the continuation of IE implementation in Aceh, South Sulawesi, DKI Jakarta and West Java.

N-OVC and partner provincial government had finalized four governor decrees<sup>6</sup> about IE over the three years of program implementation.

N-OVC, in collaboration with provincial governments, provided district governments with advice and facilitation for the drafting and finalizing of Regent Decrees. In total, 12 Regent Decrees<sup>7</sup> have been produced over the course of program implementation in the 45 target districts.

N-OVC developed training protocols and modules for Early Intervention (EI), Visual Impairment (VI) and LD/ID. The teacher training modules consist of 40% theory and 60% practical experiences. These have been

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<sup>2</sup> Bangka, Boyolali, Kota Bontang, Payakumbuh, Rembang, Banjarmasin, Metro, Lombok Timur, Kota Depok, Lombok Tengah and Salatiga.

<sup>3</sup> 15 districts from FY 2012 and 7 districts are N-OVC partner districts

<sup>4</sup> Kabupaten Bandung, Pacitan, Gresik, Trenggalek, Wonogiri, Surakarta, Wakatobi, Pringsewu, Ngada, Bojonegoro, Kota Padang and Kota Tasikmalaya

<sup>5</sup> South Sumatera

<sup>6</sup> East Java, South Sulawesi, Aceh and Yogyakarta

<sup>7</sup> Regent decrees from Enrekang, Soppeng, Maros, Gowa, Banyuwangi, Tuban, Nganjuk, Purworejo, Kulon Progo, Sukabumi, Kuningan and Pidie.



tested in Aceh Jakarta, West Java, Yogyakarta, East Java and South Sulawesi, and were finalized and endorsed by the PPK-LK Dikdas. Over three years, N-OVC have trained 134 IE trainers across the six partner provinces on how to manage trainings, characteristics, identification and assessment of children with special needs, developing child profiles, and working with parents and the community. N-OVC also formed and trained a team of 23 National Mentor Teachers for VI, LD/ID and EI.

N-OVC established partnerships with six universities (UNJ, UPI, UNY, UNESA, UNP and UNM) through the signing of memorandums of understandings (MoUs) for implementing a pre-service teaching program which conducts LD/ID, EI and MDVI training courses, develops appropriate syllabuses and text books, and translates reference books to support these new courses. The syllabuses were developed by trained lecturers under the supervision of consulting experts from USA (Hilton Perkins International) and India (Dr. Jayanthi Narayan), and are used to enhance the quality of LD/ID, EI and MDVI courses. To date, 19 lecturers have been trained to teach these courses, which have been attended by over 1,000 university students.

With media partner KBR68H, N-OVC conducted 13 radio talk shows in six partner provinces on the characteristics and identification of children with special needs, IE policies, and support services. N-OVC advocacy resulted in the inauguration of an IE Award Ceremony being launched in 2011, an event that has since been funded annually by MOEC. The 2011 IE Awards was inaugurated by Bapak M. Nuh—the Minister of National Education and Culture— and had in attendance governors from East Java and West Java, headmasters from inclusive schools in Aceh and Jakarta, resource and classroom teachers, and community members who have worked to improve and expand the provision of services for children with special needs. MOEC has made the IE award an annual event. This annual event has increased the motivation of many of those—both inside and outside of government—supporting IE in Indonesia.

# LESSONS LEARNED AND RECOMENDATIONS

*“Children with special needs are less likely to access education than children without them”.*

## Lesson Learned

- **Partnering with Government.**

N-OVC learned that commitment amongst government needs to be cultivated. At the same time, PPK-LK Dikdas needs equal partner with specific expertise in inclusive education and children with special needs. The USAID funded HKI-Indonesia through the implementation of the N-OVC project assisted the national, provincial, and district governments to adopt facilitative policies and allocate budgets to fund IE. Finally, N-OVC staff assisted GOI officials by playing a coordinating role in the development of the IE system.

- **Schools need enlightenment on IE.**

At the school level, N-OVC learned that the presence of local technical inclusive education guidelines has helped schools to understand their role in supporting the fulfillment of children’s right through inclusive education. N-OVC supported PPK-LK Dikdas to revise the national IE technical guidelines. The provincial and district inclusive education technical guidelines are derived from the IE national guidelines and these sub-national technical guidelines provided direction to inclusive schools to deliver services to deliver services to children with special needs in a child friendly environment. children with special needs in a child-friendly environment

- **The availability of Information about IE.**

N-OVC learned that due to a lack of information about children with special needs and IE, the public and local, provincial, and central decision makers have resisted some initiatives. N-OVC chose to educate **the them** about children with special needs and IE through electronic and print media at major program events. N-OVC noted that the involvement of media is important in the disbursement of those concepts. A lack of information and awareness among local, provincial, and central decision makers can create barriers to the provision of education for children with special needs.

- **Practice makes perfect.**

Qualified teachers that understand inclusive education and children with special needs are essential for the success of inclusive education implementation. Only 11 universities across Indonesia have special education department. These universities are using the curriculum that has very less portion of field practicum compare with theoretical. As the result, many graduated university students are inadequate to teach children with special needs in inclusive environment. N-OVC learned the importance of building the capacity of special education department. N-OVC designed a training scheme for classroom and resource teachers to improve their competencies and self-esteem in teaching children with special



needs. N-OVC-trained teachers can provide education for children with special needs in an inclusive environment. To address the lack of hands-on work during the pre-service period, N-OVC assisted partner universities to incorporate practical sessions to complement the theoretical training. Similarly, in-service trainings for teachers provided by the government previously had limited time allocation for practicum sessions, but HKI-Indonesia worked with the government to increase the time allocation for these sessions.

Taking these lessons into consideration, below are our main recommendations to ensure the sustainability and quality of IE:

- IE program managers/head of IE taskforce should continually address topics concerning children with special needs and IE during official government coordination meetings, such as local strategic meetings (*rapat koordinasi di tingkat daerah/rakorda*) and national strategic meetings (*rapat koordinasi di tingkat nasional/rakornas*).
- The provincial and district governments need to provide schools with sufficient guidance in order to help them to implement IE. The guidance needs to be clear and focus on technical issues regarding children with special needs and services that can accommodate those children's requirements for education.
- The government's commitment to IE is influenced by support from the public. Partnering with the media to disseminate information about children with special needs and IE is important in order to build the public's knowledge and gain public

support for the government's agenda on IE.

- It is important for teachers or graduate students from universities who have sufficient hands-on experience with children with special needs. Therefore, universities that have a special education department should review their existing syllabus. The syllabus should include practical experiences for teachers and university students.

Multi-phase teacher trainings with a significant focus on practicums will improve and strengthen teachers' knowledge and skills. More practicums help teachers to identify their strengths and weaknesses on training topics.

# PROGRAM BACKGROUND

*Following the completion of two previous phases of the OVC project, USAID funded HKI-Indonesia to continue work in IE in Phase 3 (2010-2013). In Phase 3, N-OVC worked with MOEC and the provincial governments of Aceh, DKI Jakarta, West Java, Central Java/Yogyakarta, East Java and South Sulawesi as well as their respective district governments and other relevant GOI institutions.*

Starting in 2003, USAID funded HKI-Indonesia to work with the Ministry of National Education and Culture (MOEC), the local government, and other partners to improve access to education and provide support and supplemental curricula for children with visual impairments in DKI Jakarta. This inclusive education (IE) model was developed to eventually be replicated for children with other disabilities as well.

USAID funded Phase 2 of this project (2006-2009) to expand IE into USAID-Decentralized Basic Education (DBE) program areas in Central Java, DKI Jakarta, South Sulawesi and Aceh and to provide services for children with other disabilities. During Phase 2, HKI-Indonesia continued to build the management and teaching capacity of government counterparts to provide high quality IE to children with special needs through the development of policies and improved access to local inclusive schools.

**In 2010, USAID** funded HKI-Indonesia as part of the New Opportunities for Vulnerable

Children (N-OVC)<sup>4</sup> project to consolidate the gains of the first two phases of implementation and to continue expansion to the additional provinces of West Java, East Java and Yogyakarta. N-OVC's main objectives included:

- National – Provincial Coordination: Developing a national level policy framework for improved coordination of policy and funding between the national, provincial, and district levels.
- Pre-Service Teaching Capacity and In-Service Trainings Program: Improving the capacity of universities to provide practicum-based pre-service teaching programs to university students who intend to pursue a teaching career. Improving in-service training programs implemented by MOEC for teachers currently working with children with special needs throughout Indonesia.
- Public Acceptance: Improving awareness and publicity of IE and Education for All (EFA) within the education system and among the public.



Picture 3: Stakeholders discussing national policies for inclusive education at the National Policy Dialogue, December 26-27, 2012 at Jakarta.

<sup>4</sup> USAID rebranded OVC to be N-OVC as part of the third phase of implementation.

# PROGRAM OVERVIEW



Picture 4:  
A coordination meeting of stakeholders involved in implementing the inclusive education model, February 4, 2012 at PDOE Office, Yogyakarta.

The successes and lessons learned in the OVC program were incorporated into the N-OVC program. N-OVC was launched in March 2010 and designed to strengthen the governance, management, and coordination capacity of government counterparts at the national, provincial, and district levels to provide effective needs-based IE for children with special needs and scale up the HKI-USAID IE model to other provinces and districts across Indonesia. N-OVC was funded by USAID for three years and was implemented in six provinces in Indonesia: Aceh, DKI Jakarta, West Java, Yogyakarta/Central Java, East Java and South Sulawesi.

N-OVC's major program components:

- Governance – National and Decentralized special education governance strengthening. Structural and policy adjustments within the Directorate of Direktorat PPK-LK that will help streamline the

use of national inclusive education funds and strengthen the cooperation amongst national, provincial and district level government counterparts;

- Pre-service university strengthening. Developing a corps of prepared and skilled teachers through the development of disability specific pre-service university programs for student-teachers in special education faculties;
- Public awareness campaign. Government and public awareness about Education for All and Indonesia's commitment to the MGD 2.

In order to achieve the components, N-OVC established partnerships with the PPK-LK Dikdas at the national level, the Provincial Department of Education (PDOE) in partner provinces and the District Department of Education (DDOE) in 45 districts across six provinces.

N-OVC also partnered with the Education UPI in Bandung; UNJ in Jakarta; UNY in Yogyakarta; UNESA in Surabaya; UNM in Makasar; and UNP in Padang to develop the curriculum, syllabi, and course materials that aimed to build the capacity of selected lecturers in the respective universities' special education departments. The subject areas are specific and cover early intervention visual impairment and multi-disability visual impairment and learning and intellectual disabilities. Each course provided a level of detail in teacher preparation for children with special needs. It also refocused the methodology of course work from lecture-



based to a combination of lecture and practical classroom-based learning. A full 18 months of intensive training on technical knowledge and practical teaching was provided before redesigning the curriculum. Only after lecturers displayed a clear understanding of technical knowledge and a hands-on practical ability to use the knowledge in the classroom, did course development begin. N-OVC continued working with the Perkins School for the Blind and Dr. Jayanthi Narayan, Consultant in Special Education to develop these pre-service courses.

N-OVC engaged electronic and printed media in campaigning the inclusive education initiatives. N-OVC initiated the IE award for government officials, educators and community leaders for their commitment in supporting the IE implementation.

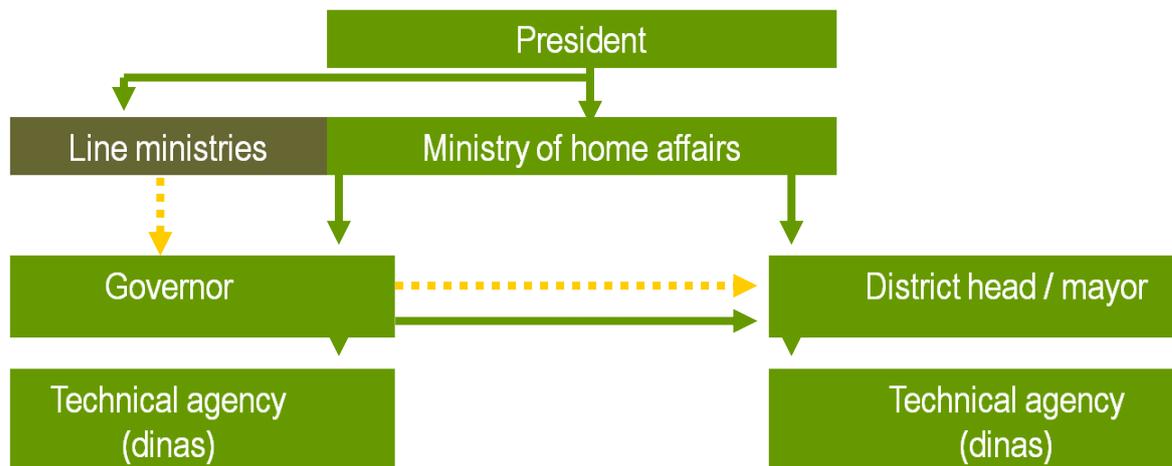
# PROGRAM IMPLEMENTATION AND ACOMPLISHMENTS

## Inclusive Education Policy Development and Advocacy

From a strong government centralized structure, Indonesia has been shifting to a more decentralized system. Indonesia's 1999 decentralization laws<sup>14</sup> altered the distribution of authority between provincial and district administrations. The provision of most public services is now the responsibility of provincial and district governments, with the exceptions of security, defense, foreign affairs, monetary and fiscal, trade, and justice.

Decentralization was designed to bring a measure of autonomy to Indonesia's many culturally diverse regions and to promote good governance by enabling citizen participation and democratic elections. Within the decentralized structure, districts/municipalities are responsible for the development of the health, education, and local infrastructure.

Figure 1: Government Structure



<sup>14</sup> Decentralization in Indonesia is based on two laws that were issued in 1999. The first one, UU No.22/1999 gives responsibility to the central government ministries at the provincial and the district level to provide public services (with the exceptions for defense and security, foreign policies, **MOE, and fiscal policies, judiciary affairs, and religious affairs**) under their jurisdictions. UU No.25/1999 provides guidance on fiscal decentralization

*“Educational decentralization means the transfer of authority of educational policies from the central government to provincial and district/municipality governments—authoritYthat includes the implementation of education policies and funds required to support the activities”.*

Central, provincial and district/municipality governments are responsible of allocating 20 percent of their budget to education. The central government is responsible for national standards including curriculum, examinations and minimum service standards; certification; and higher education. The provincial government is responsible to coordinate the implementation of national standards in curriculum, examination and minimum service provision while the district/municipality government is responsible for monitoring the implementation of national standards in curriculum, examinations, mentoring and supervision of local education institutions within respective districts/municipalities.

In response to educational decentralization and as stipulated in Presidential Regulation number 24/2010, the Minister of National Education restructured the organization of MOEC, with the aim of creating efficiency within MOEC. The major changes that can be highlighted are:

- In the MOEC’s new structure, kindergarten has become part of early childhood education. Previously kindergarten was the responsibility of Directorate General for Basic Education.
- Education for children with special needs and IE has become the responsibility of two directorates: the Directorate of Special Education and Special Services, under Directorate General for Basic Education, and the Directorate General for Secondary Education.

N-OVC established a partnership with the PPK-LK Dikdas to design and implement IE. N-OVC decided to partner with the PPK-LK Dikdas since their focus was on developing and strengthening the IE system at the basic education level. N-OVC assisted PPK-LK Dikdas to develop an IE plan of action and promote it to other departments within MOEC, MORA, Bappenas, the Ministry of Administrative Reform and Bureaucratic Reform (Kemenpan), and N-OVC-supported provincial and district governments. N-OVC, in partnership with PPK-LK Dikdas, provided technical assistance to provincial and district governments in creating IE policies that were in line with ministerial decree number 70/2009 and the national agenda for achieving EFA.

N-OVC developed teams of two to four people at N-OVC’s partner provinces. These teams were assigned to nurture partnerships with provincial and district/municipality governments, as well as provide assistance in advocacy and policy development to provincial and district/municipality governments.

### **Objective**

The IE policy development and advocacy component of N-OVC aimed to strengthen the capacity of national, provincial and district government counterparts in developing policies that describe roles and responsibilities of the government at all levels in supporting the implementation of IE, and



the mechanism of support services for children with special needs, and to advocate for these policies to related government counterparts.

### Key Strategies

The key implementation strategies for policy development and advocacy were developed by N-OVC in order to scale up IE. The key implementation strategies are as follows:

- a. Intensive socialization of government stakeholders at the national, provincial, and district levels of MOEC and MORA about the characteristics of children with special needs, the rights of children with special needs, and IE. The socialization was conducted through formal and informal meetings with PDOEs, DDOEs and Bappeda on a quarterly basis.
- b. Study visits to provinces that have strong commitment to IE, arranged by N-OVC. The study visits were arranged by N-OVC for the policy makers in education offices, Bappeda, and legislature at provincial and district levels. The study visits aimed to build the participants' knowledge about children with special needs and IE; and to learn from others' experiences in developing and implementing an IE system, especially on policy development and advocacy.
- c. Development of IE model schools at the district level. IE model schools have become one of the key components for IE policy development and advocacy. The model schools serve as examples to other regular schools on how to implement IE. The IE schools model derived from existing mainstream schools at the district level. N-OVC, in collaboration with provincial and district governments, enhanced the capacity of IE model schools

through trainings for teachers, principals and school supervisors about identification and assessment of children with special needs and IE.

- d. Using participatory approaches in policy development and advocacy, N-OVC and partners provided equal opportunity to everyone from each department at MOEC, MORA and Bappeda to provide their input on the content of specific policy in order to ensure its clarity.
- e. Development and synchronization of national, provincial and district IE strategic plans. IE action plans are essential for the government to ensure the sustainability of the IE system in Indonesia. The IE action plans served as a blue print for IE implementation at the national, provincial and district levels. The action plans focused on activities that strengthened school capacity and built teacher competencies, while addressing the rights of children with special needs.
- f. Establishment of IE task forces at national, provincial and district levels. The IE task force is the GOI's partner in designing and monitoring the implementation of IE. The task forces consisted of representatives of government from various departments related to education for children with special needs, IE experts from universities across Indonesia, DPOs and NGOs/INGOs.

### Accomplishments

#### *National Level*

National IE strategic plans have been developed and have been used by the PPK-LK Dikdasin planning the program and setting up the development targets on IE. In early March 2013, the PPK-LK Dikdas formed the National Inclusive Education Task Force,

which consists of representatives of departments within MOEC, Universities, NGO/INGO and DPOs. The main tasks of the IE task force is to partner with national governments in ensuring the implementation of national IE strategic planning and to have further discussion with national governments for sustaining IE initiatives.

N-OVC engaged the PPK-LK Dikdas, MOEC for program monitoring. This Directorate found that the N-OVC approach in engaging provincial and district government to support IE implementation was effective. The Directorate appreciated the IE model that N-OVC developed through strengthening the capacity of provincial and district government in policy development, building the capacity of regular school teachers and resource teachers through training, and enhancing the capacity of mainstream teachers. In addition, N-OVC also strengthened the capacity of universities on LD/ID and MDVI courses in order to ensure the quality of university graduate students.

In 2012 the PPK-LK Dikdas started replicating N-OVC's IE model in 10 districts<sup>15</sup> in 10 provinces outside of N-OVC's partner provinces, allocating approximately 13.5 billion rupiah to support the replication. In 2013, the Directorate increased the allocation to 20.7 billion rupiah to continue supporting IE system implementation in 22 districts<sup>16</sup>, IE system replication in 12 new districts<sup>17</sup>, 1 new province<sup>18</sup> and the continuation of IE implementation in Aceh, South Sulawesi, DKI Jakarta and West Java.



Picture 5.  
Stakeholders drafting the Governor's Decree of West Java concerning Inclusive Education, July 27, 2010 at Kuningga, West Java

<sup>15</sup> Bangka, Boyolali, Kota Bontang, Payakumbuh, Rembang, Banjarmasin, Metro, Lombok Timur, Kota Depok, Lombok Tengah and Salatiga.

<sup>16</sup> 15 districts from FY 2012 and 7 districts are N-OVC partner districts.

<sup>17</sup> Kabupaten Bandung, Pacitan, Gresik, Trenggalek, Wonogiri, Surakarta, Wakatobi, Pringsewu, Ngada, Bojonegoro, Kota Padang and Kota Tasikmalaya

<sup>18</sup> South Sumatera



### Provincial Level

Leadership at provincial government determined the success of IE acceptance. N-OVC, in partnership with the PPK-LK Dikdas in Basic Education, emphasized the importance of Governor's Decrees for IE implementation. However, West Java and Central Java/Yogyakarta thought that ministerial decrees about IE were already sufficient to legitimate the IE initiatives at their respective provinces. The decentralization system has limited the authority of the PPK-LK Dikdas to provide further encouragement towards West Java and Central Java/Yogyakarta province to issue the Governor Decrees about IE implementation. Three Governors' Decrees from East Java, Aceh and South Sulawesi were issued over the course of N-OVC program implementation. DKI Jakarta already had a Governor Decree. The decrees legitimated the effort of Provincial Departments of Education (PDOEs) and Bappeda to sustain IE initiatives. Issuance of Governor Decrees also facilitated provincial budget commitments to support IE implementation at provincial and district levels.

N-OVC and Aceh, DKI Jakarta, East Java and South Sulawesi PDOEs advocated IE as one of their key foci in the provincial medium-term development plan that covers five years. It considered the major steps in policy development and advocacy that can ensure the sustainability of IE implementation at provincial and district levels.

N-OVC, in partnership with PDOE, developed provincial IE strategic plans that are in line with national and district IE strategic plans. The strategic plan explained the distribution of roles and responsibilities between national,

provincial and district governments in funding IE activities that relate to strengthening education units, teachers' competence enhancement and the fulfillment of rights to education.

To ensure the quality of IE implementation in N-OVC partner provinces, three provincial inclusive education technical guidelines have been produced. DKI Jakarta, South Sulawesi and East Java Provincial Department of Education (PDOE) have finalized and produced the provincial inclusive education technical guidelines. Yogyakarta has developed IE guidelines through the assistance of *Arbiteir Samariter Bund (ASB)*<sup>19</sup>. In West Java, the PDOE felt that national IE technical guidelines were already sufficient for provincial and district governments, so that it was not necessary for them to work with N-OVC on IE technical guidelines. On the other hand, the absence of university support for IE implementation in Aceh put the PDOE in a challenging situation such that, as of March 2013, their IE technical guidelines were not yet finalized.

### District Level

N-OVC, in collaboration with provincial governments, had provided district government with technical advice and facilitation for the drafting and finalizing of Regent Decrees. In total, 17 Regent decrees have been produced over the course of program implementation from the 45 target districts. There are still 28 target districts who are drafting and finalizing the Regent Decrees. The main factor that contributed to the delay

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<sup>19</sup> International NGO from Germany that worked with Yogyakarta PDOE in implementing IE system.

of the process was the political will at the respective districts. The Regent Decrees that have been issued are from Enrekang, Soppeng, Maros, Gowa district (South Sulawesi province); Sidoarjo, Banyuwangi, Tuban, Nganjuk district (East Java province);



Picture 6 :  
 OVC facilitated a meeting between Aceh PDOE, South Sulawesi PDOE and Yogyakarta DDOE, November 29<sup>th</sup> – 30<sup>th</sup>, 2011 at Aceh PDOE office.

Sukabumi and Kuningan district (West Java); Pidie district (Aceh); Purworejo district (Central Java); Banyuwangi, Tuban and Nganjuk (East Java); Kulonprogo district (Yogyakarta); Enrekang, Maros, Soppeng and Gowa (South Sulawesi). The issuances of Regent Decrees legitimated IE initiatives that had been initiated by District Departments of Education (DDOEs) and Bappeda.

Twenty inclusive model schools have been developed at four districts (Kuningan, Sukabumi, Tuban and Nganjuk) in West Java and East Java by N-OVC. The selection of districts was done by N-OVC and West and East Java PDOE. The inclusive model schools have become district reference points in implementing IE. To support the inclusive schools model, N-OVC, in partnership with

Tuban, Nganjuk, Sukabumi and Kuningan districts, conducted several types of trainings that were meant for inclusive model schools, special schools/resource centers, special school teachers/resource teachers, mainstream teachers and school supervisors. The detail about these trainings is explained in the in-service section. N-OVC trained 108 teachers as resource teachers to work with mainstream teachers. They revised their school budget plans to accommodate the needs of children with special needs. The DDOEs have issued the decree to legitimate the position of inclusive model schools.

### Inclusive Model Schools in Nganjuk and Tuban (East Java)

At the initial stage, OVC explained the plan to develop inclusive education model schools in East Java PDOE. OVC selected Nganjuk and Sidoarjo as the two districts where model schools would be developed. In East Java, district selection was carried out by N-OVC in consultation with the PDOE. Here are the criteria for district selection:

- There is, at minimum, one special school in the district, which is important in order to support inclusive model schools. The special school capacity will be enhanced to become a resource center through management training.
- Head of District Department of Education and head of special education section, at minimum, understand the concept of IE.
- District government demonstrated commitment to IE.

Later on, the Sidoarjo district was replaced by Tuban district. Based on N-OVC's initial observation of government commitment

toward IE and the other criteria, Nganjuk and Tuban were the ones nominated as districts for an inclusive model school.

The appointment of inclusive model schools was done by N-OVC and DDOE of Nganjuk and Tuban district. Criteria for school selection as follows:

- The school leads by an open minded principal that has willingness to accept children with special needs.
- The school is located in the area that can be easily reached by children, particularly by children with special needs.
- The school is one shift only, morning or afternoon shift.
- The school is a main school (*sekolah inti*) in their cluster.

The selected inclusive model schools are:

Nganjuk:

1. SDN sumber urip 1 DS. Sumber urip Kecamatan Berbek
2. MI Al Islam Pace Jl. Raya Kediri Pace No 35
3. SDN wilangan I Jl. Raya nganjuk - Madiun
4. SDN Werungotok II Jl. Ciliwung – nganjuk
5. SDN Klurahan IV Desa Klurahan Kecamatan Ngronggot

Tuban:

1. SDN Sidorejo II
2. SDN Purworejo
3. SDN Sambongrejo
4. SDN Merakurak
5. SDN Medalem II

Following the school appointments in Tuban and Nganjuk Districts, OVC conducted district workshops to discuss development of inclusive model schools. The workshops were attended by East Java PDOE, Tuban DDOE, Bappeda, legislators and school supervisors

from Tuban and Nganjuk. The Nganjuk Vice Regent instructed DDOE, Planning and Development Bureau, Local Authorities (Village and Sub District), inclusive schools and special schools to support implementation of IE. Nganjuk DDOE appointed one inclusive school in each of 20 sub districts. The five model schools are included in that decree.

In order to enhance the capacity of inclusive model schools, N-OVC and DDOE Tuban and Nganjuk facilitated IE trainings that focused on the characteristics of children with special needs, national and local IE policies and stakeholders, building networking with parents and communities, identification, assessment and enrollment, child profile, Individual Education Plan (IEP) development, inclusive classroom management, and curriculum modification.

In order to support inclusive model schools, the Tuban and Nganjuk DDOEs appointed public primary special school 51 in Tuban and SLB Santikosala and SLB Sambirejo in Nganjuk district as IE resource centers. Those three resource centers had completed the resource center management trainings that were conducted by N-OVC in partnership with the Rawinala Foundation from 19 to 22 March, 2012. The Tuban and Nganjuk districts drafted the head of DDOE decrees to legitimate the position of those special schools as IE resource centers, which have agreed to support inclusive model schools through the provision of resource teachers. Resource centers will assign resource teachers to each inclusive model school. These teachers are responsible for assessments and development of IEPs for students with special needs.

## Inclusive Model Schools in Kuningan and Sukabumi Districts

N-OVC initiated the planning for the development of ten inclusive model schools in two districts in West Java. In collaboration with the PDOE, Kuningan and Tasikmalaya Districts were previously selected. However, after further discussion with West Java PDOE, Tasikmalaya was replaced by Sukabumi district. N-OVC visited Kuningan and Sukabumi Districts to assess government commitment toward IE. West Java PDOE and N-OVC invited the DDOEs from Kuningan and Sukabumi districts to discuss inclusive model school development at the PDOE office in Bandung, aiming to provide details about the plan of inclusive model school development in both districts. Representatives were interested in the project and agreed to the plan. PDOE representatives reminded the district officials that inclusive schools are mainly under DDOE's authority, which means the DDOE should monitor and assist the schools to ensure sustainability of the program. PDOE ensured that the selected schools are in their list of fund recipients. N-OVC's role was to build the capacity of selected schools. The DDOE appointed resource teachers to support IE in selected inclusive schools.

After identification and observation in Sukabumi and Kuningan districts, respective DDOEs and N-OVC chose five schools in each district to be appointed as an inclusive model school. Criteria for school selection were as follows:

- The school leads by an open minded principal that has willingness to accept children with special needs.

- The school is in an area easily reached by children with special needs.
- The school is one shift only, morning or afternoon shift.
- The school is a main school (*sekolah inti*) in their cluster.

Kuningan:

1. SDN BI Cikaso
2. SDN Citapen
3. SDN 2 Ciherang
4. SDN Cirea
5. SDN Pasayangan

Sukabumi:

1. SDN Rambay Kulon
2. SDN 1 Lembursawah
3. SDN Tenjoayu
4. SDN 1 Curug Hilir
5. SDN Cibaregbeg

OVC assisted DDOE Sukabumi in designing an identification training that aimed to build the capacity of mainstream schools to identify children with special needs in and outside their schools. The training was conducted from 14 to 16 June 2012 and was attended by 94 participants which included elementary school teachers, elementary school supervisors, junior high school supervisors and senior high school supervisors. The training focused on IE concepts, characteristics of children with special needs and identification mechanisms. The final output of this training is data on children with special needs in or in the vicinity of schools. Other stakeholders, such as Bappeda, DPRD and the Sukabumi Education Board stated their support for DDOE's strategy to provide wider and better education access to children with special needs.

## Challenges and Solutions

N-OVC has identified several challenges that have created barriers for the N-OVC and partners to develop and sustain the IE program. The identified challenges are as follows:

### National Level

The process of restructuring MOEC had led to delays and uncertainty about the distribution of roles and responsibilities for IE implementation amongst the government officials in the Directorate of Special Education and Special Services in Basic and Secondary Education. N-OVC faced challenges to coordinate with both directorates in developing the comprehensive IE strategic plan. It happened because there were not enough officials from both directorates who understand the concepts of IE.

It's also challenging to develop and sustain strong coordination between national and local government (provincial and district/municipality) officials in program planning and budget allocation for IE. The national government was having difficulties in gaining the commitment and support from provincial and district/municipality governments due to decentralization reforms. The system allowed provincial and district/municipality governments to create their own development targets and priorities that may be different from national development targets and priorities. Priorities and targets of province and district/municipality depended on the political situation.

There is still low commitment from the PPK-LK Dikdas, within MOEC and the Ministry of

Religious Affairs (MORA) in supporting IE. It is important to have MORA involved due to their oversight of *madrasahs* (religious schools). Unfortunately, many government officials in MORA thought that IE is not their main duty therefore there is no need for them to support the implementation of IE.



Picture 7:  
National policy dialogue, October 28<sup>th</sup>, 2011 at Ambhara Hotel, Jakarta. This activity conducted on 28 October 2011.

N-OVC, in collaboration with PPK-LK Dikdas, UPI, Yayasan Mitra Netra, and the Working Groups for IE of the DKI Jakarta Province conducted a gap analysis on IE in six provinces within the scope of the N-OVC program area: Aceh, Jakarta, West Java, Central Java, East Java, and South Sulawesi. In each province, two districts/cities were selected with a total of 12 districts/cities. The gap analysis on IE was to identify the barriers between implementation of IE and the stipulations stated in the Decree of MOEC No. 70 of 2009 on IE for Students with Disabilities and Special Intelligence and/or Gifted Talent. One recommendation was to align agendas with implementation of IE from the central to regional government (province and district/municipality government), which

include: provision of infra-structure and facilities in accordance with the needs of the students, the expenses per student and per inclusive school, and the success criteria of implementing IE programs from the management and pedagogic aspects.

As a follow up of the gap analysis recommendations, N-OVC conducted a series of policy dialogues at the national level that involved the Directorate of Special Education and Special Services in Basic and Secondary Education; the Directorate for Development of Primary Schools, the Directorate for Development of Junior Secondary Schools; the Directorate for Development of Educators and Educational Staff in Basic Education; the Directorate for Development of Early Childhood Education; the Directorate for Development of Senior Secondary Schools, the Directorate for Development of Vocational Secondary Schools; the Center of Development and Empowerment of Educators and Education Administrators for Kindergarten and Special Education; the Deputy for Human Resources and Culture, Bappenas; the Deputy of Human Resources Personnel, the Ministry of Administrative Reform and Bureaucratic Reform and the Directorate General of Islamic education in MORA in order to develop a comprehensive IE strategic planning for three years (2012-2014) that focused on strengthening education units, teachers' competence enhancement and rights to education assurance. The developed national strategic plan was communicated to N-OVC's provincial and districts partners by N-OVC and the PPK-LK Dikdas. Each targeted province and districts developed their IE strategic plan that have been synchronized with the national IE strategic plan. The document aimed to

provide the national, provincial and district governments with certain targets and activities on IE that are in line with national government commitment to achieve the EFA strategic plan.

### *Provincial and District Level*

The level of officials' turnover in PDOEs and DDOEs is frequent and without early notice. Unfortunately, the replacements usually have limited knowledge on IE. In Aceh, N-OVC experienced that the head of PDOE, who supported IE, had to step down because the former Aceh Governor had designated one of his colleagues from his hometown for that post. The changing of officials, most of the time, was influenced by politics. The changing of N-OVC's focal point at provincial and district governments have slowed the advocacy effort.

*“advocacy efforts will become more effective if a well known person in the community promotes disabled children's rights and IE at workshops/meetings or through the media”.*

N-OVC found that a lack of knowledge about IE had caused low commitment from Bappeda and legislatures at provincial and district level (DPRD). As learned through a gap analysis conducted by N-OVC, despite having understanding of the non-discriminatory principle of IE, Bappeda and legislatures tend to only have a superficial knowledge of IE. Nevertheless, it is expected that the Bappeda and legislatures are committed to support the implementation of IE in the region which is under their jurisdiction, particularly to



support the process in budgeting for IE<sup>20</sup>. Bappeda and the legislatures are key components for IE program planning and budget allocation—their approval of program planning and budget allocation will ensure that education offices at provincial and district levels sustain IE initiatives.

The absence of an IE champion at provincial and district levels created certain barriers in advocating new policies. N-OVC learned that an active leader with sufficient knowledge on IE at PDOE or DDOE could speed up the process of development of Bappeda and legislative acceptance. He/she had less difficulty in convincing them of the importance of IE for improved the fulfillment of children's rights. N-OVC also learned that advocacy efforts will become more effective if a well known person in the community promotes disabled children's rights and IE at workshops/meetings or through the media. Enrekang district, South Sulawesi had showed significant improvement in IE implementation under the leadership of Bapak Latunrung as the head of Enrekang district. He initiated policies that support IE implementation at district level. He convinced Bappeda and the legislature to allocate funding for inclusive schools, resource teacher trainings and the provision of assistive devices for children with special needs.

N-OVC formalized partnerships with provincial and district governments through the signing of a MoU that clearly stated the role and responsibilities of N-OVC and respective provinces in implementing IE. The MoU also describes the rights and obligations between N-OVC and government in ensuring the sustainability of IE initiatives.

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<sup>20</sup> Gap Analysis Report, N-OVC

Following the MoU signing, N-OVC started to develop and nurture the trust from key government people and inclusive education stakeholders through several activities such as program presentation in front of PDOEs/DDOEs, Bappeda and legislatures and conducted study visits for government officials (PDOEs/DDOEs, MORA and Bappeda) and legislatures to provinces that had implement IE. The study visit aimed to provide the Pofficials with real examples of IE implementation.

As follow up for the study visits, N-OVC facilitated a discussion about findings during each visit. Discussions were attended by study visit participants and aimed to develop action plans on implementing IE. The initial IE start up action plans were communicated and presented to members of the education commission by PDOE/DDOE with assistance of the N-OVC provincial team.

To provide the key policy makers with IE prototype, N-OVC encouraged DDOEs to create the inclusive model schools that serve as model for other mainstream schools. The school selection criteria was developed by DDOEs and N-OVC, by visiting candidate schools to observe the school environment and speaking with headmasters and teachers to find out their initial commitment toward education for children with special needs and IE. The selected inclusive model schools were legitimated by decrees from DDOEs.

To ensure the sustainability of IE within the decentralization system, N-OVC emphasized the importance of government decrees for IE implementation to N-OVC partner provincial governments. N-OVC worked with respective

PDOEs in drafting and finalizing the governor's decrees, which legitimated the initiatives of PDOE and Bappeda to support IE implementation. The decrees, which highlight the implementation strategy to improve the quality of IE, included a better planning and monitoring system, and provided clear guidelines on communication between the province and districts in terms of funding for IE activities.

N-OVC also advocated that the IE agenda becomes one of the foci in the provincial and district/municipality's medium-term development plan. The medium-term development plan secured IE initiatives when there was a new head of provincial and district/municipality governments. The respective provincial and district/municipality's governments are now obligated to carry out all items that have been written in the provincial and district/municipality's medium-term development plan.

N-OVC, in partnership with the PPK-LK Dikdas, also provides provincial and district/municipality governments with technical assistance in developing the provincial and district/municipality IE strategic planning, which is in-line with national IE strategic planning. The provincial and district IE strategic planning was intended to support the governors' and regents' decrees about IE implementation agendas at respective provincial and district/municipality medium-term development. N-OVC facilitated a series of meetings for the formulation of provincial and district IE strategic planning, involving education technical offices in province/district, regional offices of MORA,

Bappeda, resource centers, local NGOs and universities.

N-OVC in partnership with PDOEs or DDOEs advocated for the funding allocation for IE implementation to Bappeda and legislatures. The allocation referred to the provincial and district/municipality IE strategic plan, with funding for each line item in the IE strategic plan being shared among national, provincial and district/municipality governments.



Picture 8 :  
Discussion on how to increase support and commitment in program planning and budget allocations to improve the implementation of inclusive education in Indonesia. Jakarta, October 28<sup>th</sup> 2011

N-OVC provided PDOEs with technical assistance in developing IE technical guidelines. The guidelines focus on:

- The concept of IE that provides guidelines users with core knowledge about IE.
- Necessary steps in modifying the classroom curriculum based on the capability of each child.
- Characteristics of children with special needs.
- Roles and responsibilities of regular schools and resource teachers in IE and the development of team teaching in order to provide services to children with special needs.



- e. Specific and accessible facilities that accommodate children with special needs.
- f. Identification of funding resources to implement IE. The funds will be available from National Revenues and Expenditures Budget/Anggaran Pendapatan dan Belanja Negara (APBN) and Local Revenues and Expenditures Budget/Anggaran Pendapatan dan Belanja Daerah (APBD).
- g. Academic evaluation for children with special needs.
- h. IE program monitoring and evaluation.
- i. Creating networks with communities and other IE stakeholders.

N-OVC conducted a series of formal and informal meetings with key government counterparts and other main stakeholders at provincial and district levels on a regular basis (once or twice a month). Through these meetings, N-OVC was able to identify the IE champion within the province/district government and ensure IE program planning and implementation. The topics of the discussion are government planning on inclusive education and potential challenges for IE implementation.

In collaboration with East Java and West Java PDOEs, N-OVC developed inclusive model schools. The criteria for school selection were developed by N-OVC and respective DDOEs. The development of inclusive schools model aimed to provide local governments with good examples on how IE systems work at the school level. The IE schools model has become a reference for other schools that were interested in implementing IE. IE schools were developed from existing mainstream schools. Inclusive model schools were also publicized through the media to sensitize the public about the educational requirements of children with special needs. It will speed up

the buy in amongst community when they are able to see how inclusion works at school level and how the system benefits not only children with special needs but all children.

### Evaluation

In order to assess the effects of its policy component, N-OVC interviewed government officials and other stakeholders from two N-OVC-supported provinces and one non-supported province to understand the opportunities and challenges associated with working with provincial and district governments on policy development. The full report is included as an attachment. N-OVC identified a number of lessons learned from this evaluation and has proposed recommendations for future IE implementation.

Overall, the main role of the N-OVC program has been to act as a catalyst in getting the Indonesian government to create IE policies. N-OVC introduced the idea of a school system in which children with special needs can attend the mainstream school in their district, provided that the mainstream school adapts to the needs of those children. By inviting government officials to seminars and workshops on IE, N-OVC made the connection between the Salamanca Statement, EFA, preliminary national policy on IE, and policies that could be created at the provincial and district levels. N-OVC motivated the government to prioritize IE, changing their attitudes towards the ways in which children with special needs access education. Moreover, N-OVC provided the support the government needed to harmonize policies between the national, provincial, and district government levels to ensure that there are no gaps between IE policies.

In comparison to the Bangka-Belitung province, the provinces with N-OVC support had more IE policies, more inclusive schools, and more government officials who were aware of the IE framework. While Bangka-Belitung had IE policies and schools, overall the system seems to be developing slower than it is developing in the N-OVC-supported provinces. There are no district-level policies for IE and only one inclusive school per district, as compared to nine inclusive schools in some districts in N-OVC provinces. Overall, Bangka-Belitung officials were supportive of IE, and the system does seem to be expanding, but without the help of a program like N-OVC, creation of policies that bring access to education for children with special needs will take longer to progress.

Interviews with government officials and focus group discussions with heads of resource centers and principals of Inclusive Schools also identified gaps within the IE system and N-OVC program. Resource center policies seemed to be lacking in many of the provinces and districts, with the policies not clarifying the exact role of the resource center. Both the heads of resource centers and the principals of inclusive schools stated their wish that there was a stronger relationship between resource centers and inclusive schools, and more collaboration on teaching children with special needs. The principals of inclusive schools seemed to not know how to utilize resource centers, while the resource centers seemed offended that the inclusive schools did not ask for their assistance. While N-OVC facilitated workshops with heads of resource centers and principals of inclusive schools, there is more that can be done to encourage a stronger relationship between these groups.

With a more thorough policy about the role of resource centers, as well as funding for the centers to operate as resource centers, the resource centers could play more of the supportive role that they were created for.

By and large the N-OVC program has played an integral role in the development of the IE system in Indonesia. The N-OVC program has influenced the attitudes of key government officials, getting them to realize the importance of creating inclusive schools in order to get all children access to education. Not only has N-OVC assisted the government to create IE policies, but it has also supported the government in its creation of the aforementioned policies. Through policy creation workshops and meetings where government officials from different levels work together to discuss policies and budgeting, N-OVC has helped the government to create policies that are synchronized over all levels. N-OVC successfully advocated for the rights of children with special needs to attend mainstream schools that are modified to fit their needs, and in doing so, has helped to create the base for a country-wide IE system in Indonesia.

### **Lessons Learned and Recommendation**

Involvement of the technical office with government planning, implementation and monitoring ensures the sustainability of IE.

Effective advocacy to government required constant communication on a regular basis, a minimum of once a month, through formal and informal meetings/discussions about program progress and challenges. The discussions aimed to develop the government acceptance towards the program. This also

reduced the impact of officials' turnover at PDOEs and DDOEs.

The best way to start IE system development is by piloting one or two districts within the province. Modeling IE at school level helped key policy makers to understand IE. The increase of their knowledge on IE becomes a key to success in IE implementation. Successful piloting and modeling of IE enables key policy makers to replicate and scale up the system to other provinces and districts across Indonesia.

To ensure the sustainability of IE initiatives in Indonesia, N-OVC learned that acceptance of provinces and districts toward the IE concept are really important. Within the decentralization system, Education Ministerial Decree about IE could not bind provincial and district governments. Therefore, it is important to have local policies (Governor/Regent Decree) that support and legitimate IE implementation.

Based on the above lessons learned, the program provides the reader with several recommendations as follows:

- The GOI, in this case Directorate of Special Education and Special Services, needs to review and refine national IE guidelines. The revised guidelines should be able to accommodate recent trends in IE. The national guidelines should also align with provincial technical guidelines.
- IE stakeholders need to establish a database of children with special needs. The data should be comprehensive and be able to assist policy makers in making substantial policies that support provision of services for children with special needs.
- The GOI with assistance of university/INGO/NGOs needs to develop an IE monitoring and evaluation system. A good M&E system helps IE stakeholders, especially GOI, to identify successes and failures of program implementation.



Picture 9:  
Speaking on national action plans and the implementation of inclusive education in Indonesia at the National Policy Dialogue workshop, February 9th, 2012 at Century Hotel, Jakarta. Seated from left to right: Jalu Nurcahyanto (USAID), Dr. Thamrin Kasman (MOEC), Dr. Mudjito, AK., M.Si (Director of Special Education and Special Services, Ministry of National Education – MOEC), and Larry Dolan (USAID)

# In-service Training Program and Pre-Service Teaching Capacity

## In-service Training Program

### Objectives

N-OVC worked with National and Provincial education offices to develop government in-service training and technical assistance teams to assist provinces and districts with specific technical needs.

### Key Strategies

N-OVC in collaboration with Dr. Jayanthi Narayan and Special Education Department of UPI have developed specific disability training protocols and a module for VI and LD/ID that will improve in-service training programs implemented by MOEC, PDOE and DDOE for teachers from special education schools and inclusive education schools that are currently working with children with special needs. The teacher training modules for VI and LD/ID consist of 40% theory and 60% practical experience. Modules for specific disability trainings have been reviewed by the Centre of Development and Empowerment of Educators and Education Administrator for Kindergarten and Special Education. In addition, N-OVC and DKI Jakarta IE trainers developed training protocols and modules for IE Training of Trainers.

N-OVC created the GOI's buy-in toward the training protocol and module through discussion and site visits. Formal and informal discussion with key person in N-OVC's provincial and district departments of education about training protocols and modules were held intensively by the program. The discussion were followed by

site visits to observe training sessions that were conducted by N-OVC and partners.

Prior to the training implementation, N-OVC and partners selected participants based on criteria including teachers' commitment and interest to help students with special needs.

### Accomplishments

1. Training protocols and modules for EI, VI and LD/ID have been developed and tested in Aceh, DKI Jakarta, West Java, Yogyakarta, East Java and South Sulawesi. The protocols and modules were finalized and endorsed by *PPK-LK Dikdas*.

Over three years, N-OVC trained 134 IE trainers across six N-OVC's partner provinces on how to manage trainings, characteristics, identification and assessment of children with special needs, development of child profiles and working with parents and the community.

Below is description of IE trainers in six provinces:

Table 1. Number of IE trainers trained (October 2011 – November 2012)

PROVINCES	NUMBER OF INDIVIDUAL TRAINED
West Java	20
Yogyakarta Province of Special Region	15
East Java	42
South Sulawesi	48
Aceh	48



2. N-OVC formed a team of National Mentor Teachers for VI, LD/ID and EI. In total, 23 resource teachers from resource centers and IE model schools in Aceh, DKI Jakarta, Central Java and South Sulawesi were trained to become National Mentor Teachers. Thirteen out of 23 National Mentor Teachers trained were actively involved in delivering LD/ID, VI and EI-VI specific disabilities training in N-OVC provinces. List of National Mentor Teachers are attached as appendix IV
3. Advocating teacher training protocol and module to Directorate Special Education and Special Services for Basic Education, MOEC. To date, the protocol and modules had been endorsed by MOEC and distributed to the other 27 provinces in Indonesia.
4. Build buy-in amongst PDOEs and DDOEs towards N-OVC's training protocol and modules. Majority of resource teachers training are cost sharing with respective PDOE or DDOEs. N-OVC provides resource persons, training modules and materials and mentoring.

### Challenges and Solution

Challenges that N-OVC faced over the course of in-service training implementation were:

1. Lack of confidence in mainstream teachers to teach children with special needs and work with resource teachers. Lack of confidence can be caused by their limitation of knowledge and exposure to children with special needs. The university failed to provide them with sufficient knowledge on how to identify children with special needs and to provide education service that focus on child needs.

2. Limitations on funding in provincial and district education offices to conduct phased teacher trainings for inclusive education, VI and LD/ID. PDOEs and DDOEs understand the importance of teacher capacity building but they were not able to ensure that the length of training would be more than 3 days for each phase.
3. Provincial and District Departments of Education tend to change training participants for each phase of training. The DDOEs replace absent participants with new ones. This government decision influences the results of training including the continuity of a comprehensive understanding of the trainings' content.

In order to overcome those challenges, N-OVC came up with several solutions that relate to teacher confidence and government budgeting for training.

To increase levels of confidence amongst teachers in regular schools, N-OVC, with the PDOE, formed teams of IE trainers at the provincial level. IE trainers are teachers from regular and special schools, and school supervisors. IE trainers train teachers at regular schools on characteristics of children with special needs, identification and assessment, children profile, IEP and working with resource teachers and parents.

N-OVC, in partnership with Dr. Jayanthi Narayan and UPI, conducted training for national mentor teachers on LD/ID and VI. National mentor teachers consist of selected resource teachers from Aceh, Jakarta, South Sulawesi and Central Java. Those resource teachers have completed five phases of N-OVC's VI and LD/ID teacher training. Mentor

teachers are supposed to assist provincial and district education offices in building the capacity of resource teachers through trainings.



Picture 7  
A participant teaching the class at a Training of Trainer session, October 14-16, 2011 in Malang, East Java

N-OVC advocated IE, VI and LD/ID teacher training protocols and modules to PDOEs and DDOEs. IE, VI and LD/ID training modules applied training simulation and assigned training participants with specific tasks on IE and specific disability knowledge including identification and assessment of children with special needs, development of children’s profiles, behavior management and teaching children with special needs in inclusive education schools.

### Evaluation

In order to assess the effects of the in-service training program for resource teachers, N-OVC surveyed 19 resource and associated classroom teachers, children with special needs, headmasters of inclusive schools, and parents of children with special needs. The full report with the methodology has been included as a separate attachment.

N-OVC identified a number of key points as it relates to training resource teachers.

Eighty-two percent of the resource teachers, 87 percent of the classroom teachers, and 73 percent of the headmasters were female. When updating the curriculum for resource teachers, classroom teachers, and headmasters, consider the effects of gender norms for these providers of education to children with special needs.

Fifty-eight percent of the resource teachers were from the province of DKI Jakarta, but Jakarta had only 40 percent of the students. South Sulawesi had 50 percent of the students interviewed. On average, each resource teacher in DKI Jakarta taught 11 students with special needs. In South Sulawesi, each resource teacher taught an average of 4.9 students with special needs, and resource teachers in Aceh taught 2.8 students with special needs. One of the resource teachers in South Sulawesi reported teaching at least 30 students with special needs which may skew the results. In the future program managers should ensure that the work load for each resource teacher is not so much that quality instruction cannot be provided.

*“Fifty-eight percent of the resource teachers were from the province of DKI Jakarta, but Jakarta had only 40 percent of the students. South Sulawesi had 50 percent of the students interviewed. On average, each resource teacher in DKI Jakarta taught 11 students with special needs”.*



Picture 8  
A resource teacher in Gowa, Sulawesi Selatan practicing her skills with a child with LD/ID. (September 24-28, 2012)

Eighty-four percent of the resource teachers had completed a four year university degree as compared to 69 percent of the classroom teachers. Given the higher educational level of resource teachers than classroom teachers, the curriculum for teaching children with LD/ID can be provided at a university level, though given that many of the classroom teachers only received a high school diploma, some accommodation should be made for their lower level of education.

All except one resource teacher had had a child with special needs under their instruction in this year or the last, indicating these teachers were still active. Although 83 percent of these teachers had a student with LD/ID under their instruction, these resource teachers also had students with visual impairments, hearing impairments and other disabilities like autism and hyperactivity under their instruction. These resource teachers were trained by HKI specifically on instructing children with LD/ID. When training future resource teachers, guidance should be

included on how to teach children with other special needs as well.

Nearly all of these resource teachers were confident to teach a student with LD/ID and 68 percent of the resource teachers felt equipped to teach children with special needs. Since no baseline of these teachers' attitudes was taken before training, these attitudes cannot be attributable to HKI's training program, but it provides an indication that these resource teachers have a comfort level with teaching students with special needs.

A majority of the resource teachers agreed with the central tenets of inclusive education, though they had differing opinions on whether students who are two or more years below the grade level of their peers should be in special education. When the curriculum is revised, special focus should be made to impart to resource teachers that students who are two or more years below grade level should be in special education classes. Forty-two percent of these resource teachers did not think that students with LD/ID can be taught effectively in regular classrooms. It is not clear why these resource teachers feel this way as the survey collected the attitudes with a questionnaire that had a pre-specified set of answers. It could be that they were considering that being taught "effectively" meant that students with LD/ID could keep up with other students in the classroom. Students with special needs progress academically at different rates from their peers without special needs. Resource teacher training should emphasize that academic progress of students with LD/ID may not be the same as that of other students, but that does not mean that the teaching is "ineffective". Further discussions

should be held with practicing resource teachers to identify the roots of this attitude.

Fifty-three percent of the resource teachers felt that it was difficult for children with special needs to make academic gains in a general education classroom. While this may be an acknowledgment of the challenges faced by children with special needs, follow up questions should be asked to resource teachers to ensure that they do not have negative attitudes to inclusive education.

Resource teachers largely felt that they had sufficient materials and support from their administrators to provide education to students with special needs. All except one resource teacher felt that in-service training on teaching children with special needs should be provided to classroom teachers. For the most part, these resource teachers had positive feelings about their dealings with classroom teachers. In addition, most of the resource teachers felt that an appropriate amount of time is provided for professional development, though it is not clear if they meant specifically for teaching children with special needs. All 19 of the resource teachers said that they needed more training in order to appropriately teach students with an individual education plan for learning problems. Future resource teacher activities could include opportunities for refresher training and further development in teaching students with special needs.

Thirty-two percent of these resource teachers did not feel that adaptive materials are easily acquired for meeting the needs of students with disabilities. Twenty-one percent of these resource teachers did not feel that they had easy access to instructional materials and 32 percent did not feel that they had sufficient

access to professional support personnel. Program managers should identify barriers for the provision of equipment, material, and support services to resource teachers to ensure that they are equipped with what they need to teach students with special needs.

Resource teachers are expected to follow a certain set of practices, such as assessing in detail all of the children that were identified by screening as having a disability. Among the resource teachers surveyed, 74 percent of them said that they did this. Ninety percent said that they developed individual education plans for each child assessed and found to have LD/ID—another key practice taught through the curriculum. Most resource teachers are following these two key practices; however administrators and inclusive education program managers should ensure that all children are assessed in detail if they have been screened as having a disability.

Resource teachers are also expected to support a child with LD/ID in the classroom. Two teachers said that they went four times a week to visit a child in the classroom. Eleven out of the 19 resource teachers went at least once a week, but four of the 19 resource teachers visited less frequently. Fifty-three percent indicated that they spent less than an hour with the child in the classroom in each visit. Program managers could consider reviewing the time that the resource teacher spends with the child to optimize the visit. It is important though to ensure that resource teachers maximize the quality of the time spent in a classroom with a child with LD/ID, so this may be a difficult metric to use. IE program managers should ensure that resource teachers are visiting the child in class

at least once a week to support the classroom teacher and assist the child.

Nine of the resource teachers had a resource room to teach students with special needs and nine of them did not. For the most part, there was little difference in the set of practices between these two groups. Though the sample size of resource teachers is small, it is interesting to note that the presence of a resource room for these teachers was not sufficient to ensure that they were following the practices that they were taught in training nor was the absence of a resource room a reason for not following the key practices. IE program managers should ensure that all resource teachers have a resource room and also follow the key practices. In addition, IE program managers should advocate to the PDOE/DDOE on the importance of having resource rooms.

There were 1.9 times as many male students with special needs compared to females in this sample. The scientific literature does provide some data that more males than females are affected by LD/ID, but the association isn't clear. It is also possible that this sample reflects a selection bias as families may choose to send their sons to schools as opposed to their daughters. Further study of community-based identification of students with disabilities should be conducted to see if males with disabilities are more likely to be sent to inclusive schools as opposed to females.

Not all of the students with disabilities interviewed in this survey knew if they had a resource teacher. Twenty-seven percent of the students either said that they didn't have a resource teacher or that they did not know if they had one. These students were

identified as being the students of an N-OVC-trained resource teacher. It is possible that the student knows of the resource teacher under a different title or does not draw a distinction between a resource teacher and a classroom teacher.

Nearly a third of the parents or guardians interviewed stated that their child was not going to school prior to the LD/ID diagnosis. It is not clear if the student was of age to go to school but was not going to school prior to the diagnosis or if the diagnosis of LD/ID was made as the child entered school as per the normal schedule. Further questions need to be asked of parents and guardians to determine if they were holding their child with special needs out of school because of the undiagnosed LD/ID.

Thirty-seven percent of the parents or guardians either said that their child with special needs did not have a resource teacher or they didn't know if their child had one. Programs should follow up to ensure that each child has a resource teacher. Given the importance of the parent or guardian in educating their children with special needs, the training given to resource teachers should encourage them to interact with parents.

- Future trainings of school personnel should consider gender since a majority of the participants might be female;
- A majority of the resource teachers, classroom teachers and headmasters interviewed were recipients of a four-year university degree so training can be taught at an appropriate literacy level;
- The LD/ID student to resource teacher ratio should be determined so as not to overload any one teacher and thereby reduce the quality of their teaching;

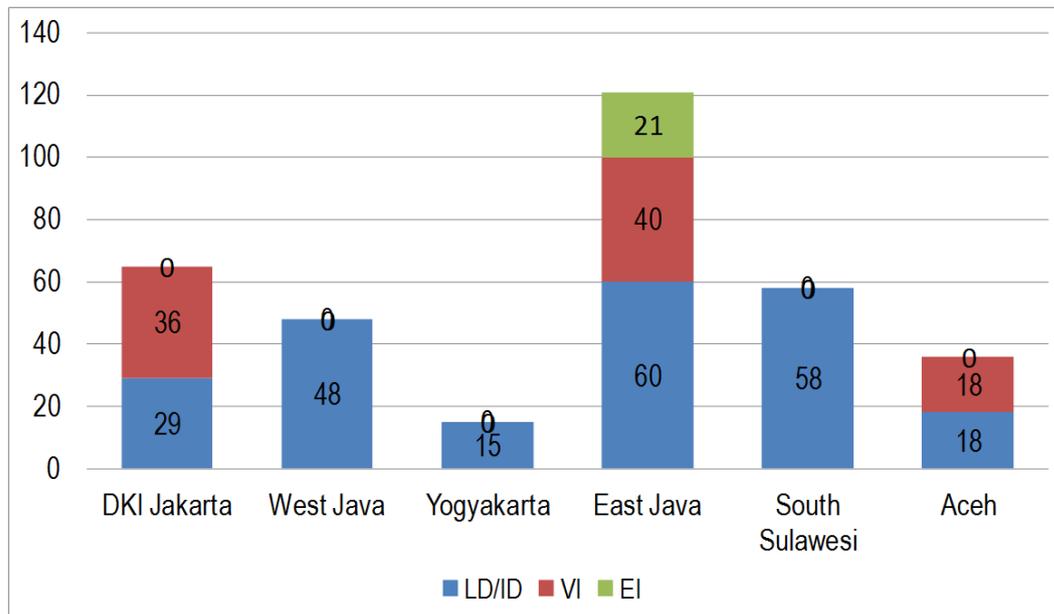
- Administrators should ensure that all children that have been screened as having a special need received a detailed assessment from a resource teacher;
- District Department of Education staff should follow up with schools to ensure that a resource room is available for the teaching of students with special needs;
- Nearly a third of the resource teachers do not feel equipped to teach students with special needs, so DDOE officials could consider ensuring that each resource teacher has the tools to teach a student with special needs;
- Further research should be conducted to determine what “effective” means in the context of teaching students with special needs;
- IE program managers should follow up with resource teachers to ensure that they follow key practices with students with special needs;
- IE Program managers should collect baseline assessments of resource teachers and classroom teachers to track changes in their attitudes over time as a result of training and support;
- IE Program managers should ensure that students with special needs are linked up with a resource teacher as students may not always know if they have one;
- Further questions need to be asked of parents and guardians to determine if they were holding their child with special needs out of school because of LD/ID; and
- IE Program managers should follow up to ensure that each child has a resource teacher as more than a third of the parents or guardians interviewed said their child did not have a resource teacher or that they did not know if their child had a resource teacher.



Picture 9

A resource teacher practicing assessing a child for LDID in Pidie. (November 8<sup>th</sup>, 2012) information from the class teacher.

Figure 2: Total of specific disabilities teacher training in OVC' provinces (December 2011 – January 2013)



Tabel 2: Total Resource Teachers Trained in Six N-OVC Province

Province	LD/ID	VI	EI-VI
Aceh	5	2	0
DKI Jakarta	4	3	0
West Java	6	0	0
Yogyakarta	3	0	0
East Java	10	3	1
South Sulawesi	11	0	0

## Lessons Learned and Recommendation

Teacher trainings that focus on practice enhance the competency of resource teachers in special education knowledge. During implementation of the in-service training program, it was found that training modules which gave 60 percent opportunities for practice have made teachers who do not come from a special education background learn more about characteristics and teaching strategies for helping students with special needs in an IE setting. By visiting practicum sites and having direct experience with students, resource teachers knew how to interact, develop communication, and implement teaching strategies suitable for students with special needs.

*“Training modules which gave 60 percent opportunities for practice have made teachers who do not come from a special education background learn more about characteristics and teaching strategies for helping students with special needs in an IE setting”.*

Multi-phase teacher trainings help teachers in development of their skill and knowledge. In between phases, trainees receive coaching and mentoring from trainers. Participants also have sufficient time to apply their knowledge in daily teaching activities.

Multi-phase teacher trainings for small groups (maximum 20 participants) are not easy to be adopted by provincial and district education offices. PDOEs and DDOEs are used to conducting conventional training methods which are implemented in a relatively short time--maximum three days--and consist of too many participants with no time allocation for practice. This point of view has endangered the quality of trainings.

### Recommendation

Teacher training protocols and modules developed by N-OVC should enrich the GOI's methodology in training resource teachers and mainstream school teachers on IE, VI, LD/ID and EI knowledge. National mentor teachers will assist provincial and district education offices in delivering VI, LD/ID and EI. IE trainers at provincial level should assist district education offices in training regular school teachers. Regular refresher trainings for mentor teachers and IE trainers are needed. The trainings are important to maintain and develop their knowledge and skills as trainers and mentors. Refresher trainings can be provided by six N-OVC university partners across Indonesia.

Multi-phase trainings should also be developed to strengthen the capacity of principals of inclusive and special schools in

managing IE systems and mentoring teachers on IE and specific disability knowledge.

*“Multi-phase trainings should also be developed to strengthen the capacity of principals of inclusive and special schools in managing IE systems and mentoring teachers on IE and specific disability knowledge”.*

## Pre-service Teaching Capacity

### Objectives

To improve the capacity of universities to provide high quality programming to university students studying to be teachers of children with special needs, N-OVC is training lecturers at participating universities to provide strong practical based pre-service teaching programs.

### Key Strategies

N-OVC formalized the partnership with universities including Indonesia Education University (UPI), Jakarta State University (UNJ), Yogyakarta State University (UNY), Surabaya State University (UNESA), Padang State University (UNP), and Makasar State University (UNM) through the signing of MoUs for implementing the pre-service teaching program. This pre-service program included implementing disabilities training in the area of LD/ID and EI for MDVI; developing the syllabus; developing text books, and

translating reference texts to support LD/ID and EI-MDVI courses at university.

Understanding the university structure helped N-OVC in implementing pre-service teaching capacity. N-OVC reviewed each university's system and identified opportunities. N-OVC learned that each university has a different procedure for developing partnerships with international organizations such as HKI.



Picture 10

Dr. Wahyu Setio Wibowo, a participant in HKI's pre-service training program, working with Barbara McCletchie from Hilton Perkins International talking to a student in a special school in Yogyakarta. (October 27<sup>th</sup>, 2011),

Intensive socialization about pre-service teaching capacity was given through meetings and workshops. The socialization aims to develop buy-in towards the program amongst lecturers and students. N-OVC staff explained in detail about the process and expected output that can benefit the university.

N-OVC and disability consultants Dr. Jayanthi Narayan and Hilton Perkins International developed criteria of lecturers who can participate in the pre-service training (LD/ID or EI-MDVI training). The criteria focused on

lecturers' status and their vision on children with LD/ID and MDVI. The criteria were communicated to universities for their approval. The selection based on that criteria and was conducted by N-OVC, specific disability consultants, and representatives of the respective university.

## Accomplishments

Over the course of program implementation, N-OVC trained 23 lecturers from six N-OVC's partner universities on LD/ID and EI-MDVI. UPI, UNJ and UNM opened EI-MDVI courses at their special education departments.

The course is relatively new for the universities however, due to internal publications conducted by trained lecturers, N-OVC and disability consultants, the courses ran successfully and were attended by over 700 university students.

A new LD/ID and EI-MDVI syllabus was developed by trained lecturers and N-OVC under the supervision of disability consultants. The syllabus is now used in six N-OVC partner universities to build and strengthen the quality of LD/ID and EI-MDVI courses.

## Challenges and Solutions

N-OVC learned that most of the lecturers from UNJ, UPI, UNESA, UNY, UNP and UNM don't have enough firsthand experience in assisting children with special needs and their families. They rarely work with special education teachers in special schools or inclusive schools. At the same time, the practicum portion for each subject at university is less compared with theoretical

portion. Therefore, the lecturers' competencies are developed only from theory.

N-OVC found that university's hierarchy has become a barrier for junior lecturers who participated in N-OVC lecturer training to implement their knowledge and skill at their university. The junior lecturers needed moral support from N-OVC to advocate for the new syllabus that they've developed with N-OVC to their supervisor and other lecturers at their university. In order to overcome these challenges, N-OVC implemented several activities as follows:

- Development of 15-month lecturer training modules that consist of 60 percent for practicum and 40 percent of theory. More time allocation for practicum will allow lecturers to have more experiences in interacting with children with special needs.
- Visiting of partner universities on a quarterly basis to speak with heads of special education departments and other lecturers. The discussion focused on the program updates and challenges related to the implementation of the syllabus and networking with special and inclusive schools.
- Extensive advocacy efforts on a new syllabus for LD/ID and EI-MDVI courses through a series of meetings with heads of special education departments, heads of education faculties and the presidents of six universities. To support a newly developed syllabus, N-OVC facilitated the translation of books and development of text books. The LD/ID and EI-MDVI text

books were developed by trained lecturers under the supervision of specific disability consultants.

## Evaluation

In order to assess the attitudes of the N-OVC-trained lecturers, consultants were hired to interview all 19 lecturers and the heads of the Special Education Departments from three of the six N-OVC partner universities. The full report is included as a separate attachment. N-OVC identified a number of lessons as a result of this evaluation.

N-OVC's pre service program set out to improve the capacity of LD/ID and design the MDVI curriculum at the university (pre-service) level by introducing new elements to the coursework and improving the capacity of the lecturers that provide the services. As a result of this pre-service training program, lecturers are able to refine LD/ID curriculum and design the MDVI curriculum; in addition, lecturers that had not received any supplementary training since they finished their university training received new

information about LD/ID and MDVI for teaching university students. These trained lecturers were able to incorporate a greater focus on practical experience with children with special needs for themselves and as part of the coursework for students in their class.

The new curriculum was reorganized so that practicums became more routine and lecturers provided immediate feedback to their students.

Unfortunately, several of the lecturers noted that they teach more general courses in the department like anatomy and are not directly involved in teaching university students to teach children with special needs; rather, it is senior lecturers--who were not part of this pre-service training program--that teach students about children with special needs.

Because many of the trained lecturers had a more junior status, they were not always part of the curriculum development team at their university as well, reducing their opportunity to make long term changes to the courses on special needs. At least one head of a special needs department suggested to include more

Tabel 3: Total Lecturers Trained on LD/ID and EI-MDVI

University	Courses	
	EI-MDVI	LD/ID
Universitas Negeri Jakarta (UNJ)	2	0
Universitas Pendidikan Indonesia (UPI)	2	0
Universitas Negeri Yogyakarta (UNY)	3	3
Universitas Negeri Surabaya (UNESA)	0	3
Universitas Negeri Padang (UNP)	0	3
Universitas Negeri Makassar (UNM)	1	2

senior lecturers in future pre-service training courses to facilitate changes in courses.



Picture 11

Dr. Jayanti Narayan working with Drs. Heri Purwanto to improve his capacity to assess children with LDID. (October 30, 2012)

The pre-service training program was noted to be short for the amount of material covered. A number of participants said that they were not given enough time to cover all of the material in depth or that the training sessions included enough breaks in the middle for prayer. Time is also an issue while teaching students. Lecturers with a large number of students in their classes said that they did not have enough time to manage all of their students.

Some lecturers said that the incentives provided for participating in this program was not enough for their time. While participation in the pre-service training program shouldn't be viewed as a profit-generating enterprise, lecturers could be compensated for their time better.

## Recommendations

Future iterations of the pre-service training program could consider incorporating a number of elements to improve the uptake of the course. Recommendations for future implementation include:

- Expand the criteria for lecturers selected so that more lecturers are included in the program and more senior lecturers are included;
- Encourage lecturers to continue to gain hands-on experience by working personally with children with special needs at local inclusive schools;
- Follow up with participating universities to ensure that lecturers trained through pre-service training teach university students on the skills needed to teach children with special needs rather than teaching general courses (*N-OVC had stipulated this in the memorandum of understanding with the universities*);
- Continue to identify and share innovations between universities to showcase best practices;
- Provide sufficient time to teach all of the material—consider expanding the number of sessions from six weeks to seven weeks over an 18 month period;
- Encourage heads of departments to draw upon the pre-service program trained lectures when revising the curriculum;
- Continue to emphasize the practicums for university students;
- Assist universities to build links with local schools in the area to provide practicum opportunities for their students;
- Continue to create additional opportunities for international experts to teach local lecturers;



- Facilitate opportunities for Indonesian lecturers to have field visits to institutes in other countries;
- Ensure that the incentives provided to university lecturers is sufficient to provide for their needs when they are participating in the pre-service programs;
- Ensure that future pre-service sessions sensitize senior lecturers at the universities so they can learn more about the skills that are being gained by their junior colleagues who are participating in pre-service training;
- Increase the number of lecturers at each university who participate in pre-service training; and
- Follow up with university students who have studied under the new curriculum and trained lecturers to determine if the recent graduates are able to use their skills in teaching children with special needs in their job.

## Lesson learned and Recommendation

N-OVC learned that each university needs time to establish new courses. Universities had to consider human resources, financial and administration aspects that can sustain the implementation of the courses.

Limitation in reference materials slowed down the establishment of new courses. There are not sufficient teaching materials on LD/ID and EI-MDVI that can be used by lecturers and university students in Indonesia.

N-OVC learned that practical experiences are still needed by lecturers. The practical experiences during training have inspired trained lectures to allow more practicum activities for their students. Practical

experiences have enriched their knowledge and skill on LD/ID and EI-MDVI.

Based on those lessons learned, N-OVC recommends that:

1. The Directorate of Higher Education adopt the N-OVC lecturer training module as an alternative in improving quality of teaching for special education teachers.
2. Universities revise their curriculum, especially on the practicum guidelines. Each course should have sufficient time allocation for practicum in order to allow university students to implement their knowledge and skills. The guideline should provide university students with clear direction about the process of teaching children with special needs in inclusive schools, such as identification, assessment, IEP, teaching strategies and evaluation.
3. Directorate Generals of Higher Education need to acquire more text books on LD/ID and EI-MDVI.

## Public Awareness and Inclusive Education Publicity

### Objective

The awareness and publicity component was a focused effort to reach different audiences to continue increasing awareness about IE, the rights of children with special needs to access education, and the GOI's commitment to EFA.

### Key Strategies

Electronic media is considered one outlet to disburse the information about IE and children with special needs. Radio and TV talk shows are likely to reach more people. Topics that are discussed during the talk shows are identification of children with special needs, the concept of IE, IE policies and other topics related to resource teachers, supporting systems for children with special needs in inclusive schools and the provision of assistive devices for children with special needs.

Printed media is also necessary in order to establish contact and partnerships. Printed media in inclusive education campaigns are as important as electronic media.

Awards for IE champions at national, provincial and district levels. The Annual IE Award targets various stakeholders including schools, teachers, local and national governments, particularly regents and parliaments. The IE award is presented by the Minister of Education. Printed and electronic media are invited to the inauguration event.

Video program profile development. The video aims to provide inclusive stakeholders with information about how inclusive education is being implemented in six N-OVC's partner provinces. Informational videos are a very useful campaign tool.

N-OVC participation in local and international conferences related to IE and children with special needs increased visibility of IE in Indonesia. It was also part of the program's effort to promote the IE initiative to assist government in achieving EFA.



Picture 12

The Minister of Education and Culture, Prof. Dr . Ir. H. Mohammad Nuh, DEA, presenting an Inclusive Education Award plaque to the Governor of West Java, Ahmad Heryawan, at Manado on June 23, 2011.

### Accomplishment

The Inclusive Education Award, an annual event, was adopted by the Directorate of Special Education and Special Services, MOEC. The first was launched on May 2011 by Bapak Mudjito, the Director of the Directorate of Special Education and Special Services for Basic Education, MOEC. The awards were inaugurated by MOEC. The 2012 Inclusive Education Awards were facilitated and funded by the Directorate of Special Education and Special Services for Basic Education.

N-OVC had established a partnership with KBR68H to support the program in conducting TV and radio shows. Over the course of program implementation N-OVC conducted 13 radio talk shows and some tv talk shows in

Aceh, Jakarta, West Java, East Java, Yogyakarta and South Sulawesi. The topics of talk shows related to characteristics and identification of children with special needs, IE policies, and IE support services.

### Challenges and Solutions

There is a lack of understanding about disability and children with special needs amongst media (printed and electronic). They still used an old paradigm that children with special needs should go to special schools to receive education. IE is still a new concept for them. Majority of media tend to support the idea that special schools are a better place for children with special needs compared to inclusive schools. The media has influenced public opinion toward believing that the perfect place for students with disabilities are at special schools.

Lack of acknowledgement from government at national level for people supporting IE implementation in provincial and district level.

In order to overcome those challenges, N-OVC implemented several activities as follows:

1. Engaging printed and electronic media through media visits and inviting the media to major program policy events.
2. Advocating annual IE awards to the Directorate of Special Education and Special Services for Basic Education, MOEC. These awards reward selected governors, regents, teachers, principals, resource teachers and community leaders/individuals who have continuously worked to improve IE implementation and the provision of services for children with special needs at inclusive schools.



Picture 13  
Sharing information at a radio talk show(December 20<sup>th</sup>, 2012). From left to right Dra, Deasy Idawati, M.Pd, (DKI Jakarta PDOE), Drs, Supardi, MM, (TOT Trainer), and Dra. Sastrawati, (DKI Jakarta PDOE), and as keynote speaker.

### Lessons Learned and Recommendation

#### Lessons learned

Over the course of program implementation, N-OVC found that that people are likely to learn about IE and children with special needs from printed and electronic media. The media is an effective tool in conducting IE campaigns.

Selected IE champions (either a public figure or high-level government official) can help programs in speeding up the IE campaign.

The Inclusive Education Award presented by the GOI has built the confidence of selected people supporting IE at the local government level, schools and the community. It has triggered more initiatives from community and government to sustain IE implementation.



### ***Recommendations:***

To ensure more success in sustaining IE initiatives, N-OVC's recommendations are as follows:

1. More radio and TV talk shows on IE and children with special needs. Talk shows can be facilitated by the GOI or other organizations who want to promote IE.
2. Cultivating the N-OVC's media networking. KBR68H and Antara news station are very supportive in disseminating IE and children with special needs concepts. Through these partnerships, N-OVC can ensure that messages about IE and children with special needs can reach more people.



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## APPENDIX I

# Policies and Decrees



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## Policy Document - Province Level

Province	Topic	Name of policy	Date that policy was signed
DKI Jakarta	IE Task Force	Head of PDOE decree about DKI Jakarta IE Task Force No.158 / 2009	Tahun 2010
	Inclusive Schools	Head of PDOE DKI Jakarta decree about inclusive schools designation No 986/2012	10 Mei 2012
	Inclusive Education Guidance	Inclusive Education Guidance (Elementary, Junior , High and Vocational School)	Juni 2010
	Resource Center	Head of PDOE decree about new resource center designation No.273/ 2012	10 Februari 2012
	Resource Teachers	Head of PDOE decree about credit number for resource teacher no 202/ 2012	4 Februari 2013
	Resource Teachers	Head od PDOE Decree about resource teacher assignment system as additional task no. 149/2013	25 Januari 2013
South Sulawesi	Additional task for school supervisor in inclusive education program and elementary, junior and senior high school in south sulawesi	Governor decree No 188.4/PD4/225/2011	18 Februari 2011
		Governor decree No 31 / 2011	13-Jul-11
	Inclusive Education Implementation Budgeter activity regulation as supporting presidential instruction No. 3 Tahun 2010	Technical Guidance for inclusive education in south sulawesi	6 Juni 2012
		Governor decree no 1584/V/2012	29 Mei 2012
East Java	Inclusive Education Implementation	Governor decree No 6 /2011	25 Januari 2011

Province	Topic	Name of policy	Date that policy was signed
	Technical for Inclusive education implementation in east java	Technical guidance for inclusive education in east java	2-Juli-2102
	About inclusive education development plan in east java	Strategi Pengembangan Pendidikan Inklusif Dinas Pendidikan Provinsi Jawa Timur 2013-2014 (Lintas Bidang)	2 Februari 2013
	Special school development as resource center through the election for 38 special school as resource center in 38 district	Notification letter from special education section in eas java PDOE	Januari 2013
	Protection and service for disability people through inclusive education	District policy design about protection and support for people with disability	Februariy 2013 (Will be issue on april)
<b>Central Java</b>	Education priority program implementation	Notification letter for central java governor no. 420 / 06604	20-Apr-10
	Education Implementation	Central Java Regional Regulation Perda no. 4/2012	24-Jan-12
<b>Yogyakarta</b>	Resource Teacher Formation in Yogyakarta year 2011	Head of PDOE decree no. 119 /2010	29-Dec-10
	Management and education implementation culture base	Yogyakarta regional regulation no. 5 / 2011	12-May-11
	Ptotection and fulfillment the rights of difable	Province regulation no. 4 / 2012	15-May-12
	Inclusive education Resource Center Formation and management 2012 - 2017 period	Head of PDOE decree no. 002/ 2012	2-Jan-12
	Sub Resource center for inclusive education in Yogyakarta year 2013	Head of PDOE no. 0131 / 2013	8-Feb-13
	Inclusive Education Implementation	Governor decree no.21 /2013	15-Mar-13
<b>Aceh</b>	Inclusive Education in Aceh	Governor decree no. 04/ 2011	1-Mar-11
	Middle term program plan changing in Aceh, year 2007-2012	Governor decree.23	no data
	Inclusive education implementation in Aceh (This policy erased the governor decree no.4 year 2011 about inclusive education)	Governor decree No 92 / 2012	28-Dec-12



## Policy Document - District Level

District	Topic	Name of policy	Date that policy was signed
Enrekang	Resource teacher assignment in inclusive education at enrekang district	SK DIKPORA Enrekang no 059/165/DIKPORA/2010	10 Maret 2010
	Inclusive Education Implementation	Enrekang Mayor Decree no 17 year 2010	29-Sep-10
	Inclusive Education Schools	DDOE Decree no 059/04/DIKPORA/2011	3-Jan-11
	Resource teacher assignment and development team for inclusive education in enrekang district	Enrekang DDOE decree no 420/1100/DIKPORA/2011	13 Agustus 2011
	Designation of finance and technical activity officers Enrekang DDOE	Enrekang DDOE decree No 57/ 126/ Dikpora/2011 (Accommodate Inclusive Education)	12-Feb-11
	New Student Acceptance (Has been accommodate student with special needs)	Notification letter enrekang district No. 421/968/Dikpora/2012	1 Juni 2012
	Resource teacher assignment and development team for inclusive education in enrekang district	Enrekang DDOE decree no 058/998/DIKPORA/2012	9 Juni 2012
	Operational school budget management and inclusive education implementation	Notification letter enrekang DDOE No. 100/1007/Dikpora/2012	12 Juni 2012
	Fomation of special education management team, enrekang district 2012 - 2014 period	Mayor decree No. 412/KEP/VIII/2012	25 Agustus 2012
	Resource center inclusive education designation	SK DIKPORA Enrekang no 058/1112.a/Dikpora/2012	21-Sep-12
Soppeng	Education implementation in Soppeng District (Chapter VII said about inclusive education and special services)	Regional Policy Soppeng District No 4 tahun 2011	2 Agustus 2011
	Inclusive school assignment in soppeng district	Mayor decree Soppeng district No 304/VIII/2012	30 Agustus 2012
	Mayor decree drafting team for inclusive education, year 2012	PDOE decree Soppeng district No 421/3563/DIK/X/2012	10 Oktober 2012
	Management and Inclusive Education Implementation	Peraturan Bupati Soppeng No. 39/PERBUB/XII/2012	28 Desember 2012
Maros	Inclusive education implementation in Maros District	Maros Mayor Decree No. 66 year 2012	21 November 2012

District	Topic	Name of policy	Date that policy was signed
Makassar	Officer in charge for elementary school integrated management for children with learning difficulties in Makassar district	Head of PDOE decree makasar district No 423/2154/DPK/VIII/2002	16 Agustus 2002
	Resource teacher assignment for inclusive school in makasar district	Head of PDOE decree Makasar district No 421.2/a 19/163/DP/XI/2012	5 November 2012
Gowa	Resource teacher assignment for inclusive school in Gowa district	Head of PDOE decree Gowa district No. 800/1079/DIKORDA/SK/XI/2012	5 November 2012
	Inclusive Education Implementation at Gowa District	Mayor decree Gowa District No. 1 Tahun 2013	21 Januari 2013
Sidoarjo	Elementary and Junior High School Inclusive School Designation	Head of PDOE decree at Sidoarjo No 4212/294/404.3.1/2010	2-Feb-10
	Technical Guidance for Inclusive Education	Head of PDOE Decree	Year 2013
	Monitoring Instrument and Inclusive School Supervision	Head of PDOE Decree	Year 2012
	Newly appointed inclusive school	Head of PDOE Decree	Year 2013
	About special education	Mayor decree at Sidoarjo No 06 Thn 2011	Year 2011
	Resource Center Assignment for Inclusive education and inclusive education structure on 15 Desember 2008-15 Desember 2013 period	Head of PDOE Decree at Banyuwangi District No. 800/3092/429.102/2008	15 Desember 2012
	Inclusive School Assignment	Head of PODE Decree No. 188/2050/429.101/2012	1 Juli 2012
	Inclusive Education Resource Center Assignment	Head of PDOE Decree No. 188/2131/429.101/2012	2-Jul-12
	About Education Implementation	Education Regional Decree	
	About Inclusive Education Implementation in Banyuwangi District	Banyuwangi Mayor Decree No 68 Year 2012	28 Desember 2012
	Inclusive Education Task Force Assignment in Banyuwangi District	Banyuwangi Mayor Decree	28 Desember 2012
Tuban	Inclusive School Assignment	Head of PDOE Decree at Tuban District No: 800/8035/414.050/2012	28-Sep-12
	Inclusive Education Resource Center Assignment	Head of PDOE Decree at Tuban District No :No: 800/8037/414.050/2012	28-Sep-12



District	Topic	Name of policy	Date that policy was signed
	Resource Teacher Assignment	Head of PDOE Decree at Tuban District No: 800/8036/414.050/2012	28-Sep-12
	Inclusive school and resource center MOU		1-Sep-12
	Inclusive Education Implementation at Tuban District	Tuban Mayor Decree No. 188.45/20012/KPPS/414.012/2012	Desember 2012
	Tuban IE Task Force Assignment	Tuban Mayor Decree	Final draft - Desember 2012
Nganjuk	Designation and assignment for organization that run inclusive education in Nganjuk district year 2012	Head of PDOE Decree at Nganjuk district No. 118/007/K/411.201.3/2012	30 Januari 2012
	Resource Teacher Assignment in Nganjuk District	Head of PDOE Decree at Nganjuk District No. 421.1/086.a/411.201.3/2012	Oktober 2012
	Inclusive School Model Designation at Nganjuk district	Head of PDOE decree at Nganjuk district No. 421.1/086.b/411.201.3/2012	Oktober 2012
	Resource Center for inclusive education assignment	Head of PDOE Decree at Nganjuk No. 421.1/086.c/411.201.3/2012	Oktober 2012
	About budget for Inclusive Education at Nganjuk district 2012	Study about economy and social at Nganjuk District No 055/ /411.302/2012	18 Juli 2012
	Inclusive education in Nganjuk District	Nganjuk mayor decree No. 33 year 2012 about inclusive education in Nganjuk district	28 Des 2012
	Inclusive Education Task Force in Nganjuk district		
Kab Madiun	Inclusive school designation in Madiun district	Head of PDOE decree No. 421.2/75/402.101/2010	22 Agustus 2010
Kab. Trenggalek	Inclusive school designation at trenggalek distirct	Head of PDOR decree at trenggalek district No. 050/031/406.051/2011	10 Agustus 2011
	Budeting document in 2010 about traner competency in inclusive school (Rp 32.849.500,-)	DPA SKPD No : 1.01/01/19/56/5/2 tahun 2010	3-Feb-10
	Budeting document in 2010 for inclusive school management (Rp 50.000.000,-)	DPA SKPD No : 1.01/01/19/56/5/2 tahun 2011	28 Januari 2011

District	Topic	Name of policy	Date that policy was signed
<b>Kab. Bondowoso</b>	Inclusive school designation at Bondowoso district	Head of PDOE decree at Bondowoso decree No. 421.2/5113/430.10.1/2012	8-Nov-12
<b>Kota Surabaya</b>	Inclusive school designation at Surabaya District	Head of PDOE Decree at Surabaya District No 420/5549/436.6.6.4/2010	26-Apr-10
<b>Kab. Pacitan</b>	Budgeter document in 2012 for Pacitan district ( Rp. 50.000.000)	DPA SKPD Year 2012	Sep-12
<b>Purworejo</b>	Resource Center	Head of PDOE Decree no. 421.8 / 4648 / 2011 about inclusive education resource center in Purworejo year 2011	4-Aug-11
	Inclusive school designation in Purworejo district on 2011	Head of PDOE decree no. 421.8 / 4649 / 2011	4-Aug-11
	Resource center designation for inclusive education at Purworejo district in 2011	Head of PDOE District no. 421.8 / 4648 / 2011	4-Aug-11
	Inclusive Education Implementation	Mayor Decree no. 37/2012	11-Sep-12
<b>Kulon Progo</b>	Inclusive Education Implementation	Kulon Progo Mayor Decree No 57 /2012 about inclusive education implementation	10-Dec-12
	Inclusive Schools Designation	Head of PDOE at Kulonprogo district no. 420/300/KPTS/2012 about inclusive school designation in 2012	10-Dec-12
<b>Sukabumi</b>	Inclusive Education Trainer	Head of PDOE Decree at Sukabumi District No. 896/Kep-288/DISDIK about inclusive education trainer	27-Apr-12
	Name of inclusive schools	Head of PDOE decree at Sukabumi district no 421.2/Kep-150/DISDIK about the name of inclusive schools	28-Jan-13
	Inclusive Education Implementation	Sukabumi mayor decree No 6 / 2013 about inclusive education implementation	4-Jan-13
	Inclusive Education Task Force	Head of PDOE Decree at Sukabumi no 420/Kep-149/about IE Task Force in	28-Jan-13



District	Topic	Name of policy	Date that policy was signed
		2013-2015	
<b>Kuningan</b>	Inclusive Education Implementation	Kuningan mayor decree no 43 /2012 about Inclusive education implementation in Kuningan district	10-Aug-12
	Inclusive Education Task Force	Kuningan mayor decree no 421.9/KPTS.128-Kesra/2012 about IE Task Force in 2012-2016	19-Mar-12
	Inclusive education school designation	Kuningan Head of PDOE Decree no 421.9/KPTS.110-Kesra/2012 about inclusive school designation	12-Mar-12
<b>Aceh Besar</b>	Inclusive School Designation	Head of PDOE Decree at Aceh Besar District no. 115a tahun 2011	16-Oct-11
<b>Pidie</b>	Names of Model School at Pidie District	Head of PDOE Decree at Pidie District No 821.2/ 127/2010	20-Aug-12
	Pidie District IE Task Force	Mayor decree Pidie No. 464 tahun 2012	31-Jul-12
	Pidie mayor decree about inclusive education implementation	SK Bupati Pidie No 44 Tahun 2012	1-Dec-12
<b>Pidie Jaya</b>	Model School Designation in Pidie Jaya District	Head of PDOE Decree at Pidie Jaya District no. 424/1254/2011	6-Jul-11
<b>Aceh Utara</b>	Aceh Utara Education Implementation	Qanun District Aceh Utara No. 4/2012	24-Feb-12
	Mayor decree team assignment about Aceh Utara Qanun	Mayor decree at Aceh Utara no 995 tahun 2012	1-May-12
	Inclusive education trainer designation in PDOE Level	Head of PDOE Decree at Aceh Utara District no 900/V.I/005/2011	5-Dec-11



## APPENDIX II

# Summary of Beneficiaries and Project Indicator



**USAID**  
DARI RAKYAT AMERIKA



## Summary Beneficiaries 31 March 2010 – 31 March 2013

Description	Achievement (April 2010-March 2013)							
	Children with special needs enrolled	Individual Trained				Government officials (PDOE, DDOE, Bappeda, MONE, Bapenas)	Faculty Trained	University Students enrolled in a course
		National Mentor Teachers for Specific Disabilities	Provincial Inclusive Education Trainers	Resource Teachers/ Special School Teachers	Mainstream Teachers			
<b>National</b>		<b>23</b>				<b>56</b>		
<b>Provincial Total</b>	<b>26771</b>		<b>173</b>	<b>363</b>	<b>5443</b>	<b>2260</b>	<b>19</b>	<b>1390</b>
Aceh	2789		39	56	1836	251	0	0
ODKI Jakarta	2340		9	65	604	221	2	190
West Java	4524		20	48	544	152	2	160
East Java	3774		42	121	1241	1187	3	110
Central Java	70		0	0	0	36	0	0
South Sulawesi	11081		48	58	753	258	3	83
Padang							3	375
Yogyakarta	2193		15	15	465	155	6	472

Data source:

Data of the children from the PDOE in each Province (2011-2012)

### The Achievement of Beneficiaries in program the Opportunities for Vulnerable Children for 3 years ( 31 March 2010 - 31 March 2013 )

#### National Level

Component	Target	Achievement	Remark (%)
Mentor Teacher	20	21	15.00 up from the target
National government	32	56	75.00 up from the target

#### Provincial Level

Component	Target	Achievement	Remark (%)
Children	19776	26771	35.37 up from the target
Provincial Inclusive education trained	175	173	(1.14) down from the target
Resource Teacher	599	363	(39.40) down from the target
Mainstreams	5846	5443	(6.89) down from the target
Government	692	2260	226.59 up from the target
Faculty trained	20	19	(5.00) down from the target
University student	200	1390	595.00 up from the target

Component	Target	Achievement	Remark
Selected districts	45	40	(11.11) down from the target
Public special schools	177	173	(2.26) down from the target
Inclusive primary schools	1094	1207	10.33 up from the target



## Summary BNF – By Gender

Description	Children with Special Needs enrolled	Children with Special Needs enrolled by Sex		National Mentor Teachers for Specific Disabilities		Provincial Inclusive Education Trainers		Resource teachers/ special school teachers		Mainstream Teachers		Government Officials (PDOE, DDOE, Bappeda, MONE, Bapenas, Parliamentarians)		Faculty trained		University Students Enrolled in a Course	
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<b>Nasional</b>				8	13							33	23				
				21								56					1390
<b>Propinsi</b>	<b>26771</b>					<b>80</b>	<b>93</b>	<b>77</b>	<b>286</b>	<b>2322</b>	<b>3121</b>	<b>1386</b>	<b>838</b>	<b>5</b>	<b>14</b>		
Aceh	2789		2789			21	18	3	53	621	1215	182	69				
DKI Jakarta	2340		2340			4	5	11	54	431	173	108	113	1	1		
West Java	4524		4524			11	9	19	29	221	323	113	39	1	1		
East Java	3774		3774			14	28	35	86	596	645	725	462	0	3		
Central Java	70		70											0	0		
South Sulawesi	11081	6624	4457			22	26	4	54	283	471	188	70	1	2		
Padang														0	3		
Yogyakarta	2193		2193			8	7	5	10	170	294	70	85	2	4		
<b>JUMLAH</b>	<b>26771</b>		<b>26771</b>			<b>173</b>		<b>363</b>		<b>5443</b>		<b>2224</b>		<b>19</b>			



**Program Progress FY 1 ( April 2010 - Sept 2010 )**

Description	Children with Special Needs enrolled	Individual Trained				Government Officials (PDOE, DDOE, Bappeda, MONE, Bapenas, Parliamentarians)	Faculty trained	University Students Enrolled in a Course
		National Mentor Teachers for Specific Disabilities	Provincial Inclusive Education Trainers	Resource teachers/ special school teachers	Mainstream Teachers			
<b>National</b>								
<b>Provincial Total</b>	<b>4555</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>1204</b>	<b>0</b>	<b>0</b>
Aceh			0	0	0	0	0	0
DKI Jakarta	1386		9	0	0	0	0	0
West Java	0		0	0	0	1045	0	0
East Java	3169		0	0	0	132	0	0
Central Java	0		0	0	0	0	0	0
South Sulawesi	0		0	0	0	27	0	0
Padang								
Yogyakarta								

**Program Progress FY 2 ( Oct 2010 to Sept 2011 )**

Description	Children with Special Needs enrolled	Individual Trained				Government Officials (PDOE, DDOE, Bappeda, MONE, Bapenas, Parliamentarians)	Faculty trained	University Students Enrolled in a Course
		National Mentor Teachers for Specific Disabilities	Provincial Inclusive Education Trainers	Resource teachers/ special school teachers	Mainstream Teachers			
<b>National</b>								
<b>Provincial Total</b>	<b>22668</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2464</b>	<b>4636</b>	<b>9</b>	<b>0</b>
Aceh	4555		0	0	0	1204	0	0
DKI Jakarta	6779		0	0	0	1242	1	0
West Java	4175		0	0	1752	207	1	0
East Java	0		0	0	80	1045	1	0
Central Java	3664		0	0	0	0	0	0
South Sulawesi	0		0	0	281	890	1	0
Padang							1	0
Yogyakarta	3495		0	0	351	48	4	0



**Program Progress FY 3 ( Oct 2011 to Sept 2012 )**

Description	Children with Special Needs enrolled	Individual Trained				Government Officials (PDOE, DDOE, Bappeda, MONE, Bapenas, Parliamentarians)	Faculty trained	University Students Enrolled in a Course
		National Mentor Teachers for Specific Disabilities	Provincial Inclusive Education Trainers	Resource teachers/ special school teachers	Mainstream Teachers			
<b>National</b>								
<b>Provincial Total</b>	<b>45191</b>	<b>0</b>	<b>21</b>	<b>129</b>	<b>6443</b>	<b>12584</b>	<b>10</b>	<b>1390</b>
Aceh	22668		0	0	2464	4636	0	
DKI Jakarta	4555		0	0	0	1204	1	190
West Java	11334		9	0	0	2446	1	160
East Java	3774		3	89	3658	1252	2	110
Central Java	456		9	0	0	1177	0	0
South Sulawesi	211		0	0	40	1045	2	83
Padang							2	375
Yogyakarta	2193		0	40	281	824	2	472

**Program Progress FY 4 ( Oct 2012 to March 2013 )**

Description	Children with Special Needs enrolled	Individual Trained				Government Officials (PDOE, DDOE, Bappeda, MONE, Bapenas, Parliamentarians)	Faculty trained	University Students Enrolled in a Course
		National Mentor Teachers for Specific Disabilities	Provincial Inclusive Education Trainers	Resource teachers/ special school teachers	Mainstream Teachers			
<b>National</b>								
<b>Provincial Total</b>	<b>6779</b>	<b>0</b>	<b>3</b>	<b>89</b>	<b>1906</b>	<b>1045</b>	<b>0</b>	<b>0</b>
Aceh	2789		0	21	1202	132	0	0
DKI Jakarta	0		0	0	40	0	0	0
West Java	495		0	24	0	27	0	0
East Java	0		0	40	281	824	0	0
Central Java	0		0	0	0	4	0	0
South Sulawesi	3495		3	4	351	31	0	0
Padang								
Yogyakarta	0		0	0	32	27	0	0

## List of Inclusive School in DI Yogyakarta

No	School	District
1	TK ABA Nitikan Yogyakarta	Yogyakarta
2	SD Bangunrejo II Kricak	
3	SD N Karanganyar	
4	SD N Giwangan Yogyakarta	
5	SD T M Ibu Pawiyatan	
6	SD TUMBUH Yogyakarta	
7	SD N Tamansari 1	
8	SMP TD Ibu Pawiyatan Tamansiswa	
9	SMP 15 Yogyakarta	
10	MTs Yaketunis Yogyakarta	
11	TK Masyithoh Dukuh	Bantul
12	SD Suruh, Dlingo, Bantul	
13	SD Siluk	
14	SD 1 Kadipiro	
15	SD N Peni	
16	SD Kaligatuk	
17	SD Tanubayan / SD Trirenggo I	
18	SD Negeri Soka	
19	SD Kembangsari Piyungan	
20	SD 1 Jambidan	
21	SD Pelem	
22	SD Dlingo 1 Bantul	
23	SD N Kretek 2	
24	SD Negeri 3 Sedayu	
25	SD Gunungmulyo	
26	SD Temuwuh 3	
27	SD N Becari	
28	SD Sendangsari Dlingo	
29	SD Muhammadiyah Banguntapan	
30	SD N Tirtohargo 1	
31	SD N Wijirejo 2	
32	SD Negeri Bandut	
33	SD 2 Temuwuh	
34	SD N 1 Camden	
35	SD 2 Panjangrejo Pundong	
36	SD N 3 Panggang	



No	School	District
37	SD Negeri Jolosutro	
38	SD 2 Kadapiro Kasihan	
39	SD Kepuhan	
40	SD 1 Palbapang, Bantul	
41	SD 2 Petir	
42	SD N Payungan	
43	SMP YP Sanden Bantul	
44	SMP PGRI Kasihan Bantul	
45	SMP Muh. 1 Pundong	
46	SMP Negeri 2 Sewon	
47	TK ABADI Semanu GK	<b>Gunung Kidul</b>
48	TK ABA Bendung Semin	
49	TK ABA Widoro Semin Gk	
50	SD N Playen 4, Playen	
51	SD Banyusoco II Playen	
52	SD Negeri Tancep 1	
53	SD Negeri Ngléri	
54	SD Teguhan, Playen	
55	SD Nanas Girijati Purwosari	
56	SD N Klampok Semin	
57	SD N Gedangan 1	
58	SD Muh. Bedoyo Rongkop	
59	SD Banyubening I	
60	SD Prebutan Semin	
61	SD Pangkah Karangmojo	
62	SD Tancep 2 Ngawen	
63	SD N Jurangjero, Ngawen	
64	SD Muh. Widoro Semin	
65	SD Tegalorejo Baru, Ponjong,	
66	SD N. Karangmojo 3	
67	SD Bulurejo 1 Semin	
68	SD N Karangmojo 2	
69	SD Playen V	<b>Kab. Tuban</b>
70	SD Ngeposari 2 Semanu,	
71	SD N Karangwetan	
72	MI YAPPI Balong, Girisubo	
73	SD Pilangrejo Nglipar Gk	
74	SD N Purwareja Ngawen	<b>Kab. Banyuwangi</b>

No	School	District	
75	SD Muh. Sumberejo		
76	SD Siyono I Playen		
77	SD N Gedangan Gk		
78	SD N 4 Semin, Gunungkidul		
79	SD Bleberan, Playen		
80	SD Petoyan II Gunungkidul		
81	SD N Logandeng Playen		
82	SD Sawahan Playen		
83	SD N Belang		
84	SD N Keringan		
85	SD N Sedono		
86	SD N Payaman I		
87	SD N Tambran I		
88	SMP Muh. 2 Wonosari		
89	SMP Eka Kapti		
90	MTsN Karangmojo Gk		
91	MTs N Rongkop		
92	MTsN 1 Sumbergiri Ponjong		
93	TK Negeri Pembina Wates		<b>Kulon Progo</b>
94	TK Negeri Pembina Panjatan		
95	TK Negeri Pembina Galur		
96	SD Giripurwo 1 Kulonprogo		
97	SD Negeri Gunungdani		
98	SD Negeri Pergiwatu		
99	SD Negeri Jlaban		
100	SD N Tanjungharjo Nanggulan		
101	SD Gadingan Wates		
102	SD N 3 Brosot, Galur		
103	SD Negeri Kaliagung		
104	MI. Muhammadiyah Grubug		
105	SDN 1 Ngulakan, Pengasih		
106	SD N Kalimenur Kulonprogo		
107	SD Jatisarono		
108	SD N 2 Giripurwo		
109	SD Negeri Butuh		
110	SD Negeri Ngento		
111	SDN 1 Glagah Temon		
112	SDN Bugel Panjatan		



No	School	District	
113	SDN Kalikutuk Sentolo		
114	SDN Srikayangan, Sentolo		
115	SDN Margosari ,Pengasih		
116	SDN Kokap		
117	SDN Meijing,Kalibawang		
118	SDN 1 Samigaluh		
119	MI Maarif Pagerharjo,Samigaluh		
120	SMP N 1 Sentolo KP		
121	SMP N 3 Sentolo		
122	SMP N Lendah		
123	SMP Muhammadiyah 2 Sentolo		
124	SMP N 2 Kokap		
125	SD Muh. Gendol V Sleman		<b>Sleman</b>
126	SD Balecatur 1 Gamping		
127	SD Sendangadi 2 Mlati		
128	SD N Bendungan, Prambanan		
129	SD N Gejayan Depok		
130	SD Negeri Brengosan 1		
131	SD N Semarangan 5 Sleman		
132	SD Muh Bayen Kalasan		
133	SD Negeri Kapukanda		
134	SD BUDI MULIA DUA		
135	SD Muh. Dadapan Turi		
136	SD N Mustokorejo		
137	SD Budi Utama Sleman		
138	SD Pojok Mlati Sleman		
139	SD Demak Ijo 2 Gamping		
140	SD IT Baitussalam Prambanan		
141	SD N Plaosan I Mlati		
142	SD Muh. Gondanglegi		
143	SD Sempu Ngemplak		
144	SD Bedelan Mlati		
145	SD Sukomulyo Ngaglik		
146	SD Muh. Gendol III Tempel		
147	SD Muh. Kasuran, Margodadi		
148	SD Puren Depok Sleman		
149	SD Teruna Bangsa		
150	SD Purworejo 1 Pakem		

No	School	District
151	SD N Jogomangsan 1	
152	SMP Muh. 1 Gamping	
153	SMP Muh 1 Godean	
154	SMP Muh. Moyudan Sleman	
155	SMP Muh. 1 Sleman	
156	SMP Muh. 2 Godean	

## Aceh

No	School	District
1	MIN Lhong Raya	<b>Banda Aceh</b>
2	SDN 1 Kuta Raja	
3	SDN 22	
4	SDN 25 Lamprit	
5	SDN 3 Peuniti	
6	SDN 32 Beurawe	
7	SDN 53 Lueng Bata	
8	SDN 54 Tahija	
9	SDN 57 Syiah Kuala	
10	SDN Sibreh	<b>Aceh Besar</b>
11	SDN Lamkunyut	
12	MIN Lamjampok	
13	SDN 1 Peukan Bada	
14	SDN Garot	
15	MIN Lamrabo	
16	MIN Bukit Baro	
17	MIN Keutapang 2	
18	SDN Neuheun	
19	SDN Lam Ujong	
20	SDN Leupung 26	
21	SDN Bukit Baro	



No	School	Distric	
22	SDN Dham Ceukok		
23	SDN 2 Lamcot		
24	SDN 2 Mata le		
25	SDN Seulimum		
26	SDN Cot Meuraja		
27	SDN Lamteungoh		
28	SDN 2 Pagar Air		
29	SDN Gani		
30	SDN 1 Indrapuri		
31	SDN Lambaro Nijid		
32	SDN Keude Bing		
33	SDN Lambaro Angan		
34	SDN Kulu		
35	SDN Blang Mee		
36	SDN Mon Mata		
37	SDN Gle Bruek I		
38	SDN Gle Bruek II		
39	SDN Suhom		
40	SDN Umong Siribee		
41	SDN Cot Juempa		
42	SDN Geuntet		
43	SDN Saney		
44	SMAN 1 Lhong		
45	SMPN 1 Lhong		
46	SMPN 1 Darul Imarah		
47	SMPN 2 Darul Imarah		
48	SDN Suka Jaya		<b>Piddie</b>
49	SDN Pekan Pidie		
50	SDN 3 Mutiara		
51	SDN 3 Tangse		
52	SDN Teupin Pukat		<b>Piddie Jaya</b>
53	SDN Simpang Tiga		
54	SDN Kuta Batee		
55	SDN 1 Pantee Raja		
56	SDN Tutue Ara		
57	SDN Jangka Buya		
58	SDN Ulee Gle		
59	SDN Lancang Paru		
60	SDN 5 Tanah Pasir		<b>Aceh utara</b>
61	SDN 13 Syamtalira A		

No	School	District
62	SDN Muhammadiyah	Simeulue
63	SDN 1 Kampung Aie	
64	SDN 2 Peudada	Bireun
65	SDN 8 Jumpa	
66	SDN 12 Banda Sakti Lhokseumawe	Lhokseumawe
67	SDN 1 Banda Sakti	
68	SD Muhammadiyah Banda Sakti	
69	SDN 13 Banda Sakti	
70	MIS Banda Masen	
71	MIN Kuta Blang	

## DKI Jakarta

No	School	District
1	TK Negeri Pembina Nasional	Jakarta Selatan
2	TK Negeri Cipete	
3	TK Negeri Latihan II	
4	SDN Menteng Atas 04	
5	SDN Cipete Utara 12 Pg	
6	SDN Lebak Bulus 02 Pg	
7	SDN Lebak Bulus 03 Pg	
8	SDN Lebak Bulus 06 Pg	
9	SDN Cipete Selatan 04	
10	SDN Pela Mampang 01 Pg	
11	SDN Pejaten Timur 15 g	
12	SDN Ragunan 11 Pg	
13	SDN Pondok Labu 01 Pg	
14	SDN Gandaria Selatan 01 Pg	
15	SDN Pesanggrahan 03 pagi	
16	SDN Petukangan Selatan 05	
17	SDN Grogol Selatan 03	
18	SDN Grogol Utara 09 Pagi	
19	SDN Pulo 05 Pagi	
20	SDN Gandaria Utara 11 Pagi	
21	SDN Pancoran 05 Pagi	



No	School	District
22	SDN Pengadegan 08 Pagi	
23	SDN Kuningan Barat 03 Pagi	
24	SDN Mampang prapatan 05 Pagi	
25	SDN Karet Kuningan 03 Pagi	
26	SDN Setiabudi 01 Pagi	
27	SMPN 226	
28	SMPN 240	
29	SMPN 235	
30	SMPN 16	
31	SMPN 15	
32	SMPN 276	
33	TK Pembina Tingkat Provinsi	<b>Jakarta Timur</b>
34	SDN Cipedak 03 Pagi	
35	SDN Lenteng Agung 07 Pagi	
36	SDN Gedong 04	
37	SDN Kramatjati 24	
38	SDN Kebon Pala 03 Pg	
39	SDN Batu Ampar 04	
40	SDN Gedong 12	
41	SDN Gedong 03	
42	SDN Cipinang Muara 24 Pt	
43	SDN Cipayung 09 Pt	
44	SDN Cakung Barat 18 Pt	
45	SDN Jatinegara 05 Pg	
46	SDN Jatinegara Kaum 03 Pg	
47	SDN Pisangan Timur 16 Pt	
48	SDN Rawabunga 16 Pg	
49	SDN Bidaracina 04 Pt	
50	SDN Pisangan Baru 02 Pg	
51	SDN Pisangan Baru 10 Pt	
52	SDN Pondok Bambu 03 Pg	
53	SDN Klender 17 Pt	
54	SDN Ciracas 13 Pt	
55	SDN Susukan 13 Pt	
56	SDN Cawang 06 Pt	
57	SDN Dukuh 02 Pt	
58	SDN Kebon Pala 08 Pt	
59	SDN Kebon Pala 15 Pg	

No	School	District
60	SDN Cijantung 09 Pt	
61	SDN Kalisari 10 Pt	
62	SDN Ceger 03 Pt	
63	SDN Lubang Buaya 02 Pt	
64	SDN Cijantung 01	
65	SDN Kramat Jati 01	
66	SDN Kramat jati 16	
67	SDN Rambutan 01	
68	SDN Cilangkap 01	
69	SDN Halim Perdanakusuma 01	
70	SDN Cipayung 02	
71	SDN Kebon Pala 01 Pagi	
72	SDN Balimester 01	
73	SDN Kampung Melayu 02 Pt	
74	SDN Cipinang Besar Utara 01 Pg	
75	SDN Duren Sawit 01 pagi	
76	SDN SDN Klender 03 pagi	
77	SMPN 223	
78	SMPN 36	
79	SMPN 62	
80	SMPN 259	
81	SMPN 165	
82	SMPN 287	
83	SDN Slipi 18 Pg	<b>Jakarta Barat</b>
84	SDN Sukabumi Selatan 07	
85	SDN Meruya Selatan 06 Pg	
86	SDN Kembangan Utara 05 Pg	
87	SDN Joglo 04 Pg	
88	SDN Duri Kepa 06 Pg	
89	SDN Kelapa Dua 04 Pg	
90	SDN Jatipulo 08 Pg	
91	SDN Kota Bambu Selatan 01 Pg	
92	SDN Jembatan Besi 01 Pg	
93	SDN Duri Utara 02 Pg	
94	SDN Pinangsia 02 Pg	
95	SDN Krukut 03 Pg	
96	SDN Tanjung Duren Utara 01 Pg	
97	SDN Jelambar 03 Pg	



No	School	District
98	SDN Pegadungan 11 Pg	
99	SDN Kamal 02 Pg	
100	SDN Cengkareng Timur 01 Pg	
101	SDN Rawa Buaya 03 Pg	
102	SMPN 264	
103	SMPN 191	
104	SMPN 248	
105	SMPN 207	
106	SMPN 63	
107	SMPN 271	
108	TK N Besuki	<b>Jakarta Pusat</b>
109	TK N Cilacap	
110	TK N Tegal	
111	SDN Johar Baru 29	
112	SDN Bendungan Hilir 01	
113	SDN Cempaka Putih Barat 16	
114	SDN Kartini 02	
115	SDN Mangga Dua Selatan 01 Pg	
116	SDN Pasar Baru 01 Pg	
117	SDN Petamburan 01 Pg	
118	SDN Bendungan Hilir 07	
119	SDN Kenari 01	
120	SDN Bungur 01 Pg	
121	SDN Kebon Sirih 01 Pg	
122	SDN Cikini 01 Pg	
123	SDN Cempaka Putih Timur 02	
124	SDN Cempaka Putih Barat 07	
125	SDN Tanah Tinggi 11	
126	SDN Johar Baru 10	
127	SDN Cideng 11 Pt	
128	SDN Petojo Selatan 05	
129	SDN Serdang 01 Pt	
130	SDN Sumur Batu 07 Pt	
131	SMPN 118	
132	SMPN 183	
133	SMPN 269	
134	SMPN 4	
135	SMPN 70	

No	School	District
136	TK Negeri Papanggo	<b>Jakarta Utara</b>
137	TK Permata Indonesia	
138	SDN Kelapa Gading Timur 04	
139	SDN Merunda 02	
140	SDN Pluit 06	
141	SDN Sungai Bambu 02 Pg	
142	SDN Cilincing 05 Pg	
143	SDN Semper Barat 07 Pg	
144	SDN Tugu Utara 12	
145	SDN Rawa Badak Selatan 11 Pg	
146	SDN Penjaringan 11	
147	SDN Kapuk Muara 03 Pg	
148	SDN Sunter Jaya 07 Pg	
149	SDN Sunter Agung 04 Pt	
150	SDN Ancol 03 Pg	
151	SDN Pademangan Barat 08 Pt	
152	SDN Pegangsaan Dua 03 Pg	
153	SMPN 42	
154	SMPN 120	
155	SMPN 122	
156	SMPN 114	
157	SMPN 266	
158	SMPN 270	
159	SMPN 90	
160	SMPN 232	

## West Java

No	School	District
1	SD NEGERI CITAPEN	<b>KAB KUNINGAN</b>
2	SD NEGERI CINIRU	
3	SD NEGERI 2 SUKAMAJU	
4	SDN PASAYANGAN	



No	School	District
5	SDN Cirea	
6	RSBI	
7	SD NEGERI 3 BOJONGLOPANG	<b>KAB. SUKABUMI</b>
8	SDN CIBAREGBEG	
9	SD NEGERI 1 CITANGLAR	
10	SDN TENJOAYU	
11	SDN Rambay Kulon	
12	SDN Lembur Swah	
13	SDN Cicurug Hilir	
14	SDN SUMELAP I	<b>KOTA TASIKMALAYA</b>
15	SDN TANJUNG 2	
16	SDN KALI BARU IV	<b>KOTA BEKASI</b>
17	SDN JATIWARINGIN III	
18	No data Information	<b>KOTA BOGOR</b>

## East Java

No	School	District
1	SDN Klampis Ngasem I/246	<b>Kota Surabaya</b>
2	SDN Komplek Kejeran II	
3	SDN Klampis Ngasem II/511	
4	SDN Klampis Ngasem V / 230	
5	SDN Menur Pumpungan	
6	SDN Menur Pumpungan IV	
7	SDN Menur Pumpungan V / 510	
8	SDN Medoan Semampir II / 260	
9	SDN Margorejo IV/ 406	
10	SDN Margorego III / 405	
11	SDN Bendul Merisi 408	
12	SDN Sidosermo I / 427	
13	SDN Kutisari II / 269	
14	SD Negeri Percobaan	
15	SDK Santa Melania	
16	SD Yamastho	
17	SD Dahlanuddin	
18	SD Bhakti Wiyata	

No	School	District
19	SDN Nginden Jangkungan II / 611	
20	SD Sacread Heart School	
21	SDN Benowo III/126 Pakal	
22	SD Swasta Manguni	
23	SDN Peneleh I	
24	SDN Gundih I	
25	SDN Wonorejo V / 316	
26	SDN Kedungdoro II	
27	SDN Sidodadi II	
28	SDN Pacar Keling IX	
29	SDN Mojo IX /228	
30	SDN Kemayoran II	
31	SDN Sidotopo I	
32	SDN Wonokusumo IV	
33	SDN Ujung XII	
34	SDN Wonokusumo X	
35	SDN Krembangan Utara III	
36	SDN Ngagel Rejo III/398	
37	SDN Pakis VIII	
38	SDN Petemon II	
39	SDN Petemon XIII	
40	SDN Banyu Urip V	
41	SDN Tandes Kidul I/110	
42	SDN Karang Pilang V	
43	SDN Kalirungkut I / 264	
44	SDN Keputih 245	
45	SDN Tanah Kalikedinding I	
46	SDN Sidotopo Wetan IV	
47	SDN Kandangan I	
48	SDN Sumur Welut I/438	
49	SDN Sutorejo II	
50	SDN Gunung Anyar 273	
51	SDN Kutisari I / 268	
52	SDN Karah III	
53	SDN Gayungan II	
54	SDN Ketintang II / 410	
55	SDN Babatan V	
56	SDN Dukuh Kupang III	
57	SDN Sono Kwijenan II	
58	SDN Babat Jerawat I	



No	School	District
59	SDN Pakal I	
60	SDN Sambikerep I	
61	SDS Amarillys	
62	SMP Negeri 29 Surabaya	
63	SMP 17 Agustus 1945	
64	SMP Manguni	
65	SMP Pandu Wiyata Jaya	
66	SMP Negeri 5 Surabaya	
67	SMP Negeri 28 Surabaya	
68	SMP Negeri 36 Surabaya	
69	SDN Sidorejo II Tuban	<b>Kab. Tuban</b>
70	SDN Purworejo	
71	SDN Werungotok	
72	SDN Sambongrejo	
73	SDN Medalem II	
74	PAUD Cerdas	<b>Kab. Banyuwangi</b>
75	TK Dharma Wanita Kabupaten	
76	KB/TK Sriwijaya	
77	PAUD Tunas Harapan	
78	TK Aisyiah BA 3	
79	TK Lestari	
80	TK Gayatri Watukebo	
81	PAUD Al Hidayah	
82	TK Pertiwi Singojuruh	
83	TK Khodijah 5 Sumberberas	
84	TK ABA 5 Gendoh	
85	TK Al Furqon	
86	TK Tunas Mulia	
87	TK Pertiwi ITegaldlimo	
88	TK Tunas kencana	
89	TK raudhatul Husna	
90	TK Bustanul Ulum	
91	TK Nur Rohman	
92	TK Dharma Wanita I Sukonatar	
93	TK Kartini I	
94	TK Pertiwi 3	
95	TK Pertiwi genteng	
96	TK Srikandi	
97	TK Pertiwi 2 Tamanagung	
98	TK Pertiwi 5	

No	School	District
99	TK Al Amin	
100	TK Kuncup Bunga	
101	TK Pertiwi 3	
102	TK Dharma Wanita I	
103	TK Dharma Wanita I	
104	SDN 2 Boyolangu	
105	SDN 3 Karangrejo	
106	SDN I Penganjuran	
107	SDN 2 Cluring	
108	SDN 3 Rogojampi	
109	SDN 1 Temuguruh	
110	SDN 3 Temuasri	
111	SDN 6 Taman Agung	
112	SDN II Kemiren	
113	SDN 3 Watukebo	
114	SDN 1 Sumber Kencono	
115	SDN 3 Bajulmati	
116	SDN 5 Bajulmati	
117	SDN 5 Alasbuluh	
118	SDN 1 Kalipuro	
119	SDN 3 Alasrejo	
120	SDN 2 Sidowangi	
121	MI Nurul Karim	
122	MI Bustanul Ulum	
123	MI Riyadlus Sholihin	
124	SDN 1 Sidowangi	
125	SDN 2 Bulusan	
126	SDN 2 Boyolangu	
127	SDN 2 Cluring	
128	SDN 3 Lateng	
129	SDN 2 Kemiran	
130	SDN 1 Tamansuruh	
131	SDN 1 Gombolirang	
132	SDN 1 Kabat	
133	SDN 3 Rogojampi	
134	SDN 1 Singojuruh	
135	MI Islamiyah Muncar	
136	SDN 1 Sumberberas	
137	SDN 2 Sempu	
138	SDN 2 Jajag	



No	School	District
139	SDN 2 Tulungrejo	
140	SDN 5 Kedungasri	
141	SDN 2 Kedunggebang	
142	SDN 1 Sumberkencono	
143	SDN 3 Bajulmati	
144	SDN 2 Alasbuluh	
145	SDN 4 Watukebo	
146	SDN 3 Bangsring	
147	SDN 2 Watukebo	
148	SDN 1 Bangsring	
149	SDN2 Alasbuluh	
150	SDN 4 Kebaman	
151	SDN 1 Karangdoro	
152	SDN 5 Barurejo	
153	SDN 4 Kembiritan	
154	SDN 2 Songgon	
155	SDN 1 Tamanagung	
156	SDN 10 Pesanggaran	
157	SDN 2 Segobang	
158	SDN 9 Kalibaru Wetan	
159	SDN Karetan	
160	SDN 2 Temurejo	
161	SDN Karetan	
162	SDN 2 Temurejo	
163	SMP Muhammadiyah 1	
164	MTs. Negeri Wongsorejo	
165	MTs. Bustanul Ulum	
166	SMPN 1 Kabat	
167	SMPN 2 Banyuwangi	
168	SMPN 1 Glagah	
169	SMPN 1 Banyuwangi	
170	SMPN 1 Giri	
171	SMPN 1 Glagah	
172	SMPN 1 Licin	
173	SMPN 1 Kalipuro	
174	SMPN 1 Kabat	
175	SMPN 1 Rogojampi	
176	SMPN 1 Singojuruh	
177	SMPN 1 Songgon	
178	SMPN 1 Genteng	

No	School	District	
179	SMPN 1 Gambiran		
180	SMPN 1 Tegalsari		
181	SMPN 1 Kalibaru		
182	SMPN 1 Glenmore		
183	SMPN 1 Srono		
184	SMPN 1 Cluring		
185	SMPN 1 Muncar		
186	SMPN 1 Purwoharjo		
187	SMPN 1 bangorejo		
188	SMPN 1 Siliragung		
189	SMPN 1 Pesanggaran		
190	SMPN 1 Tegaldlimo		
191	SMPN 1 Sempu		
192	SMPN 1 Wongsorejo		
193	SDN Werungotok II		<b>Kab. Nganjuk</b>
194	MI Al Huda		
195	SDN Karangtengah		
196	SDN Kapas II		
197	SDN Wilangan I		
198	SDN Berbek II		
199	SDN Sumberurip I		
200	SDN Sukorejo I		
201	SDN Bagor II		
202	MI Al Islam		
203	SDN Kurungrejo III		
204	SDI Al Isyhar		
205	SDN Kedungrejo II		
206	SDN Ngepung IV		
207	SDn Margopatut V		
208	SDN Kuncir I		
209	SDN Sambiroto I		
210	SMK Al Khoiriyah		
211	SDN Klurahan IV		
212	SDN Banaran III		
213	SDN Sanggrahan I		
214	SDN Lengkong III		
215	SDN Rejoso III		
216	SDN Tempuran		
217	SDN Gondangwetan		
218	MIN Cangkringan		



No	School	District
219	MTS Al fatah Salam	
220	MTS Al Huda	

## South Sulawesi

No	School	District
1	SDI Jatia	Gowa
2	SDN Doja	
3	SDI Limbung	
4	SDN Tanetea	
5	SDN Limbung Putri	
6	SDI Bangka - Bangkala	
7	SDN Centre Mawang	
8	SDN Kalase'rena	
9	SDN Cambaya	
10	SDN Taipale'leng	
11	SDN Bontocinde	
12	SDI Paku	
13	SDI Biringkaloro	
14	SDI Lambengi	
15	SDI Tetebatu	
16	SDN Centre Mangalli	
17	SDI Pandang - Pandang	
18	SDI Katangka	
19	SDI Katangka I	
20	SDN Mangasa	
21	SDN Mangasa I	
22	SDN Sungguminasa IV	
23	SDI Mangasa	
24	SMP Neg.1 Sungguminasa	
25	SMP Neg. 5 Pallangga	
26	SMP Neg. 2 Bontomarannu	
27	SMP Neg 2 Manuju	
28	SMP Neg. 1 Tombolo Pao	
29	SMP Neg. 4 Tombolo Pao	

No	School	District
30	SMP Neg 3 Biringbulu/Satap Pencong	
31	SDN Paccerakkang	<b>Makassar</b>
32	SD Inp. Pajjaiang	
33	SD Inp. Paccerakkang	
34	SD Inp. Lae-Lae II	
35	SD Inp. Layang Tua I	
36	SDN Pongtiku I	
37	SDN Bawakaraeng I	
38	SDN Lariangbangi I	
39	SDN Maccini I	
40	SDN Maccini III	
41	SDN Maccini IV	
42	SDN Bara-Baraya I	
43	SDN KIP Maccini	
44	SDN KIP V Bara-Baraya	
45	SDN KIP Bara-Baraya I	
46	SD Inp. Bawakaraeng	
47	SD Inp. Bertk. Lariangbangi 2	
48	SDN Mamajang II	
49	SDN Tanggul Patompo I	
50	SDN Tanggul Patompo II	
51	SDN Labuang Baji I	
52	SDN Labuang Baji II	
53	SDN Mawas	
54	SDN Cenderawasih	
55	SDN Cenderawasih I	
56	SDN Komp. Sambung Jawa	
57	SDN Komp. Kapota Yudha I	
58	SD Inp. Parang	
59	SD Inp. Sambung Jawa I	
60	SD Inp. Sambung Jawa III	
61	SD Inp. Bertk. Mamajang III	
62	SD Inp. Bertk. Mamajang IV	
63	SD Inp. Perumnas Antang I	
64	SD Inp. Nipa-Nipa	
65	SD Inp. Manggala	
66	SD Inp. Bitoa	
67	SD Inp. Antang I	
68	SD Inp. Borong Jambu II	
69	SD Inp. Borong Jambu III	



No	School	District
70	SD Inp. Batua I	
71	SD Inp. Batua II	
72	SD Inp. Tello Baru II	
73	SD Inp. Tello Baru III	
74	SDN Borong	
75	SD Inp. Borong	
76	SD Inp. Bertk. Mattoangin	
77	SDN Garuda	
78	SDN Mattoangin I	
79	SDN Patompo II	
80	SDN Tunas Karya	
81	SD Inp. Karuwisi II	
82	SDN Pannyikkokang I	
83	SDN Pannyikkokang II	
84	SD Inp. Tello Baru I/2	
85	SDN Panaikang II	
86	SDN Katangka I	
87	SDN Minasa Upa	
88	SDN Perumnas	
89	SDN Tidung	
90	SDN Rappocini	
91	SDN Rappocini I	
92	SD Inp. Minasa Upa	
93	SD Inp. Minasa Upa I	
94	SD Inp. Mangasa I	
95	SD Inp. BTN IKIP I	
96	SD Inp. BTN IKIP II	
97	SD Inp. Perumnas II	
98	SD Inp. Tidung	
99	SD Inp. Kassi-Kassi	
100	SD Inp. Cilallang	
101	SDN Kalukuang I	
102	SDN Kalukuang II	
103	SDN Kalukuang III	
104	SDN Kalukuang IV	
105	SDN 67 Rappokalling	
106	SDN Rappokalling 67/I	
107	SDN Tallo Tua 69	
108	SDN Kaluku Bodoa	
109	SD Inp. Buttatianang 1	

No	School	District
110	SD Inp. Galangan Kapal I	
111	SD Inp. Galangan Kapal II	
112	SD Inp. Galangan Kapal III	
113	SD Inp. Galangan Kapal IV	
114	SD Inp. Cambaya III	
115	SD Inp. Ujung Pandang Baru	
116	SD Inp. Pannampu I	
117	SD Inp. Pannampu II	
118	SD Inp. Pannampu III	
119	SD Inp. Layang III	
120	SD Inp. Baraya I	
121	SD Inp. Baraya II	
122	SD Inp. Tamalanrea I	
123	SD Inp. Tamalanrea 4	
124	SD Inp. Tamalanrea 5	
125	SDN Jongaya	
126	SDN Balang Boddong	
127	SDN Balang Baru	
128	SDN Parang Tambung I	
129	SDN Bayang	
130	SDN Parang Tambung II	
131	SDN Kumala	
132	SDN Balang Baru I	
133	SDN Kaccia	
134	SDN Timbuseng I	
135	SDN Timbuseng II	
136	SDN Sumanna	
137	SD Inp. Jongaya	
138	SD Inp. Maccini Sombala	
139	SD Inp. Jongaya I	
140	SD Inp. Jongaya II	
141	SD Inp. Barombong I	
142	SD Inp. Malengkeri II	
143	SD Inp. Maccini Baru	
144	SD Inp. Mallengkeri Bertingkat	
145	SD Inp. Hartaco Indah	
146	SD Inp. Andi Tonro	
147	SD Inp. Balang Boddong I	
148	SD Inp. Maccini Sombala I	
149	SD Inp. Mallengkeri Bertk. I	



No	School	District
150	SDN Maccini Sombala	
151	SDN Lanto Dg. Pasewang	
152	SDN Sudirman IV	
153	SD Inp. Bertk. Tabaringan I	
154	SDN Timor	
155	SD Inp. Bertk. Butung	
156	SD Muhammadiyah 3	
157	SDS Kartika wirabuana I	
158	SD Mulya Bakti	
159	SD Islam Datuk Ribandang	
160	SD Islam Integral Al-Bayan	
161	SD Islam Terpadu Ar-Rahmah	
162	SD Berbt. Karya II	
163	SMP Negeri 3 Makassar	
164	SMP Negeri 16 Makassar	
165	SMP Negeri 18 Makassar	
166	SMP Negeri 21 Makassar	
167	SMP Negeri 27 Makassar	
168	SMP Negeri 36 Makassar	
169	SMP Muhammadiyah 13	
170	SMP Mahaputra Tello	
171	SMP Datuk Ribandang	
172	SDN 52 PANASAKKANG	<b>Maros</b>
173	SDN 5 Amparita	<b>Sidrap</b>
174	SDN 1 Baranti	
175	SDN 4 Rappang	
176	SDN 7 Rappang	
177	SDN 12 Rappang	
178	SDN 1 Macorawalie	
179	SDN 2 Macorawalie	
180	SDN 3 Macorawalie	
181	SDN 4 Macorawalie	
182	SDN 6 Macorawalie	
183	SDN 7 Macorawalie	
184	SDN 8 Tanrutedong	
185	SMPN 1 Pancalautang	
186	SMPN 1 Tellulimpoe	
187	SMPN 3 Pangsidi	
188	SMPN 5 Maritengae	
189	SMPN 1 DuaPitue	

No	School	District
190	SMPN 4 Pituriase	
191	SMPN 1 Pancarijang	
192	SMPN 2 Kulo	
193	SMPN 1 Baranti	
194	SMPN 2 Watang Sidenreng	
195	SDN 7 Salotungo	<b>Soppeng</b>
196	SDN 10 Akkampung	
197	SDN 23 Tanete	
198	SDN 100 Dare Bunga-Bungae	
199	SDN 111 Takku	
200	SDN 120 Berru	
201	SDN 165 Asanae	
202	SDN 195 Barae	
203	SDN 221 Bulu Dua	
204	SDN 75 LebbaE	
205	SDN 88 Lonrong	
206	SDN 275 Jampu Serenge	
207	SDN 32 Ukkee	
208	SDN 37 Kabaro	
209	SDN 42 Tur. LappaE	
210	SDN 48 Latappareng	
211	SDN 56 Madining	
212	SDN 171 Lompobaru	
213	SDN 77 Ganra 1	
214	SDN 80 PaomallimpoE	
215	SDN 117 Maniangpatu	
216	SDN 94 Kampiri	
217	SDN 96 Citta	
218	SDN 259 Tana Cellae	
219	SMPN 2 Watansoppeng	
220	SMPN 2 Lilirilau	
221	SMPN 3 Lilirilau	
222	SMPN 5 Mariroriawa	
223	SMPN 2 Donri-donri	
224	SMPN 3 Liliriaja	
225	SMPN 4 Liliriaja	
226	SMPN 3 Marioriwawo	
227	SDN NO. 21 TEMBAN	<b>Enrekang</b>
228	SDN NO. 125 DATTE BOLA	
229	SDN NO. 138 KULINJANG	



No	School	District
230	SDN NO. 140 KABERE	
231	SDN NO. 9 BUNGIN	
232	SDN NO. 15 KOTU	
233	SDN NO. 39 CAKKE	
234	SDN NO. 111 PASARAN	
235	SDN NO. 118 KOTU	
236	SDN NO. 24 MALUA	
237	SDN NO. 18 KALOSI	
238	SDN NO. 74 BOLANG	
239	SDN NO. 103 KALOSI	
240	SDN NO. 112 BELAJEN	
241	SDN NO. 113 PANA	
242	SDN NO. 169 BOLANG	
243	SDN NO. 176 BELAJEN	
244	SDN NO. 148 PAMOLONGAN	
245	SDN NO. 177 LO'KO	
246	SDN NO. 120 BAROKO	
247	SDN NO. 20 BARAKA	
248	SDN NO. 105 BARAKA	
249	SDN NO. 134 KALIMBUA	
250	SDN NO. 145 BANCA	
251	SDN NO. 5 PASUI	
252	SMPN 4 ENREKANG	
253	SMPN 5 ENREKANG	
254	SMPN 3 MAIWA	
255	SMPN 1 ANGGERAJA	
256	SMPN 2 ANGGERAJA	
257	SMPN 1 ALLA	
258	SMPN 4 ALLA	
259	SMPN 5 ALLA	
260	SMPN 7 ALLA	
261	SMPN 1 BARAKA	
262	SMPN 2 BARAKA	

## N-OVC's LIST OF PARTNER

Location	Name	Position	Contact Number	Email	
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	Drs. Supardi, MM	Pengawas LB Jakarta Timur	081281559058		
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	Maman Amarullah	Kasi Dikdas Kep. Seribu	081281822873		
	Yanto Siregar	PPGTK DKI Jakarta	081510038024		
	Endang Sukensi	Kasi LB Jakarta Utra	087886035076		
	Istaryatiningtyas	Kabid Standikti Dinas Pendidikan DKI Jakarta	08129058864		
	Sopan Adrianto	Kabid Tendik Dinas Pendidikan DKI Jakarta	087878171771		
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		Ida	BAPPEDA	0812 2022 559	-
Khairul		BAPPEDA	0812 2200 104	-	
Dani Ramdan		BKD	0812 2019 1515	-	
DR. H. Moh. Wahyudin Zarkasyi, Ak.		Dinas Pendidikan	-	-	
Drs. H. Dadang Rahman Munandar, M.Pd		Setda Jabar	0812 2041 766	-	
Drs. H. Dadang Ruhiyat, M.Pd		Dinas Pendidikan	0811 2365 83	-	
Dra. Elly Ernawati		Dinas Pendidikan	0812 2143 0170	-	
Didin Supriadin		DPRD	0812 8032 2111	-	
Syarid Bastaman		DPRD	0813 2206 6808	-	
Uci		DPRD	0878 7747 9947	-	
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M. A Welid		Setda Jabar	0813 2196 6698	-	
Hasan Yusuf		Setda Jabar	0857 2318 7591	-	
Prof. Dr. HM. Iim Wasliman, M.Pd., M.Si.		Dinas Pendidikan / ICRAIS	0811220302		
Kurnaeni, S.Pd.,	Dinas Pendidikan	081220129264			



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	Mas'amah	Kanwil Kemenag	081 3287 12019	
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	Dra. Nuril Hidayati	Dinas Pendidikan, Pemuda, dan Olahraga Provinsi DIY	0812 2729 957	
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	Cyta	Bagian hukum	81235818123	
	Dr Harun M.Si	Kepala Dinas Pendidikan Provinsi		
	Drs Nuryanto M.Si	Kepala Bidang TK,SD, PK	8123130545	
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	Sulistyanto Soejoso	dewan pendidikan Prov Jatim	0811300043	
	prof Zaenuddin Maliki	Dewan Pendidikan Jatim	0811326925	
	Purnomo	Ajudan Wakil Gubernur Jatim	081559858909	
	Deidy	biro kerjasama provinsi	08123303779	
	Dra Puji Hastuti	dinas pendidikan Provinsi	08123200964	
	Dra Eko Prasetyoningsih	dinas pendidikan dasar Sby	085852862908	
	bu yayuk	dinas pendidikan provinsi	081330330686	
	Farikh	DPRD II Jatim	08123233969	
	handoko Pilih	bappeda provinsi jatim	08121628036	
	Karsali	Ajudan Gubernur Jatim	0811372764	
	bu endang kustiatur	dinas pendidikan provinsi	08123970167	
	Sirmaji	DPRD I Prov Jatim	0811369319	
<b>Aceh</b>	Drs. Anas	Kepala Dinas Disdik Aceh	-	
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	Drs. Rusli, M. Pd	KEPALA PPMG WILYAH I/KOORDINATOR UPTD PPMG DISDIK ACEH	082161138910	
	Drs. Syarbaini, M.Pd	KEPALA UPTD PPMG WILYAH V DISDIK ACEH	08126965247	benirbaya@yah oo.com; ben.nirbaya@g mail.com
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	Drs. Zulklifli, M.Pd	KEPALA UPTD PPMG WILYAH V DISDIK ACEH	0811681464	
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	Andi Herry Iskandar	Asisten I Prov. Sulawesi Selatan	-	
	A. Yusran SH, MH	Kasubag. Perundang- undangan Biro Hukum dan HAM	081543090456	
	Hj.Tenri Olle Yasin	Ketua Komisi E	08124229953	



Location	Name	Position	Contact Number	Email
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	Drs.H.Andi Yaksan Hamzah, MS	Kepala BAPPEDA	belum ada data	
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	Drs.H.Abdullah Djabar, M.Pd	Kepala Dinas	0811447883/ 085341156615	
	Drs. Syaiful Amsi, MM	Kasubag Program	081355024116	
	Ir.H.Rachman Syah. M.Si	Kepala UPTD BP PK-PLK	085242401963	
	Drs.H.Hamire, M.Si	kabid Dikmen	081315998887	
	Drs.H.Djamal Abdi, M.Ed	Kabid PNFI	081524272000	
	Drs. H. Muh. Zain, M.Pd	Kepala Seksi PLK UPTD BP PK-PLK	08124242584	
	Drs. A. Syafruddin, MM	Kasubag. Tata Usaha UPTD PK-PLK	081343686389	
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## APPENDIX III

# Modules, Translated Books/ Materials and Publication Developed



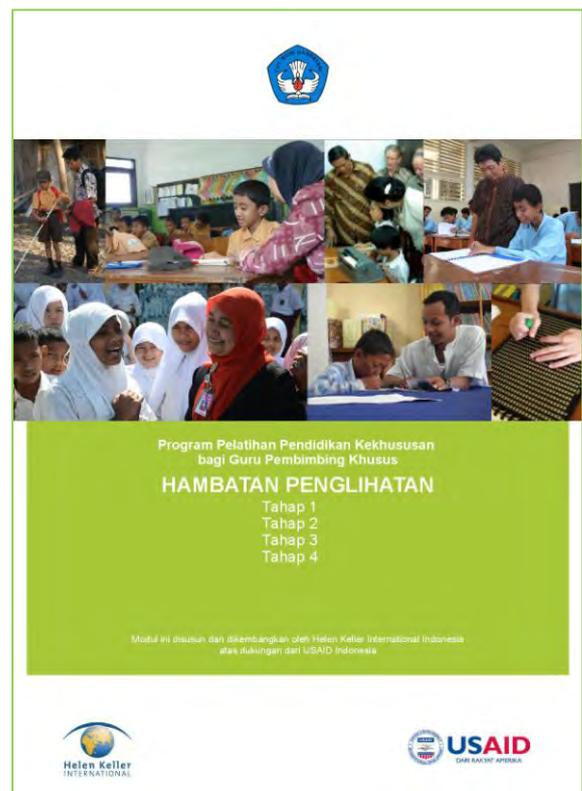
**USAID**  
DARI RAKYAT AMERIKA





**Module**  
**“Learning Difficulties and Intellectual Disabilities”**  
**Phase 1 – Phase 5**

**Module**  
**“Visual Impairment”**  
**Phase 1 – Phase 4**

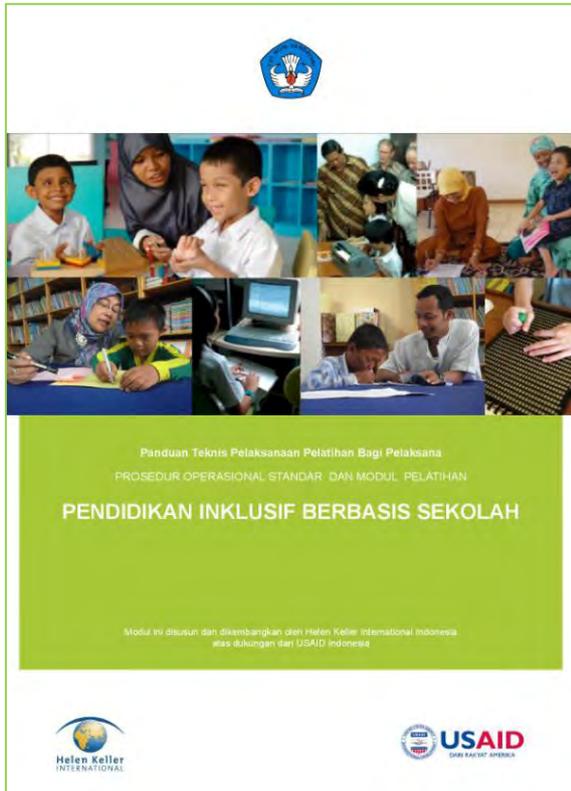




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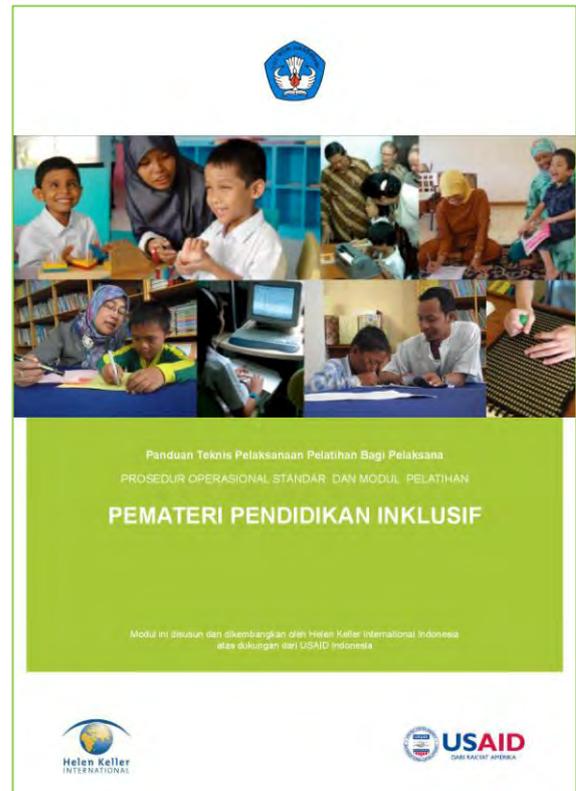


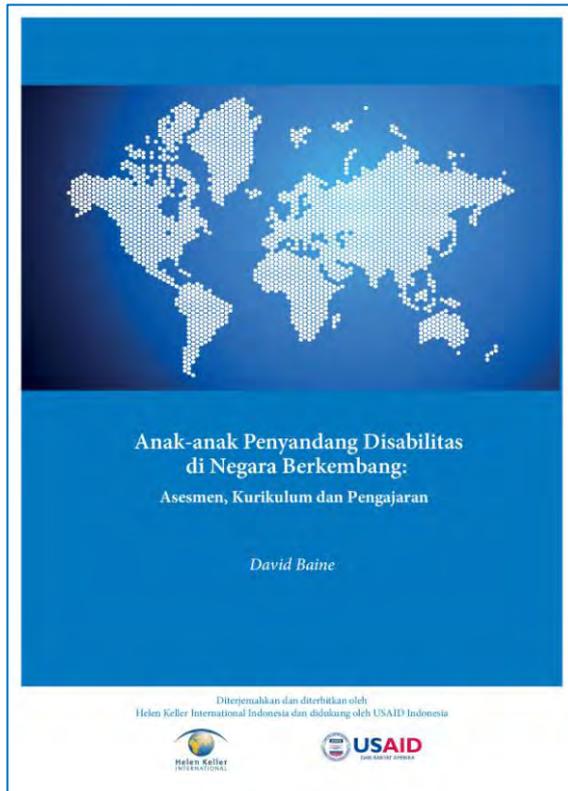
**Helen Keller**  
INTERNATIONAL



**Module**  
**“TOT Inclusive Education”**

**Module**  
**“Inclusive Education School Based”**





**"Handicapped Children in Developing Countries"  
Author : David Baine**

**"Foundations of Education, volume I: History and  
Theory of Teaching Children and Youths with Visual  
Impairments "  
Author : Alan J. Koenig, C. May Holbrook**

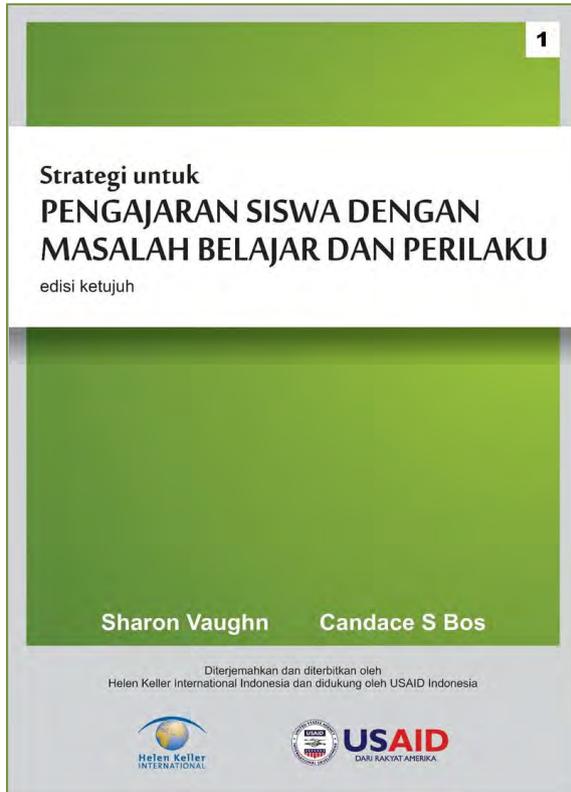




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DARI RAKYAT AMERIKA



**Helen Keller**  
INTERNATIONAL

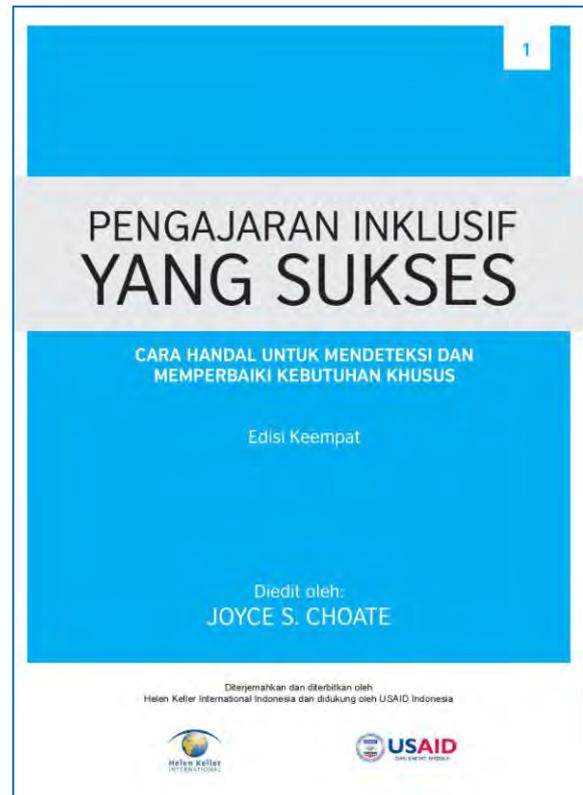


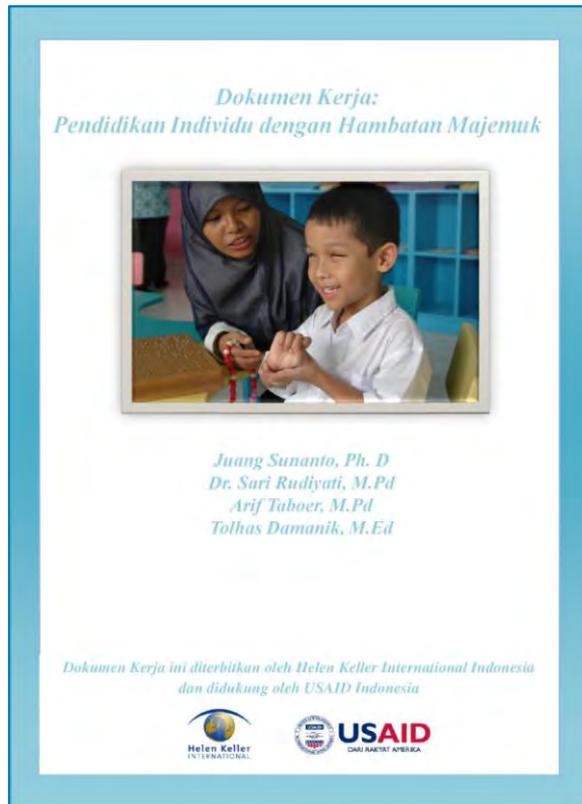
**"Strategies for Teaching Students with Learning and Behavior Problems (with MyEducationLab) (7th Edition)"**

**Author: Sharon R. Vaughn and Candace S. Bos**

**"Successful Inclusive Teaching: Proven Ways to Detect and Correct Special Needs (with MyLabSchool Edition, 4/E)"**

**Author: Joyce S. Choate**





**Working Document**

**“Education for Person with Multiple Disabilities”**

**Working Document**

**“Introducing Specific Learning Disabilities”**





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**Helen Keller**  
INTERNATIONAL



## APPENDIX IV

# Lists of National mentor teachers, Inclusive Education Trainers and Resource Teachers



**USAID**  
DARI RAKYAT AMERIKA



## National Mentor Teacher

No	Name	Province	School of Origin
1	Dedeh Kurniasih, S.Pd	DKI Jakarta	SLB VII Matraman
2	Hermi Nuryani, S.Pd	DKI Jakarta	SLB VII Matraman
3	Hery Susanto, S.Pd	DKI Jakarta	SDN Kramat Jati 24
4	Indri Yustianingsih, S.Pd	DKI Jakarta	SDN Menteng Atas 04
5	Bambang Trisulo, S.Pd	DKI Jakarta	SLB VII Matraman
6	Ali Mushofa, S.Pd	DKI Jakarta	Yayasan Mitra Netra
7	Achmad Sudarma, S.Pd	DKI Jakarta	SLB A Pembina Tingkat Nasional
8	Cucu Nuraeni, S.Pd	DKI Jakarta	SLB A Pembina Tingkat Nasional
9	Iis Sumiati, S.Pd	DKI Jakarta	SLB A Pembina Tingkat Nasional
10	Rini Prasetyaningsih, S.Pd	DKI Jakarta	Yayasan Dwituna Rawinala
11	Budi Prasojo, M.Sos	DKI Jakarta	Yayasan Dwituna Rawinala
12	Marliyawanti, S.Pd	DKI Jakarta	SDN Cempaka Putih Barat 16 Pagi
13	Rani Azis, S.Pd	DKI Jakarta	SLBN 5 Jakarta
14	Agustin Maria Mawuntu, M.M.Pd	South Sulawesi	Dinas Pendidikan & Kebudayaan Prov. Sulsel
15	Dra. Iis Masdiana, M.Pd	South Sulawesi	Dinas Pendidikan & Kebudayaan Prov. Sulsel
16	Andi Mappanganro, M.Pd	South Sulawesi	SLB Pembina Tk. Provinsi Sulsel
17	Hartatiningsih Kusumastuti, S.Pd	Central Java	SDN 01 Bejen, Karanganyar Solo
18	Dra. Sri Hartini	Central Java	SDLB Karanganyar
19	Erniyati, S.Pd	Aceh	SDN Teupin Pukat
20	Dra. Sumarni	Aceh	SDN Teupin Pukat
21	Muzdalifah, S.Pd	Aceh	SLB YPAC
22	Mardiana, S.Pd	Aceh	SMP Negeri 3 Dewantara, Aceh Utara
23	Kurubin Ali, S.Pd	Aceh	SDN 1 Muhammadiyah



## Inclusive Education Trainer

### Aceh

No.	Name	School Of Origin
1	Ahmad Fauzi, S.Pd (M)	SD Negeri Percontohan
2	Alkari, S.Pd (M)	DDOE Aceh Tengah
3	Burhanuddin, S.Pd, M.Pd (M)	UPTD Rantau Selamat
4	Darkasyi, S.Pd (M)	SD Negeri 1 Jangka
5	Dra. Juairiah, M.Pd (F)	SD Negeri 3 Beureunun
6	Erlina Badhon, S.Pd (F)	SD Negeri 3 Banda Aceh
7	Erna Wirda, S.Pd (F)	SD Negeri 1 Banda Aceh
8	Fadli, S.Pd (M)	MIN Lhong Raya
9	Fauzi, S.Pd (M)	SD Negeri 1 Samalanga
10	Firlia Rahmi, S.Pd (F)	SD Negeri 1 Banda Aceh
11	Ida Bariah, S.Pd (F)	UPTD Rantau Selamat
12	Indah Jelita, S.Pd, M.Pd (F)	SD Negeri Cot Keh, Peureulak
13	Isna, S.Pd (F)	SD Negeri 1 Peukan Pidie
14	Jafaruddin, S.Pd (M)	SD Negeri 9 Jeunieb
15	Junasrida, S.Pd (F)	SD Pasar Kota Bahagia
16	Juwita, S.Pd (F)	SD Negeri 1 Indrapuri
17	Khaidir Anwar, S.Pd (M)	SD Negeri Tutue Ara
18	Luthfi Marijantoni (M)	MIN Sp. Kelaping
19	M. Aris, S.Pd (M)	SD Negeri Delung Tue
20	Makhmud Riyadhhi, M.Pd (M)	SD Negeri 9 Bebesan

## Inclusive Education Trainer

### Aceh

No.	Name	School Of Origin
1	Marsidi, S.Pd (M)	SD Negeri 1 Belang Jorong
2	Marsiman, S.Pd (M)	DDOE Aceh Barat Daya
3	Martunis (M)	DDOE Aceh Barat Daya
4	Mirza.A, Ma.Pd (M)	SD Tunas Aceh Barat Daya
5	Muhammad Amin, S.Pd (M)	SD Negeri Pilar Jaya
6	Muhammad Nasir, S.Pd (M)	SD Negeri Paya Dua
7	Muhammad, S.Pd (M)	SD Negeri 25 Peusangan
8	Nazaruddin, S.Pd (M)	SD Negeri 2 Mata Ie
9	Nur Aflah, S.Pd (F)	SD Negeri Ujong Tanjong
10	Nurhayati, S.Pd (F)	SD Negeri Kuta Batee
11	Qalbi, S.Pd (F)	SD Negeri Alue Batee
12	Ramlan, S.Pd (M)	DDOE Sabang
13	Ramzi Jalal, S.Pd.I (M)	SD Negeri 10 Gandapura
14	Roslaini, S.Pd (F)	SD Negeri 11 Langsa
15	Salmin, S.Pd (M)	SD Negeri 3 Keude Sibbleh
16	Sugiatik, S.Pd (F)	SD Negeri Jamur Jelatang
17	Supranata, S. Ag (M)	SDLB Negeri Aceh Tamiang
18	Suyatini, S.Pd (F)	SD Negeri Bukit Meutuah
19	Wardah, S.Pd, SD (F)	SD Negeri Ujong Nga



## Inclusive Education Trainer

### West Java

No.	Name	School Of Origin
1	Abdul Hamid, S.Pd.	Guru - SDN Jatimekar I
2	Ali Sutriyono, S.Pd, MM.Pd.	Kepala Sekolah - SDN Kiarajungkung
3	Anna Raviana Wiratama, S.Pd.	Guru - SDN Semeru 6
4	Drs. Empan Apandi, M.Si.	Pengawas SD - UPTD Pendidikan Kec. Cicantayan
5	Drs. Ismanudin Rahman.	Guru - SDN Kalibaru IV
6	Efdi Mulyadi, S.Pd., MM.Pd.	Guru - SDN 1 Curughilir
7	Eka Restu Lukaswati, S.Pd.SD.	Guru - SDN Tenjoayu
8	Enon Patonah, S.Pd.	Pengawas SD - UPTD Pendidikan Kec. Mangunreja
9	Erlyna Indrawati, S.Pd.SD.	Guru - SDN 1 Lembursawah
10	Herman, M.Pd.	Pengawas SD - UPTD Pendidikan Kecamatan Karamatmulya
11	Juhana, M.Pd.	Subbag TU - UPTD Pendidikan Kec. Kadugede
12	Mohamad Muhtar, M.Pd	Kepala Sekolah - SD Bertaraf International, Kec. Cikaso
13	Neneng Sumiati, S.Pd.	Guru - SDN Batutulis 2
14	Nonok Susnawati, S.Pd.	Guru - SDN 2 Ciherang, Kec. Kadugede
15	Saad, S.Pd	Guru - SDN Citapen, Kec. Japara
16	Sumihati, S.Pd.	Guru - SDN Cirea, Kec. Mandirancan
17	Tar'i, S.Pd.SD	Guru - SDN Pasayangan, Kec. Garawangi
18	Tatan, S.Pd.	Guru - SDN 2 Karanglayung
19	Ukhasih Sudaryati, S.Pd.SD.	Guru - SDN Cibaregbeg
20	Yudi Cucu Supriadi, S.Pd., MM.	Kepala Sekolah - SDN Rambay Kulon

## Inclusive Education Trainer

### Yogyakarta

No.	Name	School Of Origin
1	Hj. Tutik Saptiningsih, M.Pd	School Supervisor of PDOE
2	Drs. Amanat	Head of SDN 1 Trirenggo
3	Kuswanti, S.Pd	Teacher at SDN 1 Trirenggo
4	Drs. Aris Widodo	Head of Unit PDOE
5	Drs. Samidi	School Supervisor Giwangan
6	Drs. Sukardi	Head of SDN Giwangan
7	Suyitno, S.Pd	Head of PAUD
8	Tri Sakti Herlinawati, S.Pd	Teacher at SDN Ngawis
9	Drs. Subiyono, M.Pd	School Supervisor TK/SD Wonosari
10	Emma Dwiwati, S.Pd	Teacher at SDN Gadingan
11	Dra. Praptinah, M.Pd	Head of SMPN 3 Sentolo
12	Rusmiyati, S.Pd	Head of SDN 1 Giripurwo
13	Muhidin, S.Pd	School Supervisor PDOE Youth and Sports
14	Drs. Sunaryo	School Supervisor Gamping
15	Bambang Purwoko, S.Pd	Head of SDN Gejayan



## Inclusive Education Trainer South Sulawesi

No.	Name	School Of Origin
1	Abd. Samad, S.Pd, M.Pd	Pengawas Tk, SD Dinas Pendidikan Kota Makassar
2	Drs. Safwan	Pengawas Tk, SD Dinas Pendidikan Kota Makassar
3	Indrawati, S.Pd, M.Pd	Pengawas Tk, SD Dinas Pendidikan Kota Makassar
4	Nuraeni, S.Pd, M.Pd	Guru SMPN 8 Makassar
5	Dra. Hj. Hasbiah	Guru SMPN 8 Makassar
6	Drs. Samir, MM	Pengawas Dikorda Kab. Gowa
7	Ulfa Tenri Batari, M.Pd	Pengawas Dikorda Kab. Gowa
8	Hj. St. Hadasiah, S.Pd, MM	Pengawas Dikorda Kab. Gowa
9	Syamsuddin, S.Pd	Pengawas Dikorda Kab. Maros
10	Drs. Hamzah Mundi, MM	Pengawas Dikorda Enrekang
11	Drs. Daud	Pengawas Dikorda Enrekang
12	Suriani Beddu, S.Pd	SDN 176 Belajen Enrekang
13	Drs. Sukardi Maja, M.Si	Pengawas Dikorda Kab. Sidrap
14	Muhammad Safar, S.Pd	Guru SDN 1 Maccorawalie Kab. Sidrap
15	Drs. Alni, M.Pd	Pengawas Dikorda Kab. Soppeng
16	Marwati, S.Pd	SDN 165 Asanae Soppeng

## Inclusive Education Trainer

### South Sulawesi

No.	Name	School Of Origin
1	Drs. Baharuddin, M.Pd	Widyaiswara Madya
2	Drs. Muh Abduh Makka, M.Si	Widyaiswara Madya
3	Dra. Hj. Rasmi Amin, M.Pd	Widyaiswara Madya
4	Drs. Darwis Sasmedi, M.Pd	Widyaiswara Madya
5	Drs. M.Busrah, M.Pd	Widyaiswara Madya
6	Drs. Mardin, M.Pd	Widyaiswara Madya
7	Drs. Muh Hidayat, M.Si	Widyaiswara Madya
8	Dr. A. Muliati, AM	Widyaiswara Madya
9	Dra. Hj. Aisyah Jafar, M.M	Widyaiswara Madya
10	Drs. Ahkam Zubair, M.Pd	Widyaiswara Madya
11	Drs. Mansyur Benu	Widyaiswara Madya
12	Drs. Syamsul Alam, M.Pd	Widyaiswara Madya
13	Drs. Sukardi, M.Pd	Widyaiswara Madya
14	Drs. Safaruddin, M.Pd	Widyaiswara Madya
15	Drs. Suardi B, M.Pd	Widyaiswara Madya
16	Drs. Amir Daud	Widyaiswara Madya
17	Faridah T, S.Pd.M.Pd	Widyaiswara Madya
18	Dra. Nuraini T	Widyaiswara Muda
19	Drs. Muhammad Hasri, M.Hum	Widyaiswara Muda
20	Ardiani Mustikasari, S.Si.M.Pd	Widyaiswara Muda



## Inclusive Education Trainer South Sulawesi

No.	Name	School Of Origin
1	Endang Asriyanti AS.SS.M.Hum	Widyaiswara Muda
2	Edy Poerwanto, S.Si.MT	Widyaiswara Muda
3	Nur Dewi, S.Si.M.Si	Widyaiswara Muda
4	Rahmaniar, S.Pd	Widyaiswara Pertama
5	Rahmatiah, S.Si.M.Si	Widyaiswara Muda
6	Fahrawati,SS.M.Ed	Widyaiswara Muda
7	Rudi, S.Si.M.Si	Widyaiswara Muda
8	Arifuddin, S.Pd,M.Si	Pembantu Pimpinan
9	Nurhalimah, S.Pd.M.Pd	Pembantu Pimpinan
10	Imran, S.Kom, MT	
11	Drs. Mansur HR M,P.d	



## Inclusive Education Trainer East Java

No.	Name	School Of Origin
1	Ir Rartono	SLB Ibnu Khaldun Banyuwangi
2	Aliya Fatimah SE, M.Pd	MI Islamiyah Muhammadiyah
3	Misnanto	SMPLB N Banyuwangi
4	Muliah	SLB Eka Mandiri Batu
5	Innik Hikmatun S.Pd, M.Pd.I	SDN Mriyunan Sidayu
6	Nanik Nurkhasanah	SLB Harapan Mulya
7	Siti Chafifah S.Pd	SDN Jember Kidul 01
8	Yusviani	SDLB B &Autis TPA Jember
9	Endang Darningsih	SDLB Tanjung Anom
10	Christin Oktowati M	SDN Bedali 05
11	Erna Agustini	SD Muhammadiyah 4
12	Sri Sulistyowaty, S.Pd	SDLB-B YPTB Malang
13	Sukahar , S.Pd, M.Pd	SLB Negeri Pandaan
14	Budi cahyono	SDN4 Krebet
15	Harum Kawaludin, S. Pd	SDN Wonokalang
16	Sa'diyah, S.Pd	SLB Dewi Sartika
17	Sadi	SDN Gedangan
18	Lianatus Solicha	SLB Dharma wanita
19	Dadang bagoes Prihantono, S.Pd	SDN Klampis Ngasem/246
20	Titik Kalis Wiyarti ,S.Pd	SLB ABC Purna Yudha Bhakti
21	Andriana Wahyu Hartini	SDN Sidorejo 2
22	Suwignyo	SLB-B Jati Wiyata Dharma
23	Achmad Nurhadi	SLB Karya Mulia
24	Aditya Yoastara	SMP 17 agustus



## Inclusive Education Trainer DKI Jakarta

No.	Name	School Of Origin
1	Dra. Kartini, M.Phil.SNE	Pengawas SLB
2	Drs. Parto, MM, M.Pd	Kepala SLB Arrahman
3	Drs. H.M Damami	Staf Bid. TK/SD/SLB Dinas Pendidikan
4	Drs. Supardi, MM	Pengawas LB Jakarta Selatan
5	Florentina Atik.P, S.Pd	Guru SMP 226
6	Dra. Windarti	Kepala SMP 54
7	Drs. Mamin Harsono, M.Pd	Pengawas SMP Jakarta Barat
8	Dra. Yusnelli	
9	Dra. Endah	

## Resources Teacher

### South Sulawesi

No.	Name	School Of Origin
1	A.Munira, S.Pd	SDN 4 Maros
2	Akbar, A.Ma	SDN Tamalanrea IV, Makassar
3	Andi Kartini, A.Ma	SD Inpres Lambengi, Kab. Gowa
4	Darmawati, S.Pd	SDN Tunas Karya, Makassar
5	Hasnih, S.Pd	SDN 6 Maccorawalie, Kab. Sidrap
6	Herlita Amba Rarung, S.Pd	SDN Rappocini, Makassar
7	Kamriani, S.Pd	SDN Tanggul Patompo I, Makassar
8	Mardiana	SDN 84 Bolli, Kab. Enrekang
9	Musawarah, S.Pd	SDN 4 Maccorawalie, Kab. Sidrap
10	Nur Emmy, S.Pd	SDLB Negeri Pakkanrebeta, Kab. Soppeng
11	Nursinah, S.Pd	SD Inpres Bontobune, Kab. Gowa
12	Rahmatang Gani, A.Ma	SDN 2 Maccorawalie, Kab. Sidrap
13	Rahmawati Maswan, S.Pd	SD Inpres Maccini Baru, Makassar
14	Rasnawati, S.Pd	SDN Sungguminasa IV, Kab. Gowa
15	Ratnah, S.Pd	SD Inpres Mannuruki, Kab. Gowa
16	Rusmawati, R	SDN 134 Kalimbua
17	Sri Widodo	SLBN Enrekang
18	St. Hamsiah, S.Pd	SD Inpres Biring Kaloro, Kab. Gowa
19	St. Nurdiana, S.Pd	SLBN Sidrap
20	Yusriani, S.Pd	SDN 7 Salotungo, Kab. Soppeng



## Resources Teacher

### South Sulawesi - Gowa District

No.	Name	School Of Origin
1	Andi Ernawati, S.Pd	SDI Mangasa
2	Asmawati, S.Pd	SDI Paku
3	Asniati	SDN Sungguminasa IV
4	Halifah Nuruf Haerati, S.Pd	SDN Kalase'rena
5	Hamsiah, S.Pd	SDN Tanetea
6	Hamsinah S.Pd	SDI Borongkaramasa
7	Hapsah, S.Pd	SDN Centre Mangalli
8	Maryatun, S.Pd	SMPN 1 Sungguminasa
9	Mauriah	SDN Bontocinde
10	Muttiara, S.Pd	SD Inpres Katangka
11	Normaladewi, S.Pd	SDN Mangasa
12	Nurbaya, S.Pd	SDN Taipaleleng
13	Nurzatma, S.Pd	SDI Jatia
14	Rahmawaty, S.Pd	SDI Lambengi
15	Ratnawati	SDN Mangasa I
16	Rosdiati	SDI Pandang-Pandang
17	Siti Helmi Subhan, S.Pd	SDN Cambaya
18	Siti Rahmatiah, S.Pd	SDI Katangka I
19	Siti Rosdiana	SDN Limbung Puteri
20	Siti Saenab	SDI Biringkalaro
21	Suhardi, A.Ma	SDI Limbung
22	Suharni, S.Pd	SDI Tetebatu
23	Zubaedah, S.Pd	SDN Doja



## Resources Teacher

### South Sulawesi - Enrekang District

No.	Name	School Of Origin
1	Aliya, S.Pd	SDN 117 Enrekang
2	Becce Tandia, A.Ma	SDN 73 Sudu
3	Husnah, S.Pd	SDN 39 Cakke
4	Nurhayati, S.Pd	SDN 110 Lura
5	Nurmiaty, S.Pd	SDN 105 Baraka
6	Palma, S.Pd	SDN 103 Kalusi
7	Patimasang, S.Pd	SDN 117 Enrekang
8	Pendi, S.Pd	SDN 15 Kota
9	Udiana, S.Pd	SDN 112 Belajen
10	Yenni Herman, S.Pd	SDN 01 Enrekang
11	Jasmawati, S.Pd (F)	SDN 73 Sudu
12	Herwana, A.Ma (F)	SDN 145 Banca



## Resources Teacher

### Aceh - Aceh Besar

No.	Name	School Of Origin
1	Ammar Yasir	SDN Dham Leulok
2	Annisatul Fajri, S.Pd	SDN 2 Mataie
3	Eliza Yanti, S.Pd	SDN Leupung 26
4	Erda Marisa, S.Pd	SDN Mommata
5	Etti Trisnawati	SDN Garot
6	Evi Kumalasari	SDI Peukan Bada
7	Fitriana, S.Pd	SDN Keude Bieng
8	Haswitas, S.Ag	MIN Lamrabo
9	Idawati	SDN Bukit Baro
10	Maryati	SDN 1 Indrapuri
11	Misra	SDN Seulimeum
12	Murdani	MIN Lamjampak
13	Nuriah, S.Pd	SDN Lamkunyut
14	Nurmi Ahmad, S.Pd	SDN Neuheun
15	Razali Ibrahim	SDN Lamujong
16	Rosdiana	MIN Keutapang
17	Rosnidar, S.Pd	SDN Sibreh
18	Sanawiyah	SDN 1 Gle Bruek



## Resources Teacher Aceh - Aceh Besar

No.	Name	School Of Origin
1	Ernita, A. Ma	SD Kulu
2	Hasnaini Fitria, S.Pd	SDN Krueng Kala
3	Herawati, A.Ma.Pd	SDN Seulimeum
4	Herti Diana	MIN Bukit Baro 1
5	Hj. Rohana, S.Pd	SDN Garot
6	Juariah	SDN Lamkunyet
7	Lilis Triana, S.Pd	SDN 2 Gle Bruek
8	Mariah, S.Pd	SDN Dham Ceukok
9	Nurmawati	SDN Sibreh
10	Nurmawizah	SDN 2 Mata Ie
11	Rahmiati	SDN 1 Indrapuri
12	Ramlah A. Ma	SDN Neuheun
13	Rasmi	SDN Bukit Baro
14	Roslindawati, S.Pd	SDN Leupung 26
15	Syarifah	MIN Lambaro
16	Wahyuni	SDN 1 Peukan Bada
17	Yeni Septiawati	MIN Keutapang



## Resources Teacher Aceh - Pidie District

No.	Name	School Of Origin
1	Aminah Idris	SDN Tito
2	Erna Susi	SDN 3 Beureunuen
3	Jamaliah	SD 3 Tangse
4	Juhari S.Pd	SDN Blang Malu
5	Karmila, S.Pd	SDN 2 Gigieng
6	Khairani, S.Pd	SDN 3 Pidie
7	Mardiniyanti	SD 3 Tangse
8	Martini	SDN Pulo Seunong
9	Nora Feri, S.Pd	SDN 1 Peukan Pidie
10	Nursiah	SD 3 Tangse
11	Nyak Gade	SDN Tiro
12	Rahmawati	SDN 3 Beureunuen
13	Raimah	SDN Reubee
14	Rasyidah, A.Md	SDN Reubee
15	Rosmini, S.Pd	SDN Reubee
16	Rosnawati, S.Pd	SDN 2 Gigieng
17	Susilawati	SDN 2 Kotabakti
18	Wardahayati	SDN Neubok Bancuk 2
19	Yusmarni, S.Pd	SDN Reubee
20	Yusrawati, S.Pd	SDN 1 Peukan Pidie

## Resources Teacher

### West Java - Kuningan District

No.	Name	School Of Origin
1	Ade Yati Nurhayati, S.Pd SD	SDN Cikadu
2	Asep Nandang Sukmana	SMP ITUS
3	Benny Irawan, S.Pd	SDN 2 Haurkuning
4	Diding Juanda, SE	SMA ITUS
5	Efa Septia Nurida, S.Pd	SDN Ciniru
6	Elis Susilawati, S.PD SD	SDN 2 Sukamaju
7	Empu Marpuah, S.Pd	SDN 2 Bojong
8	Ernawati, S.Pd	SDN Pasayangan
9	Haesi, S.Pd	SDN 2 Japara
10	Iis Kadarisman, S.Pd	SMPN 2 Mandirancan
11	Komarudin, S.Pd	SDN Gerba
12	Memi Siti Aminah, S.Pd.	SDN BI Cikaso
13	Nani Rosyani, S.Pd	SMA IT Al-Mutazam
14	Nonok Susnawati, S.Pd. SD	SDN 2 Ciharang
15	Nurwayanti, S.Pd	SMPN 1 Cilimus
16	Ohan Yohani	SMA 1 Cilimus
17	Rohiman, S.Ag	SMPN 2 Cilimus
18	Saad, S.Pd	SDN Citapen
19	Siti Rohaeni, A.Ma	SDN 2 Bayuning
20	Suherni, M.Pd	SMA Pertiwi
21	Suprihartini	SDN Cirea
22	Warsono, S.Pd.I	SDN 1 Nusaherang
23	Wawan Hendra Gunawan	SD IT Al-Mutazam
24	Yuhana, S.Pd	SMPN 1 Lebakwangi



## Resources Teacher

### West Java - Sukabumi District

No.	Name	School Of Origin
1	Abdul Kodir Jaelani, S.Pd	SDN Cibaregbeg, Cicurug
2	Ai Masitoh, S.Pd	SDN Tenjo Ayu
3	Ayem Ahyudin, S.Pd	SDN Cibaregbeg, Sagaranten
4	Ayub Djunaedi, S.Pd	SDN Cibaregbeg, Cicurug
5	Denda, S.Pd	SDN 01 Curug Hilir
6	Dewi Nanik, Y, S.Pd	SDN 01 Citanglar
7	Drs. Wahyono, S.Pd	SLBN Surade
8	Eneng Nurlaela, S.Pd	SLB PGRI Cisaat
9	Ernawati, S.Pd	SDN Rambay Kulon
10	Ernie Handayani, S.Pd	SDN Tenjo Ayu
11	Evi Sopiah, S.Pd	SDN 01 Lembur Sawah
12	Hadlimi	SDN Cibaregbeg, Sagaranten
13	Lia Rohmalia, S.Pd	SDN 03 Bojong Lopang
14	Lisnawati, S.Pd	SDN Rambay Kulon
15	Mukhsin Alatas, S.Pd	SLB Bakti Pertiwi
16	Neneng Rohaeni, S.Pd	SDN 01 Citanglar
17	Nurnaningsih, S.Pd	SBI Sukabumi, Cikembar
18	Rd Any Sy Andriani	SDN 02 Cisaat
19	Rista Rosita, S.Pd	SDN 01 Curug Hilir
20	Sodikin Herwanto, S.Pd	SDN 03 Bojong Lopang
21	Sophia Wardah, S.Pd	SDN 01 Lembur Sawah
22	Tuti Farhan, S.Pd	SLBN Mutiara Bahari Mandiri
23	Ulan Fuadari Ulfanah, S.Pd	SLB ABC Anugrah
24	Yuliyanti	SDN 02 Cisaat



## Resources Teacher East Java - Banyuwangi

No.	Name	School Of Origin
1	Agus Yuliawan	SDLB Adelweis
2	Beny Subiyanto	SDN 4 Setail
3	Dwi Yuli Amita	SDN 1 Bangsreng
4	Istiqomah	SDN 5 Alas Bulus
5	Lilik Sekar N	SDN 3 Karang Rejo
6	Nur Sugeng P	SDN 10 Pesanggarun
7	Nurhayati	SDN Pondok Nongko
8	Parman R	SDN 2 Tulungrejo
9	Qurratul Faizan	SDN 5 Alas Buluh
10	Reny Mei Widayanti	SDN 2 Kemiren
11	Retno ekawati	SLB PGRI Genteng
12	Rizka Dianita	SDN 2 Jajag
13	Robi Hendrawan Jw	SDN 3 Watukebo
14	Siti Munawaroh	SDN 2 Watukebo
15	Suroso	SDN 1 Sumberkencono
16	Tamam fauzi	SDN 1 Kalipuro
17	W. Suprihatiningsih	SDN 3 Lateng
18	Wahyu Kurniati	SDN 1 Temuguruh
19	Zulaini	MIN Cangkringan Nganjuk



## Resources Teacher

### East Java - Tuban District

No.	Name	School Of Origin
1	Ana Susianingsih	SDN Babatan V Surabaya
2	Andriana W.H	SDN 2 Sidorejo Tuban
3	Ari Nurum Y	SDN 2 Sidorejo Tuban
4	Cholishotun Nikmah	SDN Purworejo Jenu Tuban
5	Dwi Prasetyawati, S.Pd	SDLB Negeri 51 Tuban
6	Eny Muhibbatuz Zuhroh	SDN 2 Medalem Senori Tuban
7	Etik Indrayana	SMP 4 Sidoarjo
8	Jatini	SDN Mandirejo Merakurak Tuban
9	Jumeneng	SDN Kujung Widang Tuban
10	Lina, SP	SLB Jati Wiyata Darma Tuban
11	M. Beny Kohar	SDLB 51 Negeri Tuban
12	M. Sopyan Irhamni	SDN 2 Kebonharjo Jatirogo Tuban
13	Mei Saroh	SDN 1 Sambongrejo Tuban
14	Mizumarotin	SDN 2 Rayung Senori Tuban
15	Muchammad Ilyas	SMAN 1 Gedangan
16	Oktian Ika Ardhani	SDN 2 Kumpulrejo Parengan Tuban
17	Siti Alfiah	SDN Ketintang II/410 Surabaya
18	Siti Muslihah	SDN Sumpersari I Malang
19	Suwignyo	SLB Jati Wiyata Darma Tuban
20	Wahyuni Sri , S.Pd	SDN Kradenan Palang Tuban

## Resources Teacher

### East Java - Tuban District

No.	Name	School Of Origin
1	Ahmad lazim	SDN Bangunrejo II Soko
2	Alfiana	SDN Talang Kembar I
3	Darmawan	SDN Sumber Urip I
4	Era Irawati S.Pd	SDN Mulyo Agung 01
5	Eva Septiana Rahayu	SDN Gesikam 2 Kec Grabagan
6	Hendra Desdyanto	Special School Salsabila
7	Herdini M.N	SDN Kasiman Kerek
8	Ika Prastiwik	SDN Klurahan IV Nganjuk
9	Libriawan Hendra	SDN Tunah II Semanding
10	Mohamad Fatkan	SDLB Tuban
11	Ngatpi	SDN Dingil II
12	Nunung Nasiroh	SDN Sumberejo II Rengel
13	Sarnik	SDN Kradenan
14	Siti Anik Z	SDN Sidorejo 2 Tuban
15	Sriyatni	SDN Sumur Jalak 2
16	Suhartini, S.Pd	SDN Pabeyan
17	Suliyah S.Pd	SDN Ngampel Rejo
18	Sumiyati	SDN Wilangan I Nganjuk
19	Suroso S.Pd	SDN Sidokumpul II
20	Warsito	SDN Sembung III
21	Widianti	SDN Sembung III
22	Yuli Setiyowati	SDN Werungotok 2 Nganjuk



## Resources Teacher

### East Java - Nganjuk District

No.	Name	School Of Origin
1	Ana Izatun N, S.Pd	MI Al-Islam
2	Bambang Susanto, S.Pd	SLB Santi Kosala Mastrip
3	Budi Cahyono	SDN 4 Krebbe
4	Efendi Dwi Anggoro UT	SDN 1 Sumberurip
5	Endang Darsiningsih	SDLBN Sambirejo Tanjunganom
6	Ekky Usdariawan, S.Pd	SDN 2/4 Klurahan, Ngronggot
7	Herkun Santoso, S.Pd	SDN Banyuwangi
8	Ike Ernawati	SDN 1 Glagahwero Jember
9	Janatur Raudati K, S.Pd	SDN Pancakarya Jember
10	Mansur	SDLBN Sambirejo Tanjunganom
11	Marem, S.Pd	SDN 3 Wilangan
12	Martina Maryati, S.Pd	SDN 1 Bukur
13	Misnanto	SLBN Banyuwangi
14	Mutmainah, S.Pd	SDN 2 Kapas
15	Ninik Suprihatin, S.Pd	SDN 1 Wllangan
16	Shepti Ertuwinata K	SLB Santi Kosala Mastrip
17	Siti Zulaichah, S.Pd	SLB Santi Khosala Mastrip
18	Tegus Hariono, S.Pd	SDN 2 Werungotok
19	Umi Kulsum, S.Ag	SDN 1 Sumberurip
20	Yuyun Ninawati, S.Pd	SDN 3 Babadan

## Resources Teacher Yogyakarta

No.	Name	School Of Origin
1	Bajuri, S.Pd.SD	SDN Gunungmulyo, Bantul
2	El Sri Heni Maryati, S.Pd	SDN 2 Baciro, Yogyakarta
3	Hari Kuntoro, S.Pd	SDN Gadingan, Kulonprogo
4	Kaminah, S.Pd SD	SDN Tirtoharjo, Bantul
5	Lestari Sri Handayani, S.Pd	SDN Giwangan, Yogyakarta
6	Mujihartini, S.Pd SD	SDN Trilenggo, Bantul
7	Nur Widiasmara, S.Psi	SDN 2 Bangunrejo, Yogyakarta
8	Pramana H. Basuki, Amd.Pd	SD Muhammadiyah Tempel, Sleman
9	Rini Pujiaryanti	SDN 3 Karangmojo, Gunungkidul
10	Rita Kurnia Dewi, S.Pd	SD Budi Mulia Dua Pandeansari, Sleman
11	Sudarta, S.Sos	SMPN 5 Panggang, Gunungkidul
12	Susmiati, A.Ma.Pd SD	SDN 1 Giriporwo, Kulonprogo
13	Suyatmi, S.Pd	SDN 3 Mustakareja, Sleman
14	Watini, S.Pd	SDN 2 Tancep, Gunungkidul
15	Yuni Sulistiawati	SMPN 3 Sentolo, Kulonprogo



## Resources Teacher

### DKI Jakarta

No.	Name	School Of Origin
1	Ahmad Jamil	SDN Cipayung 09 Petang
2	Danang Sudomo	SDN Kramat Jati 24
3	Diyana Nurjati	SDN Duren Sawit 01 Pagi
4	Milah Karmilah	SDN Pluit 06 Petang
5	Mj Mulyanah	SDN Petamburan 01 Pagiah
6	Painah	SDN Rangka Dua Selatan 01
7	Puji Rahayuningsih	SDN Cipayung 02 Pagi
8	Retno widyaningrum	SDN Batu Ampar 04 Petang
9	Rif'atil Fariyah	SDN Gedong 04 Pagi
10	Rini Yuliana	SDN Cipete Utara 12 Pagi
11	Rita Gultom	SDN Kapuk Muara
12	Rochdiyati	SDN Sungai Bambu 02 Petang
13	Satiti S	SDN Pela Mampang 01 Pagi
14	Sopia Atikah	SDN Kelapa Gading Timur 04 Pagi
15	Sri Naryutami	SDN Cilangkap 01
16	Sugiharti	SDN Kampung Melayu 02 Petang
17	Suharni	SDN Benhil 01
18	Sumarto	SDN Lebak Bulus 03 Pagi
19	Wahyuningsih	SDN Kramat Jati 16 Pagi

## Resources Teacher

### DKI Jakarta

No.	Name	School Of Origin
1	Abdul Haris, S.Pd	SDN 12 Gedong Pagi
2	Alvira Fitria. T, S.Pd	SDN 06 Cawang Petang
3	Asfini A, S.Pd	SDN 06 Lebak Bulus
4	Besma Purba, S.Pd	SDN 03 Grogol Selatan Pagi
5	Dt. Haryantiningih, S.Pd	SDN 03 Klender Pagi
6	Herawati	SDN 10 Johar Baru
7	Ira Wiyarti, S.Pd	SDN 10 Kalisari
8	Karyati	SDN 07 Lenteng Agung Pagi
9	Nafitri Komala	SDN 12 Tugu Utara Petang
10	Nuriya Simorangkir	SDN 01 Balimester Pagi
11	Nurjanah	SDN 02 Lebak Bulus
12	R. Agung Prapto S, S.Pd	SDN 01 Serdang Pagi
13	Rochdiyati	SDN Sungai Bambu
14	Rohman, S.Pd	SDN 05 Petojo Selatan Pagi
15	Rosminta Tambunan	SDN 05 Cilincing Pagi
16	Siti Chusnul H, S.Pd	SDN 11 Gandaria Utara Pagi
17	Sri Mulyati, S.Pd	SDN 07 Sumur Batu
18	Sri Yulyanti, S.Pd	SDN 11 Kebayoran Lama Selatan
19	Suji Darmawi	SDN 07 Sembar Pagi
20	Teguh Saparinta, S.Pd	SDN 02 Kartini Petang
21	Widyaningsih, S.Pd	SDN 11 Rawa Badak Selatan Pagi



**USAID**  
DARI RAKYAT AMERIKA



## APPENDIX V

# News & Media Coverage



**USAID**  
DARI RAKYAT AMERIKA



**Helen Keller**  
INTERNATIONAL

Date: **5 May 2011**  
Publication: **ToDay.co.id – Malikul Kusno**  
Subject: **The Ministry of National Education Provide an Award for Inclusive Education**

Page:

[http://www.today.co.id/read/2011/05/05/29878/kemendiknas\\_berikan\\_penghargaan\\_kepada\\_pendidik\\_inklusif](http://www.today.co.id/read/2011/05/05/29878/kemendiknas_berikan_penghargaan_kepada_pendidik_inklusif)

## Kemendiknas Berikan Penghargaan kepada Pendidik Inklusif

Malikul Kusno | Kamis, 05/05/2011 15:34 WIB



www.kemendiknas.go.id



Jakarta - Kementerian Pendidikan Nasional (Kemendiknas), melalui Direktorat Pembinaan Khusus dan Layanan Khusus Pendidikan Dasar (DKLKP-DL), akan memberikan penghargaan kepada lembaga dan individu yang telah memberikan perhatian besar kepada pendidikan inklusif.

Seleksi penghargaan 'Inclusive Education Award 2011' akan dilakukan pada awal Mei 2011 di seluruh Indonesia selama kurang lebih empat bulan kedepan. Penghargaan akan diberikan bagi pemenang terpilih pada saat acara penutupan Olimpiade Sains Nasional di Manado, Sulawesi Utara, pada 12 September 2011 mendatang.

Menurut Direktur PDLK PD Dr. Mudjito, A., M.S., penghargaan diberikan kepada elemen masyarakat yang telah memberikan contoh memberikan pelayanan pendidikan secara inklusif tanpa membedakan jenis kelamin, suku, ras, cacat atau normal.

"Ini adalah bagian dari perhatian terhadap gerakan-gerakan yang sudah berkembang di masyarakat yang dirakasi oleh pemerintah daerah maupun lembaga swadaya masyarakat, dan masyarakat sendiri. Jadi kita ingin memberikan pelayanan secara inklusif yakni pendidikan yang tidak membeda-bedakan gender, suku, ras, status sosial, cacat atau normal, sehingga yang sudah berkembang bagus kita berikan award," katanya kepada [www.today.co.id](http://www.today.co.id) usai jumpa pers pencairan 'Inclusive Education Award' di Jakarta, Kamis (5/5/2011).

Lebih dari itu, penghargaan ini memang memberikan kesadaran kepada seluruh masyarakat terhadap peran pentingnya dalam meniadakan pendidikan inklusif yang berkualitas di Indonesia.

"Kami menyadari dan meyakini bahwa masih banyak anak-anak berkebutuhan khusus yang belum memiliki akses pendidikan yang layak di Indonesia. Untuk itu kami mengimbau semua sektor baik masyarakat maupun kalangan pembuat kebijakan untuk terus mendukung terdapatnya pendidikan inklusif," ujarnya.

Pendidikan inklusif sendiri merupakan salah satu komponen yang harus diperhatikan agar tercapainya pendidikan untuk semua. Meskipun, faktanya hingga saat ini akses pendidikan bagi anak kebutuhan khusus masih minim.

Rencananya, pemberian 'Inclusive Education Award 2011' Kemendiknas akan mengpander Helen Keller International (HKI), sebuah lembaga nirlaba internasional yang berdiri sejak tahun 1915 dan fokus membantu pemulihan pendisabilitas bagi tuna netra. (krt/krt)

Date: **5 May 2011**  
 Publication: **Okezone – Neneng Z**  
 Subject: **Difficulty in Handling Children with Special Need**  
 Page: <http://kampus.okezone.com/read/2011/05/05/373/453808/sulitnya-ramah-ke-anak-berkebutuhan-khusus-abk>

### Sulitnya Ramah ke Anak Berkebutuhan Khusus (ABK)

www.okezone.com



Reco: @reco:000

**JAKARTA** – Buruh beresungnya manusia jika diabaikan minimal mempunyai makna, perorgani, pemilik ataukah patita. Meski sudah mengetahui pendidikan harus disediakan karena sebuah dengan tipe normal lainnya.

Namun bagi anak berkebutuhan khusus (ABK), langkah untuk mendapat pendidikan itu bagi mencari jurum di lapangan jama. Peralitanya belum banyak sekolah inklusi bagi mereka yang mutu dan sarana pendidikan mereka ada.

Bahkan dari 25 provinsi di Indonesia, baru ada dua provinsi gubernur (pangulu) tertang pendidikan anak berkebutuhan khusus yakni di Aceh dan Jawa Timur, menurut di Jawa Barat dan Sulawesi Selatan sudah ada, jika dibandingkan dengan dua anak usia sekolah, maka pemerintah ABK yang masuk SD hanya 0,00018 persen dan SMP hanya 0,00012 persen.

atau jika dilihat dari jumlah, hanya 29.488.266 ABK yang mendapat pendidikan SD, dan 10.861.492 siswa di SMP. Jumlah ini bagaikan mahlak pamaq pusing an, masih banyak ABK lainnya yang tidak dapat mendapat pendidikan dasar dan menengah.

Maka dari itu sekolah harus juga di bangun rumah, juga ABK ini banyak diabaikan sebagai pemerintah atau pemerintah jama. Artinya, pemerintah yang sudah ditetapkan baru akan lakukan upaya tidak kurang menganggarkan dana bagi pendidikan inklusi di. Tidak heran jika pembangunan gedung DPR yang mewah itu manual kontra karena masih banyak anak inklusi yang mereka tinggal, kama saja.

Country Director Helen Keller International (HKI) Silvia Falcao mengatakan, HKI adalah organisasi internasional yang mempunyai misi untuk meningkatkan akses pendidikan inklusi, walaupun sudah bekerja sejak 2000 tahun ini tapi belum banyak pemerintah daerah yang memperhatikan pendidikan inklusi. Ini termasuk dari ketiga provinsi tersebut.

Akan tetapi, terdapat wahana binerbal yang ini, HKI telah akan juga ke berbagai daerah untuk membantu pemerintah daerah untuk membuat peraturan yang ramah terhadap pendidikan khusus, membantu sekolah inklusi, atau mengadatkan guru di pendidikan tersebut. "Konsultasi kami membantu pemerintah dalam mengembangkan kebijakan khusus," ujarnya ketika ditemui di gedung Direktorat Pendidikan Khusus dan Layanan Khusus (PKLKK) Kementerian.

Direktur PKLKK Kemendiknas Mujiyo mengatakan kephatisudya akan keadaan ini. "Pemerintah memberikan kuota satu persen kepada setiap instansi atau perusahaan untuk mempekerjakan ABK. Akan tetapi masih banyak yang tidak mengadatkan," jelasnya. Oleh karena itu harus ada pemacu juga pemerintah daerah agar mereka lebih ramah terhadap para ABK ini.

Salah satunya dengan mengadatkan Inclusive Education Model 2011 pada Mei ini. "ujannya telah memberikan pengetahuan bagi pemerintah daerah, sekolah penyelenggara inklusi dan komponen masyarakat di luar negeri mereka memajukan pendidikan inklusi. Penghargaan ini juga apa saja bentuk atau setiap pemangku kepentingan pendidikan nasional dan daerah dapat meningkat.

Bagi pemerintah daerah, komposer yang akan dibuat oleh abkasi anggaran pendidikan inklusi di berbagai wilayah sebagai dasar untuk pendidikan anak berkebutuhan khusus. Sementara bagi sekolah yang akan dibuat ialah jumlah dan jenis ABK yang diterima, akreditasi dan manajemen, SDM serta proses belajar mengajar. Penghargaan juga akan dibagikan kepada individu yang banyak mengembangkan pendidikan inklusi.

Sementara untuk memberikan pengetahuan ini didukung oleh program munc dal band dana reba Yun Miyat Bolead, Baga Silvia dan Mujiyo, upaya ini penganggaran ini yaitu untuk memajukan ABK di Indonesia bahwa mereka pun bisa mempunyai mutu, memukul dan memukul jika keadaan memukul piano syukurnya band pada umumnya. Dan? Well Supera dari Gloria Gaynor dan belahan mutu. (HDI Sumera, 7 Knowl Well Day Awa (Banyuwangi SubadhiKamen.com))

Date: **5 May 2011**  
 Publication: **InfoPublik Kominfo – Astra**  
 Subject: **Inclusive Education needs more Attention**  
 Page: <http://www.infopublik.depkominfo.go.id/index.php?page=news&newsid=1751>

### Pendidikan Inklusif Masih Terabai

oleh **Infopublik.com**

(Normal)

Jakarta, Info Publik: Keberhasilan pemerintah daerah (pemd) terhadap pendidikan inklusif hingga saat ini masih rendah. Kondisi tersebut setidaknya dapat dilihat dan diteranya perhatian pemda pada pendidikan anak-anak berkebutuhan khusus.



Kenyataannya tidak banyak pemda yang membuat sekolah inklusif dan minimnya bahkan tidak ada alokasi anggaran bagi pendidikan inklusif.

Demikian ditegaskan Direktur Pembinaan Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar, Mudjito dan Silvana Falasca, Country Director Helen Keller International (HKI) Indonesia saat memberikan keterangan pers mengenai event 'Inclusive Education award 2011' yang akan dimulai Mei 2011 ini, Kamis (5/5).

"Karena itu, pemerintah pusat terus mendorong agar pemerintah daerah memiliki kepedulian terhadap pendidikan inklusif. Sebab, tanpa dukungan pemda anak-anak berkebutuhan khusus tidak akan bisa menikmati pendidikan layaknya anak-anak lainnya. Sedangkan mereka memiliki hak yang sama untuk mengenyam pendidikan sesuai dengan keterbatasannya," tegas Mudjito.

Menurut Mudjito, pemerintah mengimbau semua rektor baik masyarakat maupun kalangan pembuat kebijakan untuk terus mendukung terciptanya pendidikan inklusif di Indonesia. Namun di sisi lain, optimis ke depan pemda berbondong-bondong untuk mengimplementasikan pendidikan inklusif di daerahnya.

Sebab, lanjut Mudjito, trend ke depan sekolah dan pejabat pendidikan mau tidak mau harus mengimplementasikan karena ini terdapat larang dan perjanjian dan Permendiknas No. 70/2009 tentang Pendidikan Inklusif bagi Peserta Didik yang Memiliki Kelainan dan Memiliki Potensi Kecerdasan dan/atau Bakat Istimewa.

Guna mengimplementasikan pendidikan inklusif, dialunya memang tidak mudah karena banyak hal yang harus dilakukn pemda, salah satunya adalah - antara lain menyiapkan sekolah dengan fasilitasnya, kesiapan guru yang bisa mengajar anak-anak normal, orangtua yang sama normal, tapi juga guru pembimbing khusus (GPK).

"Namun yang paling penting bagaimana komunitas di sekolah tersebut mampu atau mau menerima anak-anak berkebutuhan khusus, termasuk orangtua siswa lain yang harus memberi perhatian kepada anak-anaknya untuk tetap bisa bergaul dengan siswa berkebutuhan khusus.

Karena itu, masalah akses bagi anak-anak berkebutuhan khusus ini sangat penting agar mereka bisa menikmati pendidikan di sekolah inklusif dengan nyaman," tegas Mudjito.

Sementara itu Kepala Perwakilan Helen Keller International (HKI) Indonesia, Silvana Falasca mengungkapkan, HKI bersama Kementerian Pendidikan Nasional (Kemendiknas) berupaya meningkatkan akses pendidikan yang layak dan setara bagi setiap anak. Apalagi HKI telah melakukan hal itu sejak 2003.

"Saat ini HKI memiliki program di enam provinsi di Indonesia meliputi DKI Jakarta, Jawa Barat, Jawa Tengah, Jawa Timur, Nanggroe Aceh Darussalam (NAD) dan Sulawesi Selatan," ujarnya.

Bahkan HKI bekerjasama dengan USAID terus meningkatkan perbaikan pendidikan inklusif. HKI juga mengembangkan kebijakan dan tatakelola pendidikan inklusif untuk menjamin peluang bagi anak-anak berkebutuhan khusus dalam memperoleh pendidikan yang layak dan setara demi tercapainya pendidikan untuk semua (P4).

Date: **6 May 2011**  
Publication: **Kompas – Luki**  
Subject: **Award for Inclusive Education 2011**  
Page: **12**

### **Penghargaan Pendidikan Inklusif 2011**

Kementerian Pendidikan Nasional bersama Helen Keller International (HKI) Indonesia mencanangkan Penghargaan Pendidikan Inklusif 2011. Penghargaan diberikan kepada individu, sekolah, lembaga, atau institusi yang berkomitmen mendukung pendidikan inklusif, serta pemerintah daerah yang peduli. Itu bisa ditunjukkan dengan kebijakan peraturan, peran fasilitasi, koordinasi, dan alokasi besaran anggaran. Untuk sekolah, komponen yang dinilai antara lain jumlah anak berkebutuhan khusus yang diterima, fasilitas khusus, kualitas SDM, dan proses belajar-mengajar. Untuk individu, kreativitas dan inovasi pendorong pendidikan inklusif yang dinilai. Proses seleksi Mei-September 2011. "Sosialisasi soal pendidikan inklusif kurang. Banyak orangtua menolak anak-anak berkebutuhan khusus sekolah di sekolah inklusif," ujar Direktur Pembinaan Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar Kemdiknas Mudjito di Jakarta, Kamis (5/5). (LUK)

Date: **6 May 2011**  
Publication: **Indo Pos – Dedi**  
Subject: **Accelerate Inclusive Education**  
Page: **4**



Date: **6 May 2011**  
Publication: **Pos Kota – Rizal Siregar**  
Subject: **The Ministry of National Education Reward an Education Award**  
Page: **9**



Date: **6 May 2011**  
Publication: **Harian Pelita/Online – Donna**  
Subject: **The Ministry of National Education Held Inclusive Education Award 2011**  
Page: <http://www.harianpelita.com/read/22622/5/kesra-&-agama/kemendiknas-gelar-inclusive-education-award-2011/>

↳ KESRA & AGAMA - Jumat 6 Mei 2011 | 01:34

## Kemendiknas Gelar Inclusive Education Award 2011

Jakarta, Pelita  
Kementerian Pendidikan Nasional Indonesia melalui Direktorat Pembinaan Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar mencanangkan Inclusive Education Award 2011, yang proses seleksinya akan dimulai pada Mei 2011 sampai empat bulan ke depan.

Dengan adanya penghargaan ini dapat meningkatkan kesadaran seluruh masyarakat akan pentingnya berperan aktif dalam terciptanya pendidikan inklusi yang berkelanjutan di Indonesia, kata Direktur Pembinaan Pendidikan Khusus dan Layanan Khusus Indonesia Dr Mudjito AK MSI di kantornya di Cepete Jakarta, Rabu (5/5).

Lebih lanjut Mudjito mengatakan pendidikan inklusi merupakan salah satu komponen yang harus diperhatikan agar tercapainya pendidikan untuk semua di Indonesia. Oleh sebab itu meskipun akses pendidikan bagi anak berkebutuhan khusus masih belum menjamur, tapi Kemendiknas memahami pentingnya menyediakan kemudahan akses melalui pendidikan inklusi di Indonesia.

Untuk mewujudkan itu kita bekerjasama dengan Helen Keller International (HKI)-Indonesia, Kemendiknas melalui Direktorat Pembinaan Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar memandang perlu memberikan penghargaan bagi individu, sekolah maupun lembaga/intansi, jelas Mudjito.

Adapun indikator pokok dalam penentuan bagi penerima award adalah selain komitmen yang luar biasa dalam mendukung terselenggaranya pendidikan inklusif di Indonesia selama ini, juga kebijakan yang diterbitkan oleh berbagai institusi.

Tujuan dari kegiatan ini memberikan penghargaan bagi para pemangku kepentingan pemerintah (Dinas Provinsi dan/Dinas Kabupaten/Kota), kemudian sekolah penyelenggara pendidikan inklusi, dan komponen masyarakat-atas peran mereka dalam memajukan pendidikan inklusi.

Meningkatkan dukungan dan memperkuat kerjasama serta koordinasi antar setiap pemangku kepentingan pendidikan inklusi pada tingkat nasional maupun daerah dan meningkatkan perhatian media agar memonitor dan menyebarkan informasi tentang sistem pendidikan inklusi dan peran setiap pemangku kepentingan pendidikan inklusi pada tingkat nasional maupun daerah. (Mth)



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Date: 6 May 2011  
Publication: Sinar Harapan – Naomi Siagian  
Subject: Regional Government Requested to Implement Inclusive Education  
Page: 10

## Pemda Diminta Terapkan Pendidikan Inklusi

JAKARTA - Kepedulian pemerintah daerah (pemda) terhadap pendidikan inklusi bagi anak berkebutuhan khusus masih rendah. Sampai sekarang hanya dua daerah, yaitu Aceh dan Jawa Timur, yang mempunyai peraturan gubernur tentang pendidikan inklusi.

"Hellen Keller Indonesia terus mendorong pemerintah mengembangkan kebijakan pendidikan inklusif terhadap anak berkebutuhan khusus," kata Silvana Fallace, Country Director Hellen Keller Indonesia, di Jakarta, Kamis (5/5). Daerah lain yang segera menyusul menerbitkan aturan pendidikan inklusi adalah Sulawesi Selatan dan Jawa Barat.

Adanya aturan tentang pendidikan inklusi akan membuat semua menjadi jelas, mulai dari pengadaan guru, sarana dan prasarana, hingga manajemen sekolah. Pendidikan inklusi merupakan komponen yang harus diperhatikan agar tercapai pendidikan untuk semua. Pasalnya, anak berkebutuhan khusus juga harus memperoleh layanan pendidikan yang sama dengan anak normal.

Mudjito, Direktur Pembinaan Pendidikan Khusus dan Layanan Dasar Kementerian Pendidikan Nasional mengatakan, kesenjangan pendidikan inklusi masih sangat tinggi. Pendidikan inklusi masih dominan di tingkat

SD, namun SMP dan SMA semakin jarang. Perguruan tinggi juga baru sedikit yang menerima calon mahasiswa berkebutuhan khusus, antara lain Universitas Pendidikan Indonesia dan Institut Teknologi Bandung.

"Kami harapkan pembuat kebijakan di daerah mendukung terciptanya pendidikan inklusi," kata Mudjito.

Hingga kini, pendidikan inklusi baru diimplementasikan di 811 sekolah. Jumlah anak berkebutuhan khusus yang mendapat pendidikan inklusi yakni 13.509 di tingkat SD dan SMP 1.309. Padahal sudah ada aturan Permendiknas No 70 Tahun 2009 tentang Pendidikan Inklusi bagi Peserta Didik yang Memiliki Kelainan dan Memiliki Potensi Kecerdasan

dan/atau Bakat Istimewa.

Meski layanan pendidikan untuk anak berkebutuhan khusus masih rendah, Inclusive Education Award 2011 akan diadakan. Proses seleksi dimulai Mei dan akan diumumkan pada September 2011 di Manado. Penghargaan akan diberikan kepada institusi pemerintah daerah yang dinilai membuat peraturan terkait pendidikan inklusi dan realisasinya.

Selain itu, sekolah juga akan mendapat penghargaan. Penghargaan diberikan kepada kepala sekolah dan guru pembimbing. Kategori lainnya adalah individu, yakni seseorang yang dianggap berjasa memajukan pendidikan inklusi.

(Naomi Siagian)



Date: **6 May 2011**  
 Publication: **JPNN – Necha**  
 Subject: **The Ministry of National Education Excel Inclusive Education**  
 Page: <http://m.jpnn.com/news.php?id=91178>

Survei Berita 2011 - 0908-20

Penyediaan

**Kemdiknas Genjot Pendidikan Inklusif**

**JAKARTA** – Kementerian Pendidikan Nasional (Kemendiknas) berupaya meningkatkan pendidikan bagi anak berkebutuhan khusus (ABK) di Indonesia. Rencananya, program pendidikan Inklusif di enam provinsi antara lain DKI Jakarta, Jawa Barat, Jawa Tengah, Jawa Timur, NAD, dan SU awal Selata akan digelar.

Direktur Pembinaan Pendidikan Khusus dan Layanan Khusus (PPKK) Kemdiknas, Mudjito mengungkapkan, berdasarkan data Direktorat PPKK Pendidikan Dasar, jumlah anak berkebutuhan khusus yang telah bersekolah dan jenjang tamat rendah hingga sekolah menengah atas baik pada sekolah luar biasa (SLB) maupun melalui program pendidikan Inklusif sebanyak 85.654 atau 25,8 persen.

"Dari angka tersebut berarti masih ada sebanyak 74,2 persen anak berkebutuhan khusus (ABK) yang belum mendapatkan layanan pendidikan," ungkap Mudjito ketika ditemui di Direktorat PP-ILR Kemdiknas, Jakarta, Kamis (5/5).

Menurutnya, jumlah ABK yang bersekolah layak di jenjang SD hanya 0,00038 persen dan SMP hanya 0,00012 persen dan total seluruh anak usia sekolah. Mantan Direktur TK SD Kemdiknas ini menjeaskan, pendidikan Inklusif sudah menjadi salah satu komponen yang harus dipertimbangkan demi tercapainya pendidikan bagi semua.

Untuk itu, Kemdiknas menjalin kerjasama dengan Helen Keller Indonesia (HKI) untuk mendukung penyelenggaraannya pendidikan Inklusif di Indonesia. "Karena memang masih banyak anak berkebutuhan khusus yang belum mendapatkan akses pendidikan yang layak," paparnya.

Mudjito menambahkan, rencana pendidikan Inklusif akan diterapkan di 81 sekolah Inklusif di seluruh Indonesia. Langkah itu, sekaligus sebagai tindak lanjut Permendiknas Nomor 70 tahun 2009 tentang Pendidikan Inklusif bagi peserta didik yang memiliki kecacatan dan memiliki potensi kecerdasan dan/atau bakat istimewa.

Lebih lanjut Mudjito menambahkan, Kemdiknas juga akan meniadakan Inklusif Education Award 2011 yang proses seleksinya dimulai pada bulan Mei 2011 ini di seluruh Indonesia selama kurang lebih empat bulan ke depan. Tujuannya, memberikan penghargaan bagi pemerintah daerah di masing-masing daerah dan juga sekolah sebagai penyelenggara pendidikan Inklusif.

"Peningkatan ini diharapkan dapat meningkatkan kesadaran masyarakat seluruh sektor maupun kalangan pembuat kebijakan untuk berperan aktif meningkatkan pendidikan Inklusif" paparnya. (cha/jpnn)

Date: **6 May 2011**  
Publication: **Standardberita.com**  
Subject: **The Ministry of National Education Excel Inclusive Education**  
Page: <http://standardberita.com/featured/kemdiknas-genjot-pendidikan-inklusi/>

## Kemdiknas Genjot Pendidikan Inklusi



Gedung Kemdiknas

**JAKARTA, STANDARD berita.com** – Kementerian Pendidikan Nasional (Kemdiknas) berupaya meningkatkan pendidikan bagi anak berkebutuhan khusus (inklusi) di Indonesia. Rencananya, program pendidikan inklusi di enam provinsi antara lain DKI Jakarta, Jawa Barat, Jawa Tengah, Jawa Timur, NAD, dan Sulawesi Selatan akan digarjot.

Direktur Pembinaan Pendidikan Khusus dan Layanan Khusus (PPKK) Kemdiknas, Mudjito mengungkapkan, berdasarkan data Direktorat PPKLK Pendidikan Dasar, jumlah anak berkebutuhan khusus yang telah berskolah dari jenjang taman kanak-kanak hingga sekolah menengah atas baik pada sekolah luar biasa (SLB) maupun melalui program pendidikan inklusif sebanyak 85.664 atau 25,9 persen.

"Dari angka tersebut berarti masih ada sebanyak 74,1 persen anak berkebutuhan khusus (ABK) yang belum mendapatkan layanan pendidikan," ungkap Mudjito ketika dilamui di Direktorat PPKLK Kemdiknas, Jakarta, Kamis (5/5/2011).

Menurutnya, jumlah ABK yang berskolah layak di jenjang SD hanya 0.00018 persen dan SMP hanya 0.00012 persen dari total seluruh anak usia sekolah. Mantan Direktur TK-SD Kemdiknas ini menjelaskan, pendidikan inklusif sudah menjadi salah satu komponen yang harus diperhatikan demi tercapainya pendidikan bagi semua.

Untuk itu, Kemdiknas menjalin kerjasama dengan Helen Keller Indonesia (HKI) untuk mendukung terselenggaranya pendidikan inklusi di Indonesia. "Karena memang masih banyak anak berkebutuhan khusus yang belum mendapatkan akses pendidikan yang layak," paparnya.

Mudjito menambahkan, menteri pendidikan inklusi akan diterapkan di 811 sekolah inklusi di seluruh Indonesia. Langkah itu sekaligus sebagai tindak lanjut Permendiknas Nomor 70 tahun 2009 tentang Pendidikan Inklusi bagi peserta didik yang memiliki kelainan dan memiliki potensi superdawan dan/atau bakat istimewa.

Langkah lanjut Mudjito menambahkan, Kemdiknas juga akan mencaangkan Inclusive Education Award 2011 yang proses seleksinya dimulai pada bulan Mei 2011 ini di seluruh Indonesia selama kurang lebih empat bulan ke depan. Tujuannya, memberikan penghargaan bagi pemerintah daerah di masing-masing daerah dan juga sekolah sebagai penyelenggara pendidikan inklusi.

"Penghargaan ini diharapkan dapat meningkatkan kesadaran masyarakat seluruh sektor maupun kalangan pembuat kebijakan untuk berperan aktif meningkatkan pendidikan inklusi," paparnya. (cha)



Date: **21 June 2011**  
Publication: **Antara – South Sulawesi**  
Subject: **Governor and Regent could be Nominate for “Inclusive Award”**  
Page: <http://www.antara-sulawesiselatan.com/berita/29133/gubernur-dan-walikota-bisa-dinominasikan-inclusive-award>

## **Gubernur dan Walikota Bisa Dinominasikan "Inclusive Award"**

Selasa, 21 Juni 2011 03:54 WITA | Daerah | Dikawatir 23 kali

Makassar (ANTARA News) - Kementerian Pendidikan Nasional bekerjasama Helen Keller Internasional (HKI) melakukan sosialisasi "Inclusive Education Award 2011" dan Gubernur serta Wali Kota atau Bupati bisa dinominasikan pada ajang tersebut.

"Di ajang ini, Gubernur atau Wali Kota bersama Bupati bisa dinominasikan. Yang memberi nominasi bisa dari perorangan, lembaga atau lainnya. Bahkan seorang pendidik atau pejabat juga bisa menominasikan diri," ujar Kepala Seksi Penilaian dan Akreditasi Subdit Pembelajaran, Praptono di Makassar, Senin.

Ia mengatakan, penghargaan pendidikan inklusif 2011 ini bisa diikuti oleh siapa saja dengan menominasikan diri atau dinominasikan pihak lain setelah menentukan kriteria kategori dan memenuhi kriteria.

Beberapa kriteria umum seperti, warga negara Indonesia, berkelakuan baik, pada waktu diusulkan tidak sedang menjalani hukuman pidana.

Memberikan kontribusi yang besar dan berkesinambungan bagi terselenggaranya pendidikan inklusif serta mengisi formulir yang telah disediakan dan mengirimkannya ke sekretariat paling lambat pada 22 Juli 2011. Pengumuman pemenang akan dipublikasikan pada 2 September 2011.

"Jadi pada saat penganugerahan pemenang IE Award 2011 juga akan bersamaan dengan acara olimpiade Sains Nasional pada 12 September 2011 di Manado," katanya.

Ia mengungkapkan, pendidikan inklusif merupakan salah satu komponen yang harus diperhatikan agar tercapainya pendidikan untuk semua kalangan di Indonesia.

Walaupun akses pendidikan bagi anak dengan kebutuhan khusus belum menjamur, Kementerian Pendidikan Nasional memahami pentingnya menyediakan kemudahan akses melalui pendidikan inklusif di Indonesia.

Untuk itulah, Kemendiknas bekerjasama dengan HKI Indonesia yang didukung oleh United State Agency for International Development (USAID) memandang perlu memberikan penghargaan bagi individu, terselenggaranya pendidikan inklusif di Indonesia selama ini.

"Penghargaan ini kami harapkan dapat meningkatkan kesadaran seluruh masyarakat akan pentingnya berperan aktif dalam terciptanya pendidikan inklusif yang berkelanjutan di Indonesia," katanya. (T.KR-MH/F003)

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Date: 6 Juli 2011  
Publication: Harian Bhirawa  
Subject: East Java Potential to Receive Inclusive Education Award  
Page: <http://www.harianbhirawa.co.id/publik/33157-jatim-kandidat-penerima-inclusive-education-award>



## Jatim Kandidat Penerima Inclusive Education Award

Wednesday, 6 July 2011 21:03 | Media Online Bhirawa

### Surabaya, Bhirawa

Jawa Timur menjadi kandidat terkuat penerima [Inclusive Education Award](#) 2011. Penghargaan yang diberikan oleh Kementerian Pendidikan Nasional (Kemendiknas) untuk kali pertama itu diberikan pada wilayah yang memiliki kepedulian besar dalam terlaksananya pendidikan inklusi di [Indonesia](#). Award tersebut bakal diberikan bersamaan dengan ajang QSN (Olimpiade Sains Nasional) di Manado Sulawesi Utara pada 12 September mendatang.

Kepala Seksi Penilaian dan Akreditasi Subdit Pembelajaran Direktorat Pembinaan Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar Kemendiknas Praptono M.Ed, menyatakan, pemilihan Jawa Timur sebagai kandidat peraih penghargaan ini, karena policy (kebijakan,red) dan pelaksanaan sekolah inklusinya cukup maju.

"Setelah keluar Permendiknas, Jatim langsung merespon mengeluarkan Pergub tentang inklusi. Begitu juga pembukaan layanan inklusi sudah dilakukan jauh hari sebelum adanya aturan. Ini menjadi nilai lebih Jatim," katanya saat berada di Dinas Pendidikan (Dipendidik) Jatim, Rabu (6/7). Selain itu, dikatakannya, penghargaan tersebut diberikan untuk mendorong semua kalangan dalam meningkatkan kesadaran akan pentingnya peran aktif dalam terciptanya pendidikan inklusif yang berkelanjutan.

Lebih lanjut, pemberlakuan aturan tentang sekolah inklusi sebenarnya baru dimulai pada 2003. Melalui surat edaran menteri kala itu, kata Praptono, setiap provinsi dan kabupaten/kota diharapkan bisa memberikan layanan bagi ABK lewat kelas-kelas khusus."Selama lima tahun (hingga 2008) sudah ada 254 sekolah yang memiliki kelas inklusi," tuturnya.

Hingga saat ini, sambung Praptono, di seluruh Indonesia tercatat sudah ada sedikitnya 1.500 sekolah inklusi. Pemberian award bagi pelaksanaan program-program pendidikan inklusi di Jatim cukup beralasan. Kepala Bidang TK, SD, dan Pendidikan Khusus Dipendidik Jatim Nuryanto menuturkan, hingga kini pihaknya terus mendorong seluruh kabupaten/kota di Jatim untuk mendirikan kelas-kelas inklusi bagi Anak Berkebutuhan Khusus (ABK). Hal itu seiring dengan lahirnya Permendiknas 70 Tahun 2009 serta Pergub No.6 Tahun 2011 tentang Pendidikan Inklusi. "Sudah ada 16 kabupaten/kota yang secara legal formal telah menyelenggarakan sekolah inklusi. Sedangkan lainnya saat ini sedang mengurus pelaksanaannya," ujarnya. Bahkan, Nuryanto menyebut, beberapa kabupaten/kota telah menyediakan anggaran khusus untuk mendukung penyelenggaraan sekolah inklusi. [rdi]



Date: 7 Juli 2011  
 Publication: Radar Surabaya  
 Subject: East Java Potential to Receive Inclusive Education Award 2011  
 Page: -

## RADAR SURABAYA ● KAMIS, 7 JULI 2011

### — SEKOLAH INKLUSI —

## Jatim Berpotensi Raih IE Award 2011

PEMROV Jawa Timur bakal menjadi kandidat terkuat penerima *Inclusive Education (IE) Award 2011*. Sebab, Jatim dinilai telah memiliki kesadaran yang tinggi terhadap pendidikan inklusif bagi anak berkebutuhan khusus (ABK).

"Itu karena Jatim memiliki sekolah inklusi sebelum ada Permendiknas 70/2009," kata Kepala Seksi Penilaian dan Akreditasi, Subdit Pembelajaran, Direktorat Pembinaan Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar (PPKLK-PD) Kemendiknas, Praptono MEd, saat mengisi sosialisasi *IE Award 2011* di Kantor Dinas Pendidikan (Dipendik) Jatim, kemarin (6/7).

*IE Award 2011* merupakan penghargaan yang diberikan oleh Kementerian Pendidikan Nasional (Kemendiknas) untuk kali pertama. Penghargaan ini memiliki tiga kategori, yakni pemerintahan (gubernur), kepala sekolah (sekolah), dan individu.

● Ke Halaman 7



NARASUMBER: Praptono MEd (paling kiri) bersama Kabid Pendidikan Khusus Dipendik Jatim, Nuryanto, dalam sosialisasi *IE Award 2011*.

### Jatim Berpotensi ...

Untuk pemerintahan, akan diberikan kepada pemerintah yang menerbitkan peraturan dan kebijakan yang menunjang pendidikan inklusif seperti perda, pergub, dan lain-lain. *Award* tersebut bakal diberikan bersamaan dengan ajang OSN di Manado, Sulawesi Utara, pada 12 September mendatang.

Praptono menambahkan, Jatim menjadi kandidat terkuat karena memiliki kebijakan dan pelaksanaan sekolah inklusinya cukup maju. Ini terbukti ketika permendiknas tentang pendidikan inklusi keluar, Jatim langsung merespons dengan mengeluarkan pergub tentang inklusi. Begitu juga pembukaan layanan inklusi sudah dilakukan jauh hari sebelum adanya aturan dari pusat. "Ini menjadi nilai

lebih dari Jatim," ungkap Praptono.

Pemberian *award* bagi pendidikan inklusi di Jatim cukup beralasan. Kabid TK, SD, dan Pendidikan Khusus Dipendik Jatim, Nuryanto menuturkan, hingga kini pihaknya terus mendorong seluruh kabupaten/kota di Jatim untuk mendirikan kelas-kelas inklusi bagi ABK. Hal itu seiring dengan lahirnya Permendiknas 70/2009 serta Pergub 6/2011. (nin)

Date: 7 Juli 2011  
Publication: **Seputar Indonesia**  
Subject: **East Java Potential To Receive Inclusive Education Award**  
Page: -



Date: 8 Juli 2011  
Publication: Serambi Indonesia  
Subject: Aceh and East Java Compete for Inclusive Education Award  
Page: -

# Aceh dan Jatim Berebut Anugerah Inklusi

**JAKARTA** - Jawa Timur (Jatim) dan Aceh berpotensi meraih "Anugerah Pendidikan Inklusi 2011" atau "Inclusive Education Award 2011" (IE Award 2011) yang akan diserahkan pada pembukaan Olimpiade Sains Nasional 2011 di Manado, 12 September mendatang.

"Jatim memiliki peluang besar, karena sekolah inklusi di daerah itu telah ada sebelum ada Permendiknas 70/2009," kata Kepala Seksi Penilaian dan Akreditasi, Subdit Pembelajaran, Direktorat Pembinaan Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar (PP-KLK-PD) Kemdiknas, Praptono M.Ed, di Surabaya, Rabu.

Ia mengemukakan hal itu dalam sosialisasi "Inclusive Education Award 2011" ("IE Award 2011") yang bekerja sama dengan Helen Keller International (HKI) dan didukung United States Agency for International Development (USAID) di Kantor Dinas Pendidikan (Disdik) Jatim.

Didampingi Kepala Bidang TK, SD, dan Pendidikan Luar Sekolah (PLS) Disdik Jatim, Nuryanto, Praptono yang juga Ketua Pokja "IE Award 2011" itu mengatakan Gubernur Jatim Soekarno akan bersaing merebut anugerah itu dengan Gubernur Aceh, Jabar, Yogyakarta, dan Sulsel yang memiliki Pergub Pendidikan Inklusi.

"Tapi, Jatim dan Aceh lebih dulu, apalagi Jatim juga memiliki 15 kabupaten/kota yang sudah menerapkan sekolah inklusi dan tersisa 23 kabupaten/kota yang masih dalam perencanaan untuk menindaklanjuti Pergub Jatim

Gubernur Jatim Soekarno akan bersaing merebut anugerah itu dengan Gubernur Aceh, Jabar, Yogyakarta, dan Sulsel yang memiliki Pergub Pendidikan Inklusi

6/2011 tentang Pendidikan Inklusi," katanya.

Alumni Universitas Negeri Surabaya (Unesa d/h IKIP Surabaya) yang merintis sekolah inklusi di Indonesia sejak tahun 2003 itu menjelaskan "IE Award 2011" yang pertama kali digagas itu memiliki tiga kategori yakni gubernur, kepala sekolah (sekolah), dan individu.

"IE Award itu bertujuan untuk lebih memasyarakatkan sekolah inklusi, karena masih banyak pihak yang meragukan sekolah inklusi, meski Permendiknas 70/2009 sudah lama mengatur perlunya Anak Berkebutuhan Khusus (ABK) masuk sekolah reguler," katanya.

Ia menyatakan keraguan itu tidak beralasan, karena ada dua dampak penting dari sekolah inklusi yakni siswa ABK akan lebih berprestasi dan siswa non-ABK akan lebih memiliki rasa sosial atau kepedulian terhadap sesama yang lebih tinggi.

"Kalau ada guru yang bilang perlu kemampuan khusus untuk mengajar siswa ABK, saya

kira hal itu tidak sepenuhnya benar, karena siswa ABK itu umumnya hanya membutuhkan empati, kepedulian, dan pelibatan, sehingga kompetensi secara khusus tidak terlalu penting," katanya.

Selain itu, alasan siswa ABK dapat merusak citra sekolah terkait ujian nasional (UN) juga tidak benar, karena Permendiknas sudah mengatur modifikasi kurikulum tanpa UN, sehingga siswa ABK dapat diuji sesuai tingkat akademisnya melalui ujian sekolah (US) dan hanya diberi surat tanda tamat belajar (STTB).

"Karena itu, sosialisasi pendidikan inklusi masih harus digalakkan untuk mencapai target 2014 berupa pendidikan tanpa batas untuk ABK mulai dari SD, SMP, dan SMA, bukan seperti sekarang yang tercatat hanya 811 sekolah inklusi," katanya.

Sementara itu, Koordinator Provinsi OVC (Opportunities for Vulnerable Children) HKI-Indonesia, Martino Budiawan, mengatakan "IE Award 2011" bertujuan memberi penghargaan bagi pemangku kepentingan pemerintah, sekolah penyelenggara pendidikan inklusi, dan komponen masyarakat.

Data dari Sensus 2010 tercatat di Indonesia saat ini ada 317.000 penduduk cacat usia sekolah, namun hanya 88.000 lebih yang masuk ke sekolah inklusi dengan hanya 16-17 persen sekolah inklusi negeri. Di Jatim tercatat 2.885 siswa ABK yang sudah dilayani 189 sekolah inklusi yakni TKI (1), SD/MI (165), SMP/MTs (17), SMA/MA (5), dan SMK (1). (ant)

Date: **10 September 2011**  
 Publication: **Antara – Manado (Agus Setiawan)**  
 Subject: **East Java and West Java Governor Received Inclusive Education Award”**  
 Page: <http://manado.antaranews.com/berita/15007/gubernur-jatim-dan-jabar-raih-inclusive-education-award>



## Gubernur Jatim dan Jabar Raih "Inclusive Education Award"

JAWA (10 September 2011) - ANA/WD

Agus Setiawan



Lupa Olimpiade Sains Nasional (Elaia: dlmiswq, 1)

*Menurut Communication Specialist Helen Keller International, Rina Suryani di Manado, Sabtu, penghargaan akan diberikan bersamaan dengan pembukaan Olimpiade Sains Nasional di Grand Kawarua, Manado, Senin (12/9).*

### Berita Terkait

- ▷ [Dokter Perempuan - Penemuan Tumor Gigitan Lele](#)
- ▷ [Jateng Juara Umum OSN 2011](#)
- ▷ [LPM Jember Gelar 12 Lemah Diri 85W](#)
- ▷ [Pembina Olimpiade Indonesia Mampu Feringin Sains Internasional](#)
- ▷ [Pameran Pendidikan OSN](#)

Penelitian akses dan pendidikan yang layak bagi anak disabilitas berkebutuhan khusus

Foto: Agus Setiawan  
00-000-1/9/2011

Kanada (Antara News) – Gubernur Jawa Timur Dr. Soekarwo, Plt. MHM dan Gubernur Jawa Barat Ahmad Herawan, Plt. Jasad Menteri Inklusif Education Award 2011, karena memiliki sepeduan menjadi anak-anak berkebutuhan khusus

Menurut Communication Specialist Helen Keller International, Rina Suryani di Manado, Sabtu, penghargaan akan diberikan bersamaan dengan pembukaan Olimpiade Sains Nasional di Grand Kawarua, Manado, Senin (12/9).

Tina mengatakan penghargaan juga akan diberikan kepada Kelanawat, Kepala SDN Cempaya Putih 18 Jakarta Pusat, dan Sumarna, ArMa, Kepala SDN Leaul Pukat Arah

Upak kegiatan ini, penghargaan diberikan kepada Prof Dr HJ Um Wasthian, MEd Plt. Provinsi Jawa Barat dan Des Lis Kaselana KPR dan Purnast Subandi Selatan.

Tina mengatakan penghargaan tersebut merupakan kerjasama antara Helen Keller International yang didukung USMD dan Kementerian Pendidikan Nasional melalui Direktorat Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar.

"Penelitian penghargaan ini telah melalui seleksi dari 77 bidik yang masuk ke sekretariat, kemudian untuk kategori Pendidikan untuk kategori cekaif dan K1 untuk kategori mandiri pada akhir Juli 2011. Penelitian terhadap pemberian penghargaan telah selesai sesuai dengan ketentuan yang ditetapkan," katanya.

Tina mengatakan Gubernur Jawa Timur diberi penghargaan karena provinsi tersebut telah memiliki Panitia Pendidikan Inklusif yang mewajibkan anak berkebutuhan khusus bisa belajar di sekolah-sekolah umum.

Menurut Rina, kalau anak berkebutuhan khusus bisa belajar di sekolah-sekolah umum maka mereka akan bisa berprestasi seperti anak-anak yang normal, sedangkan kalau belajar di sekolah khusus akan berprestasi dengan pencapaian yang sama.

Kalau bisa belajar mandiri yang memiliki anak berkebutuhan khusus tidak mampu merealisasikan anaknya di sekolah khusus, kalau hanya di rumah maka anak akan berkembang padahal secara intelektual barangkali lebih lebih ketimbang," katanya.

Sejak 2003 Helen Keller International dengan dukungan USAID dan Direktorat PPKI K Pendidikan Dasar dan Khusus telah mengembangkan sistem yang

Date: **12 September 2011**  
Publication: **Rhemamanado**  
Subject: **The Ministry of National Education Announced The Recipient of Inclusive Education Award**  
Page: <http://rhemamanado.com/2011/09/12/kemendiknas-umumkan-penerima-penghargaan-pendidikan-inklusif-tahun-2011/>

**Rhemamanado**  
*mengabarkan dunia dengan damai*

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## Kemendiknas umumkan penerima "Penghargaan Pendidikan Inklusif Tahun 2011"

12 SEPTEMBER 2011 | Foto (dari Indonesia) | Indonesia | 20/09/2011



**Caheem Ompoko Gains, Kepala di Manado, Provinsi Sulawesi**

MANADO RM – Kementerian Pendidikan Nasional melalui Direktorat PPK-LK Pendidikan Dasar bekerjasama dengan Helen Keller Internasional (HKI) Indonesia akan mengumumkan penerima "Inclusive Education Award" atau penghargaan pendidikan inklusif tahun 2011. Pemberian penghargaan yang didukung USAID itu diumumkan pada pembukaan ajang olimpiade sains nasional (OSN) X di Manado, Sulawesi Utara pada Senin (12/9).

Direktur Pembinaan Pendidikan Khusus dan Layanan Khusus (PPK-LK) Pendidikan Dasar Kementerian Pendidikan Nasional (Kemendiknas), DR Mudjito di Manado Minggu mengatakan, penghargaan itu akan diberikan kepada tiga kategori. Ketiga kategori itu masing-masing: 1) Pemerintah Daerah, 2) Sekolah dan 3) Perorangan.

Mudjito mengatakan pemberian penghargaan pendidikan inklusif itu baru pertama kalinya dilaksanakan. "Pemberian penghargaan itu telah melalui seleksi ketat dan independen," kata Mudjito.

Lebih lanjut Mudjito mengatakan, pada tahun 2008 jumlah sekolah penyelenggara pendidikan inklusif (sekolah umum/regular seperti SD, SMP dan SMA yang menerima siswa penyandang ketunaan atau anak kebutuhan khusus sekitar 254 sekolah.

Ratusan sekolah tersebut memiliki siswa kurang dari 2.000 anak berkebutuhan khusus (ABK). "Jumlah sekolah tersebut terus bertambah, hingga tahun 2011 telah ada sekitar 1.664 sekolah penyelenggara pendidikan inklusif," katanya.



Emilia Kristiyanti, National Program Manager OVC, HKI Indonesia mengatakan, HKI melalui program opportunities for vulnerable children (OVC) memulai pekerjaan dalam meningkatkan dan mengembangkan pendidikan inklusif di Indonesia sejak tahun 2003 bersama Kemendiknas dan USAID Indonesia.

"Kami akan terus memberikan pendampingan bagi pemerintah provinsi, kabupaten dan kota dalam mengembangkan kebijakan dan tataaksana pendidikan inklusif dan sistem layanan pendukung untuk menjamin ABK dalam memperoleh pendidikan yang layak untuk setara menuju tercapainya pendidikan bagi semua," kata Emilia.

Saat ini HKI yang didukung USAID menjalani program OVC di tujuh provinsi masing-masing DKI Jakarta, Jawa Barat, Jawa Tengah, Yogyakarta, Jawa Timur, Aceh dan Sulawesi Selatan. \*Antaran/RM/ZP

Date: **12 September 2011**  
Publication: **DuniaNet**  
Subject: **The Ministry of National Education Inaugurated Inclusive Education Award**  
Page: [http://dunianet.com/2011/09/12/kemdiknas-beri-penghargaan-  
pendidikan-inklusif.html](http://dunianet.com/2011/09/12/kemdiknas-beri-penghargaan-pendidikan-inklusif.html)



## Kemdiknas Beri Penghargaan Pendidikan Inklusif

Written by Randy | 12/09/2011 | 0

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**MANADO, KOMPAS.com** - Kementerian Pendidikan Nasional bekerja sama dengan Helen Keller internasional (HKI) Indonesia member "Inclusive Education Award" atau penghargaan pendidikan inklusif (penyandang ketunaan) 2011. Pemberian penghargaan bagi anak dengan kebutuhan khusus yang didukung USAID itu diumumkan pada pembukaan ajang Olimpiade Sains Nasional (OSN) X di Manado, Sulawesi Utara, Senin (12/9/2011).

Direktur Pembinaan Pendidikan Khusus dan Layanan Khusus (PPK-LK) Pendidikan Dasar Kementerian Pendidikan Nasional (Kemendiknas) DR Mudjito mengatakan, penghargaan itu akan diberikan kepada tiga kategori.

"Ketiga kategori itu, pertama, pemerintah daerah, kedua, sekolah dan ketiga, perorangan," kata Mudjito.

Mudjito mengatakan, pemberian penghargaan pendidikan inklusif yang baru pertama kalinya dilaksanakan itu telah melalui seleksi ketat dan bersifat independen. Ia mengungkapkan, pada tahun 2008 jumlah sekolah penyelenggara pendidikan inklusif, baik sekolah umum/reguler seperti SD, SMP dan SMA yang menerima siswa penyandang ketunaan atau anak berkebutuhan khusus sekitar 254 sekolah. Ratusan sekolah tersebut memiliki siswa kurang dari 2.000 anak berkebutuhan khusus (ABK).

"Jumlah sekolah tersebut terus bertambah, hingga tahun 2011 telah ada sekitar 1.664 sekolah penyelenggara pendidikan inklusif," katanya.

Emilia Kristiyanti, National Program Manager OVC, HKI Indonesia mengatakan, HKI melalui module *opportunities for exposed children (OVC)* memulai pekerjaan dalam meningkatkan dan mengembangkan pendidikan inklusif di Indonesia sejak tahun 2003 bersama Kemendiknas dan USAID Indonesia.

"Kami akan terus memberikan pendampingan bagi pemerintah provinsi, kabupaten dan kota dalam mengembangkan kebijakan dan tata laksana pendidikan inklusif dan sistem layanan pendukung untuk menjamin ABK dalam memperoleh pendidikan yang layak untuk setara menuju tercapainya pendidikan bagi semua," kata Emilia.

Saat ini HKI menjalankan module OVC di tujuh provinsi masing-masing DKI Jakarta, Jawa Barat, Jawa Tengah, DI Yogyakarta, Jawa Timur, Aceh, dan Sulawesi Selatan.



Date: **12 September 2011**  
 Publication: **Kompas.Com (Inggrid)**  
 Subject: **Ministry of National Education Gave Inclusive Education Award**  
 Page:  
<http://edukasi.kompas.com/read/2011/09/12/14372362/Kemdiknas.Beri.Penghargaan.Pendidikan.Inklusif>

**KOMPAS.com**  
 Sabtu, 10 September 2011 14:37 WIB

## Kemdiknas Beri Penghargaan Pendidikan Inklusif

14372362 | 299 | 0

2011 | [Berita](#) | [Indonesia](#) | [Kategori](#) | [Kontak](#)

**MANADO, KOMPAS.com** – Kementerian Pendidikan Nasional bekerja sama dengan Helen Keller International (HKI), Indonesia memberik penghargaan "Inclusive Education Award" atau penghargaan pendidikan inklusif (pernyataan ketuntasan) 2011. Pemberian penghargaan bagi anak dengan kebutuhan khusus yang didukung USAID (K) diumumkan pada pemukimanajang, Dimpilace Gama Nasional (QSN) di Manado, Sulawesi Utara, Sabtu (10/9/2011).

Direktur Pembinaan Pendidikan Khusus dan Layanan Khusus (PPLK-LK) Pendidikan Dasar Kementerian Pendidikan Nasional (Kemendiknas) DH Muzito mengatakan, penghargaan itu akan diberikan kepada tiga kategori:

**\*Kategori ketepatan itu, pertama, pemerintah daerah lokal, sekolah dan ketiga, pembinaan, kota Mudi.**

Muzito mengatakan, pemberian penghargaan pendidikan inklusif yang baru pertama kalinya dilaksanakan itu telah melalui seleksi ketat dan bersifat insidental. Ia mengungkapkan, pada tahun 2010 jumlah satuan penyelenggara pendidikan inklusif, baik sekolah umum/regular seperti SD, SMP dan SMA yang menerima siswa perantara keluarga atau anak berkebutuhan khusus, sekitar 234 sekolah. Ratusan sekolah tersebut memiliki siswa kurang dari 2000 anak berkebutuhan khusus (ABK).

Muzito sendiri tersebut terus bertambah, hingga tahun 2011 telah ada sekitar 1.634 sekolah penyelenggara pendidikan inklusif, katanya.

Emilia K. Idris, National Program Manager OVC-HKI Indonesia mengatakan HKI melalui program *Project to Advance the Quality of Children (PQAC)* memiliki pekerjaan dalam meningkatkan dan mengembangkan pendidikan inklusif di Indonesia sejak tahun 2002 bersama Kemendiknas dan USAID Indonesia.

"Kami akan terus memberikan pendampingan bagi pemerintah provinsi, kabupaten dan kota dalam mengembangkan kebijakan dan pelaksanaan pendidikan inklusif dan sistem layanan pendukung untuk menjamin ABK dalam memperoleh pendidikan yang layak untuk mereka menuju tercapainya pendidikan *Seg-seg*," kata Emilia.

Salah HKI menjalankan program OVC di tujuh provinsi masing-masing DKI Jakarta, Jawa Barat, Aceh, Banten, DI Yogyakarta, Jawa Timur, Aceh dan Sulawesi Selatan.



Foto: AFP/ANSEL/ANTARA

- TERMAH:**
- Bantuan dari USAID dan Kemendiknas
  - Berikan Dana SD dan SMP dan Pendidikan Inklusif
  - USAID dan Kemendiknas
  - Pembinaan dan Pengembangan Pendidikan Inklusif
  - Pendidikan Inklusif dan Pendidikan Inklusif

Date: **12 September 2011**  
Publication: **Pikiran Rakyat Online**  
Subject: **West Java Governor Received Inclusive Education Award**  
Page: <http://www.pikiran-rakyat.com/node/158217>

**Pikiran Rakyat ONLINE**

HOME PERSIB BANDUNG RAYA JAWA BARAT OLAH RAGA NASIONAL LUAR NEGERI EKONOMI PENDID

INFO Simak tips, petis, dan pengalaman (a) pada forum khusus He "P5 Online" mulai September - Kementerian (a)

### Gubernur Jawa Barat Raih Anugerah Pendidikan Inklusi

Senin, 12/09/2011 - 16:15

MANADO, (PRM) - Gubernur Jawa Barat Ahmad Heryawan dan Gubernur Jawa Timur Soekarwo menerima penghargaan Anugerah Pendidikan Inklusi (Inclusive Education Award) kategori pemerintah daerah. Penghargaan itu diserahkan oleh Mendiknas Mochamad Nuh saat pembukaan Olimpiade Sains Nasional (OSN) 2011 di Convention Center Hotel Grand Kawanusu, Manado, Provinsi Sulawesi Utara, Senin (12/9).

"Pendidikan khusus di kedua daerah ini sangat maju dan perlu ditonjol untuk daerah lainnya. Bahkan mereka sudah memiliki Perda Pendidikan Inklusi yang mengalokasikan anggaran untuk pendidikan khusus dari APBD," ujar Direktur Pembinaan Pendidikan Khusus dan Layanan Khusus (PPK-LK) Pendidikan Dasar (Dikdas) Kementerian Pendidikan Nasional (Kemendiknas) Mudjito, sebagaimana siaran pers yang diterima "PRM" di Jakarta, Senin (12/9).

Selain kepada Ahmad Heryawan dan Soekarwo, anugerah juga diserahkan kepada sejumlah sekolah dan individu yang selama ini berusa dalam pengembangan pendidikan inklusi di tanah air.

Kategori sekolah, penghargaan diberikan kepada Kepala SD Negeri Cempaka Putih Barat 16 Jakarta Pusat Hulanawati dan Kepala SD Negeri Teupit Pulak, Nangroe Aceh Darussalam Sumarni.

Sementara itu, untuk kategori individu, masing-masing diberikan kepada Prof. Dr. Iim Wasilman, MEd dari Jawa Barat dan Dra. Is Mastiana, MPd dari Sulawesi Selatan. Is Mastiana adalah guru di SLB Negeri Pembina Provinsi Sulawesi Selatan yang merupakan lulusan Jurusan Pendidikan Luar Biasa dari Universitas Pendidikan Indonesia (UPI) Bandung dan sudah menetap dan menjadi warga Kota Makassar sejak sebelas tahun lalu. "Penerima penghargaan telah melalui tahap seleksi dan penilaian yang sangat ketat hingga Agustus 2011," ujar Mudjito.

Nomine yang masuk ke panitia, kata Mudjito, seluruhnya mencapai 127 berkas. Dengan rincinya, sembilan belas untuk kategori pemerintah daerah, 57 untuk kategori sekolah, dan 61 untuk kategori individu.

Mudjito memaparkan, pada tahun 2009 jumlah sekolah penyelenggara pendidikan inklusi (sekolah umum/regular seperti SD, SMP, SMA yang menerima siswa penyandang ketunaan atau anak berkebutuhan khusus) ada sebanyak 254 sekolah dengan jumlah siswa kurang dari 2.000 siswa ABK. Data sementara tahun 2011, Direktorat PPK-LK Dilaksa telah mencatat ada sebanyak 1.364 sekolah penyelenggara pendidikan inklusi dengan 354.000 siswa ABK.

"Adanya, kontinuitas yang diberikan oleh program pendidikan inklusi dalam peningkatan APM terhadap ABK sangat tinggi. Disamping itu, penerimaan sekolah umum terhadap ADK juga mendorong ABK dan orang tua ABK untuk mendesalkan hak pendidikannya," katanya.

Mudjito menuliskan, ketertarikan siswa berkebutuhan khusus terutama pada penyandang tunanetra, tunadaksa, dan tunarungtu kali ini memasuki tahun ketiga dalam ajang OSN dan hasilnya sangat menggembirakan. Banyak potensi kependidikan dan anak-anak berkebutuhan khusus ternyata sangat mengejutkan dan di luar dugaan. "Di tengah keterbatasan mereka ternyata banyak potensi dan prestasi yang mereka persembahkan untuk bangsa ini," ujarnya.

OSN untuk jenjang pendidikan dasar kategori ABK yaitu SD/SLB inklusi dan SMP/SLB inklusi ini diikuti oleh sebanyak 132 siswa tunanetra, tunadaksa, dan tunarungtu yang mewakili 33 provinsi.

OSN 2011 tingkat pelajar ini digelar mulai 12 s.d. 16 September 2011. Agenda tahunan Kementerian Pendidikan Nasional ini diselenggarakan sebagai sarana mengembangkan kreatifitas siswa dalam penguasaan ilmu pengetahuan dan teknologi, sekaligus sebagai sarana menumbuhkan/bangkitkan semangat berkompetisi dan budi berprestasi, baik di tingkat nasional maupun internasional. (A-94/kur/11)

Date: **12 September 2011**  
Publication: **Antara Sultra**  
Subject: **The Ministry of National Education Inaugurated Inclusive Education Award**  
Page: <http://sultra.antaranews.com/berita/261124/kemendiknas-beri-penghargaan-pendidikan-inklusif>

## Kemendiknas Beri Penghargaan Pendidikan Inklusif

Senin, 12 September 2011 12:03 WIB

*"Ketiga kategori itu masing-masing pertama, pemerintah daerah, kedua, sekolah dan ketiga, perorangan,"*

### Berita Terkait

- ▶ Pemprov Sultra Salurkan Beasiswa Miskin Rp8 Miliar
- ▶ Beasiswa 1.000 Mahasiswa Sultra Masuk MLIRI
- ▶ Sultra Usulkan 1.661 Siswa SMP Mendapat Beasiswa
- ▶ Pemprov Sultra Siapkan Rp1,1 Miliar Beasiswa Mahasiswa
- ▶ Target 100 Han KTP Elektronik Sult Tercapai

Manado, (ANTARA News) - Kementerian Pendidikan Nasional bekerja sama dengan Helen Keller Internasional (HKI) Indonesia memberi "Inclusive education award" atau penghargaan pendidikan inklusif (sehyandang ketunaan) 2011.

Pemberian penghargaan bagi anak dengan kebutuhan khusus yang didukung USAID itu diumumkan pada pembukaan ajang olimpiade sains nasional (OSN) X di Manado, Sulawesi Utara pada Senin.

Direktur Pembinaan Pendidikan Khusus dan Layanan Khusus (PPK-LK) Pendidikan Dasar Kementerian Pendidikan Nasional (Kemendiknas), DR Mudjito di Manado Minggu mengatakan, penghargaan itu akan diberikan kepada tiga kategori.

"Ketiga kategori itu masing-masing pertama, pemerintah daerah, kedua, sekolah dan ketiga, perorangan," kata Mudjito.

Mudjito mengatakan pemberian penghargaan pendidikan inklusif yang baru pertama kalinya dilaksanakan itu telah melalui seleksi ketat dan bersifat independen.

Mudjito mengatakan, pada tahun 2008 jumlah sekolah penyelenggara pendidikan inklusif (sekolah umum/reguler seperti SD, SMP dan SMA yang menerima siswa penyandang ketunaan atau anak berkebutuhan khusus) sekitar 254 sekolah.

Ratusan sekolah tersebut memiliki siswa kurang dari 2.000 anak berkebutuhan khusus (ABK).

"Jumlah sekolah tersebut terus bertambah, hingga tahun 2011 telah ada sekitar 1.664 sekolah penyelenggara pendidikan inklusif," katanya.

Emilia Khatiyanti, National Program Manager OVC, HKI Indonesia mengatakan, HKI melalui program opportunities for vulnerable children (OVC) memulai pekerjaan dalam meningkatkan dan mengembangkan pendidikan inklusif di Indonesia sejak tahun 2003 bersama Kemendiknas dan USAID Indonesia.

"Kami akan terus memberikan pendampingan bagi pemerintah provinsi, kabupaten dan kota dalam mengembangkan kebijakan dan tataaksana pendidikan inklusif dan sistem layanan pendukung untuk menjamin ABK dalam memperoleh pendidikan yang layak untuk setara menuju tercapainya pendidikan bagi semua," kata Emilia.

Saat ini HKI yang didukung USAID menjalani program OVC di tujuh provinsi masing-masing DKI Jakarta, Jawa Barat, Jawa Tengah, Yogyakarta, Jawa Timur, Aceh dan Sulawesi Selatan (Ani).

Editor: *Linda Masrah*  
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Date: **12 September 2011**  
Publication: **Tribun Manado – Robbie**  
Subject: **Six Persons Received Inclusive Education Award**  
Page: **--**

## Berperan Besar bagi Pendidikan Anak Cacat Enam Orang Terima Inclusive Education Award

MANADO, TRIBUN - Kementerian Pendidikan Nasional melalui Direktorat Pembinaan Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar (PPK-LK Dikdas) akan mengumumkan penerima Inclusive Education Award (Penghargaan Pendidikan Inklusif) tahun 2011, bersamaan dengan pembukaan Olimpiade Sains Nasional (OSN) X di Manado, Senin (11/9).

Menurut Direktur PPK-LK Dikdas Dr Mudjito, pemberian *award* yang bekerja sama dengan Helen Keller Internasional (HKI) Indonesia mengatakan, penghargaan dibagi dalam tiga kategori.

Pertama kategori pemerintah daerah, diterima oleh Gubernur Jawa Barat Ahmad Herawan dan Gubernur Jawa Timur Soekarwu. "Pendidikan khusus kedua daerah ini sangat maju dan perlu dicontoh untuk daerah lain. Bahkan mereka sudah memiliki Perda Pendidikan Inklusif yang mengalokasikan pendidikan khusus dari APBD," kata Mudjito.

Selain penda ada pula kategori sekolah. Penghargaan diberikan pada Kepala SDN Cempaka Putih 16 Jakarta Pusat, Kelanawati dan Kepala SDN Teupit Pukat Nangroe Aceh Darussalam, Sumarni.

Kategori individu, diberikan kepada Prof Dr Lim Waliman MSi asal Jawa Barat dan Dra Lis Masdiana MPd dari Sulawesi Selatan. Mereka dinilai berkontribusi besar bagi pendidikan inklusi.

Mudjito memaparkan pada 2008 jumlah sekolah penyelenggara pendidikan inklusif seperti SD hingga SMA bagi penyandang ketunaan sebanyak 254 sekolah, dengan jumlah siswa kurang dari 2.000. Data sementara pada 2011 Dit PPK-LK Dikdas tercatat 1.664 sekolah penyelenggara pendidikan inklusi dengan 354 ribu siswa penyandang ketunaan (ABK).

"Penerimaan sekolah umum terhadap ABK meningkatkan hak pendidikan bagi ABK dan mengubah pola pikir orangtua ABK," ujarnya. Selama ini orangtua ABK yang tak ingin anaknya diejek memilih menyembunyikan atau mengurung dalam rumah. Hal ini justru menambah keterpurukan ABK. Maka Dit PPK-LK Dikdas menyiapkan sekolah umum agar bisa menerima siswa ABK mulai dari guru, peralatan atau siswa reguler yang bukan ABK agar bisa memberikan support terbaik bagi kemajuan pendidikan ABK.

Kemendiknas bahkan telah menyiapkan dana sekitar Rp 50 juta bagi sekolah perintis, baik bagi pengembangan SDM guru, operasional kegiatan belajar mengajar ABK serta membeli peralatan.

"Kami akan terus berikan pendampingan bagi pemprov dan kabupaten kota dalam mengembangkan kebijakan dan tata laksana pendidikan inklusi serta sistem layanan pendukung," kata Emilia Kristiyanti, National Program Manager OVC HKI Indonesia. Program tersebut bertujuan menjamin peluang bagi anak-anak kebutuhan khusus dalam memperoleh pendidikan yang layak dan setara.

Adapun OSN bagi jenjang pendidikan dasar kategori ABK yaitu SDLB/ inklusi dan SM-PLB/ inklusi, diikuti sebanyak 132 siswa tunanetra, tunadaksa, dan tunarungu yang mewakili 33 provinsi. Kategori ini terbagi dalam empat kompetisi

yang dilaksanakan di Hotel Aryaduta (Hotel Ritz) Jalan Boulevard Manado pada 13-14 September.

Pelaksanaan OSN tersebut antara lain cerdas cermat individu MIPA bagi siswa SDLB/

inklusi tunanetra, lalu cerdas cermat untuk SMPLB/ inklusi tunanetra. Kemudian olimpiade MIPA bagi siswa SDLB/ inklusi tunadaksa/ tunarungu dan bagi SMPLB/ inklusi tunadaksa/ tunarungu. (rob)



**USAID**  
DARI RAKYAT AMERIKA



**Helen Keller**  
INTERNATIONAL

Date: **12 September 2011**  
Publication: **Manado Post – NN**  
Subject: **Heryawan Received Inclusive Education Award 2011**  
Page: **9**

## Heryawan Raih Penghargaan Pendidikan Inklusif 2011

GUBERNUR Jawa Barat Ahmad Heryawan menerima Penghargaan Pendidikan Inklusif Tahun 2011 dari Kementerian Pendidikan Nasional. Penghargaan ini diberikan kepada Gubernur Jawa Barat sebagai bentuk apresiasi atas komitmen dan kepemimpinan dalam meningkatkan akses pendidikan bagi anak-anak disabilitas di Jawa Barat.

Achmad Tri Pando Nasution, Heryawan merupakan salah satu dari 7 Kepala Daerah di Indonesia yang dinilai positif dan berhasil dalam meningkatkan akses pendidikan bagi anak-anak disabilitas. Penghargaan ini diberikan kepada Gubernur Jawa Barat sebagai bentuk apresiasi atas komitmen dan kepemimpinan dalam meningkatkan akses pendidikan bagi anak-anak disabilitas di Jawa Barat.

ini menjadi salah satu penghargaan bergengsi pendidikan di Asia Barat untuk kali ini. "Saya bersyukur, Pemerintah Pusat dan lain-lain Kementerian Pendidikan Nasional memberikan apresiasi terhadap pemerintah yang dinilai berhasil di Jawa Barat. Penghargaan tersebut merupakan wujud pengakuan

akan hasil kerja keras sistem pemangku kebijakan pendidikan di Jawa Barat. Sudah tentu prestasi ini akan terus diperjuangkan dengan maksimal di semua lini," ujar Heryawan terkait dengan penghargaan Pendidikan Inklusif Tahun 2011. Selain Heryawan, 6 orang Daerah juga menerima Penghargaan Pendidikan

Inklusif tahun ini. Rangkaian acara yang diadakan oleh Ditjen Ditjen Pendidikan dan Kebudayaan Kementerian Pendidikan dan Kebudayaan di Jakarta, Rabu (14/9/2011). Heryawan hadir sebagai Gubernur Jawa Barat dan menerima penghargaan tersebut dari Menteri Pendidikan dan Kebudayaan, Muhammad Nuh.

yang memiliki perbedaan fisik, sosial, kognitif atau gaya belajar seperti anak yang terkena HIV/AIDS, dan sebagainya. Menteri Pendidikan dan Kebudayaan juga menyampaikan bahwa penghargaan ini diberikan kepada Gubernur Jawa Barat sebagai bentuk apresiasi atas komitmen dan kepemimpinan dalam meningkatkan akses pendidikan bagi anak-anak disabilitas di Jawa Barat.



Achmad Heryawan

Date: **12 September 2011**  
 Publication: **Antara – Manado (Agus Setiawan)**  
 Subject: **Ministry of National Education Gave Inclusive Education Award**  
 Page: <http://manado.antaranews.com/berita/15017/kemendiknas-beri-penghargaan-pendidikan-inklusif>



## Kemendiknas Beri Penghargaan Pendidikan Inklusif



Logo Olimpiade Sains (Antara.com)

*"Kami akan terus memberikan pendampingan bagi pemerintah provinsi, kabupaten dan kota dalam mengembangkan kebijakan dan tata laksana pendidikan inklusif dan sistem layanan pendukung untuk menjamin ABK dalam memperoleh pendidikan yang layak untuk semua"*

### Berita Terkait

- Dewan Pendidikan Pembinaan TVR CPNS Bukit Jambul
- Jazeng Juara Umum DBR KGI 10
- Uji Isyarat Raju 10 Final DBR KGI
- Panitia Olimpiade Indonesia Mengusung Berbasis Informatika
- Panitia Pendidikan DBR 8

Manado, Antara News) – Kementerian Pendidikan Nasional bekerja sama dengan Helen Keller International (HKI) Indonesia memberi "Inclusive Education Award" atau penghargaan pendidikan inklusif (penghargaan inklusi) 2011.

Pemberian penghargaan bagi anak dengan kebutuhan khusus yang dituangkan USAID itu dilakukan pada sambutan di ajang Olimpiade Sains Nasional (OSN) di Manado, Sulawesi Utara pada Senin.

Direktur Pembinaan Pendidikan Khusus dan Layanan Khusus (DPPK-LK) Pendidikan Dasar Kementerian Pendidikan Nasional (Kemendiknas), R.R. Muliarta di Manado Minggu mengatakan, penghargaan ini akan diberikan kepada tiga kategori.

"Terdapat kategori ini masing-masing pertama, pemerintah daerah, kedua, sekolah dan ketiga, masyarakat," kata Muliarta.

Muliarta mengatakan pemberian penghargaan pendidikan inklusif yang baru pertama kali dilaksanakan itu lebih mewakili seleksi prestasi dan hasil dari pelaksanaan.

USAID mengatakan pada tahun 2000 jumlah sekolah penyelenggara pendidikan inklusif (sekolah untuk semua) sebesar 40, SMP dan SMA yang menerima siswa berkebutuhan khusus atau anak berkebutuhan khusus sekitar 264 sekolah.

Ribuan sekolah tersebut memiliki siswa kurang dari 2000 anak berkebutuhan khusus (ABK).

Jumlah sekolah tersebut terus bertambah, hingga tahun 2011 telah ada sekitar 1.684 sekolah penyelenggara pendidikan inklusif, katanya.

Salah satu dari National Program Manager (NPM) HKI Indonesia mengatakan, HKI melalui program seperti the for vulnerable children (FOVC) memulai aksinya dalam meningkatkan dan mengembangkan pendidikan inklusif di Indonesia sejak tahun 2005, bersama Kemendiknas dan USAID Indonesia.

"Kami akan terus memberikan pendampingan bagi pemerintah provinsi, kabupaten dan kota dalam mengembangkan kebijakan dan pelaksanaan pendidikan inklusif dan sistem layanan pendukung untuk menjamin ABK dalam memperoleh pendidikan yang layak untuk semua melalui terapan pendidikan bagi semua," kata Muliarta.

Salah satu yang dituangkan USAID, menjadi program NPM di berbagai provinsi masing-masing DKI Jakarta, Jawa Barat, Jawa Tengah, Yogyakarta, Jawa Timur, Aceh dan Sulawesi Selatan.

Date: **12 September 2011**  
 Publication: **Antara – Manado (Agus Setiawan)**  
 Subject: **East Java Governor Received Inclusive Education Award**  
 Page: <http://manado.antaraneews.com/berita/15020/gubernur-jatim-raih-inclusive-education-award>

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## Gubernur Jatim Raih "Inclusive Education Award"

Senin, 12 September 2011 10:55:07

Agus Setiawan

Manado, (Antara News) - Gubernur Jawa Timur, Dr Soekarno Sihikhum dan Gubernur Jawa Barat, Ir Ahmad Heryawan, menerima "Inclusive Education Award 2011" karena dinilai memiliki kepedulian terhadap anak-anak berkebutuhan khusus.

Penyerahan penghargaan diberikan oleh Menteri Pendidikan Nasional, Dr Ir Muhammad Nuh DEA dengan disaksikan Direktur Pembinaan Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar, Dr Mujidin, di sela-sela pembukaan Olimpiade Sains Nasional di Grand Kawantia Convention Center Manado, Banna.

Penghargaan juga diberikan kepada Kelanawati, Kepala SDN Cempaka Putih 18 Jakarta Pusat dan Sumarni, Kepala SDN Teupit Pukat, Nangroe Aceh Darussalam.

Untuk kategori individu, penghargaan diberikan kepada Prof Dr HM Lim Wasilman, MEd dari Provinsi Jawa Barat dan Dra Ika Masdiana KPR dari Provinsi Sulawesi Selatan.

Penghargaan tersebut merupakan kerja sama antara Helen Keller International yang didukung USAID dan Kementerian Pendidikan Nasional melalui Direktorat Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar.

Penerima penghargaan telah melalui seleksi dari 177 berkas yang masuk ke sekretariat, sembilan untuk kategori benda, 67 untuk kategori sekolah dan 69 untuk kategori individu pada akhir Juli 2011.

Pemberian penghargaan juga disaksikan anggota DPRD RI Dedi Gumilar "Ming", Wakil Gubernur Sulut Dr Djulhan Hansi, anggota DPRD RI, Marhanj Pua, sedangkan Gubernur Sulut, SH Setuandisno tidak nampak karena kunjungan ke Rusia.

Mendiknas Menandatangani Penyerahan Piala pada Gubernur Jatim, Soekarno. (Foto: Agus Setiawan, L)

*“ Penghargaan tersebut merupakan kerja sama antara Helen Keller International yang didukung USAID dan Kementerian Pendidikan Nasional melalui Direktorat Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar.”*

**Berita Terkait**

Wakil Kota Bano Minta Timbulkan Kualitas

Editor: Agus Setiawan  
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Date: **13 September 2011**  
Publication: **Kompas – Esther**  
Subject: **Inclusive Education Award**  
Page: **12**

### **Penghargaan Pendidikan Inklusif**

Kementerian Pendidikan Nasional melalui Direktorat Pembinaan Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar (PPK-LK Dikdas) bekerja sama dengan Helen Keller International Indonesia mengumumkan penerima Inclusive Education Award (Penghargaan Pendidikan Inklusif) 2011. Pemberian penghargaan ini diumumkan pada pembukaan Olimpiade Sains Nasional X di Manado, Senin (12/9). Penghargaan dibagi dalam tiga kategori. Kategori pemerintah daerah diberikan kepada Gubernur Jawa Barat Ahmad Heryawan dan Gubernur Jatim Soekarwo. Kategori sekolah diberikan kepada Kepala SDN Cempaka Putih Barat 16 Jakarta Pusat Kelanawati dan Kepala SDN Teupit Pakat, Aceh, Sumarni. Kategori individu diraih Im Washman dari Jabar dan Iis Masdiana dari Sulawesi Selatan. Direktur PPK-LK Dikdas, Mujito mengatakan, diknas mencatat ada 1664 sekolah penyelenggara pendidikan inklusi dengan 354.000 siswa anak berkebutuhan khusus.

(ELN)

Date: **13 September 2011**  
Publication: **Media Indonesia – Syarief Oebaidilah**  
Subject: **Photo caption “Giving the Award”**  
Page: **8**

Summary:

The Minister of National Education, M. Nuh seen to hand over the certificate of Inclusive Education Award to Ahmad Heryawan, Governor of West Java Provinces, during the opening ceremony of National Science Olympic



Date: **13 September 2011**  
Publication: **Bataviase**  
Subject: **West Java Province Governor Received Inclusive Education Award 2011**  
Page: <http://bataviase.co.id/node/798624>

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## Pemprov Jabar Raih Penghargaan Pendidikan Inklusif 2011

13 Sep 2011

**Ekonomi** **Harian Ekonomi Neraca**

Gubernur Jawa Barat Ahmad Heryawan mengatakan, Pemprov Jabar meraih penghargaan pendidikan inklusif tahun 2011. Hal tersebut, diungkapkan gubernur dalam keterangannya kepada wartawan usai menghadiri Halal bihalal di GOR Jalan Jakarta Kota Bandung, Minggu (11/9) lalu.

Penghargaan tersebut kata dia, diberikan oleh Kementerian Pendidikan Nasional. Penghargaan tersebut akan diberikan langsung oleh Menteri Pendidikan Nasional Mohammad Nuh. Penghargaan dijadwalkan akan berlangsung di Gedung Pertemuan Hotel Novotel Manado Sulawesi Utara, Senin (12/9).

Dipilihnya Jabar mendapat penghargaan pendidikan inklusif tahun 2011 di Indonesia, lanjut Gubernur Heryawan, karena Jabar dinilai peduli dan berhasil dalam membina sekaligus mendorong perkembangan pendidikan inklusif di Jawa Barat. Sehubungan dengan pemberian penghargaan tersebut diharapkan dapat menjadi pendorong pembangunan bidang pendidikan di Jawa Barat lebih baik. #w

Date: **13 September 2011**  
 Publication: **PKS Antapani**  
 Subject: **West Java Governor Received Inclusive Education Award**  
 Page: <http://pksantapani.blogspot.com/2011/09/gubernur-jabar-raih-penghargaan.html>



Selasa, 13 September 2011

### Gubernur Jabar Raih Penghargaan Pendidikan Inklusif 2011

10:53 PM AMD

13/09/2011



**Media** - Gubernur Jawa Barat Ahmad Heryawan meratna penghargaan Anugerah Pendidikan Inklusif (Inclusive Education Award) kategori pemerintah daerah. Penghargaan ini diserahkan oleh Mendiknas Mohammad Nuh saat pembukaan Olimpiade Sains Nasional (OSN) X2011 di Convention Center Hotel Grand Jayawana, Manado, Provinsi Sulawesi Utara, Senin (12/9).  
 "Pendidikan khusus di daerah jawa sangat maju dan perlu ditingkatkan untuk daerah lainnya. Bahkan mereka sudah memiliki Felda Pendidikan Inklusif yang mengalokasikan anggaran untuk pendidikan khusus dari APBD," ujar Direktur Pembinaan Pendidikan Khusus dan Layanan Khusus (PPK-LK) Pendidikan Dasar (Dikdas) Kementerian Pendidikan Nasional (Kemendiknas) Mudjito, sebagaimana siaran pers di Jakarta, Senin (12/9).

Layanan Khusus (PPK-LK) Pendidikan Dasar (Dikdas) Kementerian Pendidikan Nasional (Kemendiknas) Mudjito, sebagaimana siaran pers di Jakarta, Senin (12/9).

Pendidikan Inklusif adalah pendidikan yang dilaksanakan di sekolah atau kelas reguler dengan melibatkan seluruh peserta didik tanpa kecuali, meliputi anak yang memiliki perbedaan bahasa, bentuk tubuh, sekolah karena sakit, kekurangan gizi, fisik, ketunaan, anak yang berbeda agama, penyandang HIV/AIDS, dan sebagainya.

Mereka tidak dan mendapatkan layanan pendidikan sesuai dengan cara yang ramah dan penuh kasih sayang tanpa diskriminasi.

Selain kepada Ahmad Heryawan, anugerah juga diserahkan kepada Gubernur Jawa Timur, sejumlah sekolah, dan individu yang selama ini berjasa dalam pengembangan pendidikan inklusif di daerahnya.

Kategori sekolah, penghargaan diserahkan kepada Kepala SD Negeri Cempaka Putih Barat 16 Jakarta Pusat, Kolonowati dan Kepala SD Negeri Teusi Bukit, Nangroe Aceh Darussalam Sumatra.

Sementara itu, untuk kategori individu, masing-masing diberikan kepada Prof. Dr. Im Westman, MS dan Jawa Barat dan Drs. Is Maslana, PhD dari Sulawesi Selatan. Is Maslana adalah guru di SLB Negeri Pembina Provinsi Sulawesi Selatan yang merumuskan Kurikulum Khusus Pendidikan Luar Biasa dari Universitas Pendidikan Indonesia (UPI) Bandung dan sudah mendapat sanjaya berupa KTA, Mediasar sejak bebas tahun lalu. "Penerima penghargaan telah melalui tahap seleksi dan penilaian yang sangat ketat hingga Agustus 2011," ujar Mudjito.

Nominasi yang masuk ke panitia, kata Mudjito, seluruhnya mencapai 127 berkas. Dengan rincian, sembilan belas untuk kategori pemerintah daerah, 67 untuk kategori sekolah, dan 41 untuk kategori individu.

Mudjito menambahkan, pada tahun 2008 jumlah sekolah penyelenggara pendidikan inklusif di sekolah umum/reguler seperti SD, SMP, SMA yang menerima siswa penyandang kelainan atau anak disabilitas khusus/ABK ada sebanyak 254 sekolah dengan jumlah siswa kurang dari 2.000 siswa ABK. Data sementara tahun 2011, Direktorat PPK-LK Dikdas telah mencatat ada sebanyak 1.634 sekolah penyelenggara pendidikan inklusif dengan 254.000 siswa ABK.

"Anugerah, kompas yang diberikan oleh program pendidikan inklusif dalam peningkatan APB terhadap ABK sangat tinggi. Disamping itu, pemerintah sekolah umum terhadap ABK juga mencontoh ABK dan orang tua ABK untuk mendapatkan hak pendidikannya," katanya.

Mudjito menuturkan, ketidadaan siswa berkebutuhan khusus terutama pada penyelenggara Anugerah, Anadaksi, dan Unstrung. Hal ini termasuk tahun ketiga dalam ajang OSN dan hasilnya sangat mengembuskan. Banyak potensi terpendam dari anak-anak berkebutuhan khusus lainnya sangat diharapkan dan di luar dugaan. Di tengah keterbatasan mereka ternyata banyak potensi dan prestasi yang mereka persembahkan untuk bangsa ini," ujarnya.

OSN untuk jenjang pendidikan dasar kategori ABK yaitu EDUBANKUSA dan SMPLEB inklusif ini diikuti oleh sebanyak 132 siswa Unaneta, Unadaksi, dan Unstrung yang mewakili 35 provinsi.

OSN X2011 tingkat pelajar ini digelar mulai 12 s.d. 16 September 2011. Agenda tahunan Kementerian Pendidikan Nasional ini diselenggarakan sebagai sarana mengembangkan kreativitas siswa dalam penguasaan ilmu pengetahuan dan teknologi, sekaligus sebagai sarana menumbuhkembangkan semangat berkompas dan kreatif, berprestasi, agar di tingkat nasional menjadi profesional. -

Date: **13 September 2011**  
Publication: **Manado Pos – NN**  
Subject: **Respect Children with Special Needs**  
Page: --

Summary:

Ahmad Heryawan, Governor of West Java Province, has been supporting inclusive education in Indonesia to ensure children with special need to receive equal education. He is one amongst the six recipient the Inclusive Education Award 2011 which recently been awarded by the Minister of National Education.

## Hargai Anak Berkebutuhan Khusus



Ahmad Heryawan saat menerima penghargaan dari Mendiknas.

SEMUA manusia sama di mata Tuhan. Namun tak bisa dipungkiri masih ada generasi muda di Indonesia yang berkebutuhan khusus. Tapi keterbatasan yang ada tersebut bukan berarti tidak dapat menuntut ilmu.

Gubernur Jawa Barat Ahmad Heryawan salah satu yang berjasa mengembangkan pendidikan inklusi di Indonesia. Berbagai upaya dilakukan sehingga anak berkebutuhan khusus bisa duduk belajar dalam satu kelas.

Menurut Heryawan, unsur yang pertama dilakukan pihaknya ialah keseriusan pada program inklusi ini. Mereka yang belajar ialah anak berkebutuhan khusus tetapi memiliki animo yang besar untuk bersekolah.

Iapun menjelaskan ada tiga hal yang perlu diperhatikan untuk pendidikan inklusi. Pertama, peningkatan kemampuan umum siswa kebutuhan khusus. Kedua, siswa dapat belajar di sekolah umum tanpa merasa minder.

Ketiga, pendidikan ini murah dan tidak membutuhkan bangunan baru untuk Sekolah Luar Biasa (SLB). "Anak berkebutuhan khusus duduk bersama dalam kelas reguler sehingga pelajaran yang diterima sama tanpa ada perbedaan," katanya.

Ditambahkan Heryawan, di Jabar sudah 245 sekolah yang menerima pendidikan inklusi. Tidak ada rasa malu ataupun minder dengan keadaan yang ada, karena siswa menghargai keberadaan teman-temannya yang berkebutuhan khusus. Kemungkinan untuk pendidikan ini sekolah dan guru akan menerima tunjangan khusus sebagai bentuk pelayanan yang diberikan di bidang pendidikan. (ch/yl)

Date: **13 September 2011**  
Publication: **Swara Manado**  
Subject: **East Java and West Java Governor Received Inclusive Education Award**

Page:  
[http://swaramanadonews.com/index.php?option=com\\_content&view=article&id=2718:gubernur-jatim-dan-jabar-raih-qinclusive-education-award&catid=40:pendidikan&Itemid=56](http://swaramanadonews.com/index.php?option=com_content&view=article&id=2718:gubernur-jatim-dan-jabar-raih-qinclusive-education-award&catid=40:pendidikan&Itemid=56)

**Swara Manado**

**Gubernur Jatim dan Jabar Raih "Inclusive Education Award"**

Unit Manado on Tuesday, 13 September 2011, 7:36  
Written by Nolla  
Lastday: 13 September 2011 17:34  
Foto: Nolla

**TERIMA PENGHARGAAN** dan dua Gubernur Menerima Penghargaan Gubernur Jawa Timur, Dr Saekelwa Soe-Harto dan Gubernur Jawa Barat, Ahmad Heryawan, menerima Inclusive Education Award 2011.

**SWARA MANADONWS.COM**—Gubernur Jawa Timur, Dr Saekelwa Soe-Harto dan Gubernur Jawa Barat, Ir Ahmad Heryawan, menerima Inclusive Education Award 2011 sebagai tanda penghargaan kepada mereka yang telah berkontribusi dalam penyelenggaraan pendidikan, khususnya di bidang Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar, Di Khusus, khususnya pelaksanaan Gerakan Saling Menghargai di Ruang Kelas dan di Luar Kelas. Saat ini sedang berlangsung juga di berbagai lokasi di provinsi. Kepala SDN Cembaka Putih 16 Jakarta Selatan Sumitri, Kepala SDN Tumpang Pulo, Nagregi Aceh Darussalam.

Lulus kategori tersebut, penghargaan diberikan kepada Prof Dr H Lim-Wee-Huan, MS dan Prof Dr Irwan Darat dan Dr Lis Marlina PhD dan Prof Dr Sidiqul Sahlan.

Penghargaan tersebut merupakan suatu sama antara Hiler kode internasional yang didukung UNESCO dan Kementerian Pendidikan Nasional, melalui Direktorat Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar.

Penghargaan tersebut telah melalui seleksi dari 127 negara yang masuk ke administrasi, dimana telah ditetapkan bahwa 57 negara bagian telah dan 51 negara bagian tidak ada akan di 2011.

Penghargaan tersebut juga diberikan kepada DPR RI, Dad Gunjar "Sung", Wakil Gubernur Sulawesi, Dr Gusein Samat, anggota DPR RI, Mahyuni, anggota Gubernur Sulut, SH Situngkir yang tidak sampai karena kunjungan ke Rusia.

Diambil dari website Pendidikan Khusus dan Layanan Khusus (PKLKK) Pendidikan Dasar dan menengah Pendidikan Khusus (Khusus) (CR Mania di Manado) yang memuat informasi penghargaan tersebut diberikan kepada dua kategori. "Meningkatkan mutu layanan yang optimal, pembelajaran di kelas, sekolah dan orang, profesional, dan budaya".

Selain pencapaian tambahan penghargaan pendidikan khusus yang berprestasi karena telah dilakukan melalui prestasi akademik dan belajar mandiri.

Untuk pencapaian, pada tahun 2010 jumlah sekolah menengah pendidikan khusus dan layanan khusus, meliputi SD, SMP dan SMA yang menerima penghargaan antara lain ada lebih dari 1000 sekolah sekitar 250 sekolah.

Selain itu juga termasuk di dalamnya lebih dari 2000 guru dan lebih dari 10000 siswa yang telah menerima penghargaan, termasuk tahun 2011 telah ada sekitar 1.500 sekolah yang telah pendidikan khusus PKLKK.

Untuk itu juga, National Program Manager (NPM) Helen Keller International, "HDI" adalah program pendidikan dan layanan khusus (PKLKK) yang ada pelayanan khusus dan layanan khusus dan mengorganisir untuk melakukan informasi kepada orang 2000 keluarga yang berprestasi dan USAID Indonesia.

"Kami akan terus memberikan penghargaan bagi pemerintah provinsi, kapasitas dan ada dalam mengembangkan keaktifan dan berkesinambungan prestasi, nilai dan prestasi layanan pendidikan untuk menjamin AS-C dalam memperoleh pendidikan yang layak untuk semua, untuk tercapainya pendidikan bagi semua", kata HDI.

Salah satu yang didukung USAID melalui program HDI di juga adalah meningkatkan DR, akses ke Jawa Barat, Jawa Tengah, Yogyakarta, Jawa Timur, Aceh dan Sulawesi Selatan. ( )

Date: **30 September 2011**  
 Publication: **Antara Aceh – Multazam**  
 Subject: **SDN Teupin Pukat Received National Award**  
 Page: <http://www.antara-aceh.com/Banda-Raya/sdn-teupin-pukat-raih-penghargaan-nasional-inklusif.html>

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### SDN Teupin Pukat Raih Penghargaan Nasional Inklusif

22

0 Comments

**Banda Aceh, 30/9 (ANTARA) -** SD Negeri Teupin Pukat, Kecamatan Meurah Dua, Kabupaten Pidie Jaya, Provinsi Aceh, berhasil meraih penghargaan tingkat nasional dalam ajang Inclusive Award 2011 di Manado, Provinsi Sulawesi Utara.

Communicator Specialist Helen Keller International (HKI) Riha Sunari di Banda Aceh, Jumat mengatakan, keberhasilan SDN Teupin Pukat meraih penghargaan karena sekolah telah melakukan upaya untuk memenuhi kebutuhan khusus (BK) yang ada di Pidie Jaya.

"Guru-guru mereka sangat pro-aktif dalam memenuhi anak kebutuhan khusus ini," ujar dia.

Dia menambahkan, ajang award tersebut bisa diikuti oleh sekolah manapun di Indonesia namun mereka harus berhadapan dengan pendididkan inklusif.

"Selama ajang tersebut berlangsung, total peserta yang mengemukakan sebanyak 127 sekolah, sembilan di antaranya untuk kategori pemerintah, 67 untuk kategori swasta dan 51 untuk kategori individu," kata dia.

Sementara itu, Kepala SDN Teupin Pukat Sumarni mengatakan dirinya tidak menyangka sekolah yang dipimpinnya bisa meraih juara Inclusive Award 2011.

"Saya benar-benar tidak menyangka karena belum yang dirumahnya untuk mengikut award tersebut apa adanya," kata dia.

Dia menambahkan, sebelum nama inklusif tersebut diberikan sekolahnya sudah pernah menjadi anak kebutuhan khusus.

Inclusive Award 2011 dilaksanakan oleh Helen Keller International dengan Kementerian Pendidikan Nasional melalui Direktorat Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar.

Sementara itu, sebanyak 1.746 siswa di Kabupaten Pidie Jaya, mendapatkan pendidikan inklusif (bersama) antara siswa kebutuhan khusus dengan siswa normal.

Dalam seorang Guru Kebutuhan Khusus (GKK) Sumarni menyatakan, ribuan siswa tersebut tersebar di delapan kecamatan.

Menurut dia, siswa kebutuhan khusus paling dominan terdapat di Kecamatan Bandar Dua, 102 siswa tersebut sudah tersebar di 20 sekolah dasar untuk mendapatkan pendidikan inklusif di kecamatan tersebut.

"Untuk kecamatan Meurah Dua, Meurah Dua, Bandar Dua, Ulin dan Kecamatan Therapadeng, mereka hanya terdapat di beberapa sekolah dasar," ujar Sumarni.

Untuk menjangkau anak kebutuhan khusus tersebut, kata dia mereka hanya mengantarkan empat orang guru. Setiap hari para guru wajib mengunjungi minimal empat sekolah, ujar Sumarni.

"Urauknya pun tidak dekat, namun karena banggallah maka kita tidak melukukannya," ujar Sumarni.

Ia menambahkan, keempat guru tersebut, dua diantaranya masih berstatus bakti dan dua lagi sudah berstatus pegawai negeri sipil (PNS).

"Tami telah membina anak-anak kebutuhan khusus tersebut semenjak 2007," kata dia.

Sumarni berharap agar Pemkab Pidie Jaya dan Pemerintah Provinsi Aceh untuk lebih memperhatikan nasib guru bagi anak kebutuhan khusus.

"Pemkab dan Pemprov sudah memperhatikan kami bahkan mereka telah mengalokasikan gaji untuk sebesar Rp450 ribuan itu pun keluar setiap bulan. Mudah-mudahan jatin payah guru tersebut bisa keluar setiap bulan," ujar dia.

Riha Sunari menjelaskan bahwa anak kebutuhan khusus terdiri dari fisik tidak, tuna runtu, tuna grahita, kesulitan belajar, lambat belajar, autis, tuna aksara.

Date: 1 October 2011  
Publication: Serambi Indonesia – ANT  
Subject: SDN Teupin Pukat Received National Award  
Page: --

## SDN Teupin Pukat Raih Penghargaan Nasional

**BANDA ACEH** - SD Negeri Teupin Pukat, Kecamatan Meurah Dua, Kabupaten Pidie Jaya, meraih penghargaan tingkat nasional dalam ajang Inclusive Award 2011 di Manado, Provinsi Sulawesi Utara.

*Communication Specialist Helen Keller International (HKI) Rina Suryani* di Banda Aceh, Jumat (30/9) mengatakan, keberhasilan SDN Teupin Pukat meraih penghargaan karena sekolah mereka ikut membina anak-anak yang berkebutuhan khusus (ABK) yang ada di Pidie Jaya. "Guru-guru mereka sangat pro aktif dalam membina anak berkebutuhan khusus ini," ujar dia.

Dia menjelaskan, ajang award tersebut bisa diikuti oleh sekolah manapun di Indonesia namun mereka harus terlibat dengan pendidikan inklusif. "Selama ajang tersebut berlangsung, total peserta yang mengir-

imkannya sebanyak 127 berkas, sembilan di antaranya untuk kategori pemerintah, 57 untuk kategori sekolah dan 61 untuk kategori individu," kata dia.

Sementara itu, Kepala SDN Teupin Pukat Sumarni mengatakan dirinya tidak menyangka sekolah yang dibinanya bisa meraih juara Inclusive Award 2011. "Saya benar-benar tidak menyangka karena berkas yang dikirimkan untuk mengikuti award tersebut apa adanya," kata dia.

Dia menambahkan, sebelum nama inklusif tersebut diberikan sekolahnya sudah pernah mendidik anak berkebutuhan khusus.

Inclusive Award 2011 dilaksanakan oleh Helen Keller International dengan Kementerian Pendidikan Nasional melalui Direktorat Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar. (\*/ant)

Date: **1 October 2011**  
 Publication: **Serambi Indonesia (Online Edition) – Taken from Antara Aceh**  
 Subject: **SDN Teupin Pukat Received National Award**  
 Page: <http://aceh.tribunnews.com/2011/10/01/sdn-teupin-pukat-raih-penghargaan-nasional#.Tofwy6rILVo.facebook>

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## SDN Teupin Pukat Raih Penghargaan Nasional

Sabtu, 1 Oktober 2011 08:19:47

**Deriva terkait**

- Hari Ini / 10 pengaji Guru Binaan Cak
- Wanita Minta Dirilis Fungsi di Belanda
- Razia GB Minta Dana Serdadu Guru Kemendik Disakiti
- Djaja Keluaran 300 Guru
- Latih Anak Meraut dan Memprogram Robot
- Transkrip Lajutan Terasa Sekolah di Aceh
- Universitas Terbuka Gagal Jadi ASBAM Tak Menekuni
- Mahasiswa Indonesia di Jepang Kumpulkan Pelajar Gona
- Sempat Bekerja dan Suka Penyanyi Keronconan Dipaksa
- Kode Minta Guru Esensial Tingkatkan Mutu Pendidikan

BAKIDA ACEH – SD Negeri Teupin Pukat, Kecamatan Meurah Dua, Kabupaten Pidie Jaya, meraih penghargaan tingkat nasional dalam ajang Inclusive Award 2011 di Manado, Provinsi Sulawesi Utara.

Communication Specialist Helen Keller International (HKI) Rina Suyari di Banda Aceh, Jurnal CNN mengabarkan, keberhasilan SDN Teupin Pukat meraih perlombaan ini karena sekolah mereka ikut membina anak-anak yang berkebutuhan khusus (ABK) yang ada di Pidie Jaya.

"Guru-guru mereka sangat pro-aktif dalam membina anak berkebutuhan khusus ini," ujar dia.

Dia menambahkan, ajang awards tersebut bisa diikuti oleh sekolah manapun di Indonesia namun mereka harus terlibat dengan pendidikan inklusif. Selama ajang tersebut berlangsung, total peserta yang mengikutinya sebanyak 127 berkas, sembilan di antaranya untuk kategori pemerintah, 57 untuk kategori sekolah dan 51 untuk kategori individu," kata dia.

Sementara itu, kepala SDN Teupin Pukat Sumarni mengatakan dimpa tidak menyangka sekolah yang dimintanya bisa meraih juara Inclusive Award 2011. "Saya benar-benar tidak menyangka karena berkas yang dikirimkan untuk mengikuti awards tersebut apa adanya," kata dia.

Dia menambahkan, sebelum nama Inklusif tersebut diberikan sebelumnya sudah paham metode anak berkebutuhan khusus.

Inclusive Award 2011 dilaksanakan oleh Helen Keller International dengan Kementerian Pendidikan Nasional melalui Direktorat Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar.

Sementara itu, sebanyak 1.130 siswa di kabupaten Pidie Jaya, mendapatkan pendidikan inklusif (bersama) antara siswa berkebutuhan khusus dengan siswa normal.

Salah seorang Guru Berkebutuhan Khusus (GBK) Sumarni menyatakan, ribuan siswa tersebut tersebar di delapan kecamatan.

Menurut dia, siswa berkebutuhan khusus yang diterima di tempat di Kecamatan Bandar Baru. Kini siswa tersebut sudah tersebar di 20 sekolah dasar untuk mendapatkan pendidikan inklusif di kecamatan tersebut. "Untuk Kecamatan Mersuda, Meurah Dua, Bandar Dua, Ulim dan Kecamatan Tumpangdang, mereka hanya terdapat di beberapa sekolah dasar," jelas Sumarni. (\*)/ant

Editor: Hasyim

Date: **3 October 2011**  
 Publication: **Jakarta Globe (Online Edition) – Ronna Nirmala**  
 Subject: **In Aceh, Inclusive Learning For All**  
 Page: <http://www.thejakartaglobe.com/news/in-aceh-inclusive-learning-for-all/469354>

# JakartaGlobe

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## In Aceh, Inclusive Learning For All

Ronna Nirmala | October 3, 2011



Photo credit: Mulya Fitrudin, courtesy of Helen Keller International. Photo credit: Mulya Fitrudin, courtesy of Helen Keller International.

### Related articles

- Life Lessons on a Terrace With Amby B 47pm Oct 9, 2011
- Remote School Carries On Learning 6:40pm Oct 2, 2011
- Program to Help 300,000 Children cross Global 12:32am Sep 30, 2011

**Pida Jaya, Aceh.** At first sight, Mufia seems so different from all the other first-graders at the Teupin Pukat Elementary School in Pida Jaya district.

But get to know her a little better and you'll find she is two years older than the rest of her classmates, all around six years old. She is also hyperactive.

The other children don't seem to notice, or if they do, it has little bearing on them.

"I often play with Mufia during breaks and she doesn't bother us," 6-year-old Fatir says.

Mufia is not the only special-needs child here studying alongside other children. The school has 35 children with various learning disabilities, and it has entered in this often-overlooked group since 1983.

Sumarni, the school's principal since 2009, was the one who first introduced the special education program at the school when she was still a teacher.

"Back then, my cousin Ibrahim had special needs, but he really wanted to go to school," she says.

"His mother asked me to keep an eye on him and just sort of introduce him to school life."

But Sumarni found it to be a far more challenging task than she had imagined.

"At first I found myself complaining so often and being overwhelmed by it all," she says.

"I didn't understand what he was saying, what his gestures meant."

The boy also hit, bit and scratched her.

"But I could only smile and take it in stride," she says.

She didn't give up, though, in the belief that if one could succeed in helping Ibrahim and others like him adapt to the learning environment of a school, they would eventually be better able to integrate into society once they graduated.

"It's about more than just being played with them, Sumarni says of the teaching process.

"You have to put yourself in their position, imagine what it must be like to be them, how difficult that must be."

Traditionally, parents of special-needs children have viewed them as being mentally deficient and unfit for an education. So instead of sending them off to school, they keep them at home, in many cases under lock and key or even chained up.

"It is wrong to let a child with special needs languish at home, effectively banished from society and sometimes even disowned by the family," Sumarni says. "These children have the right to live a normal life."

She cites Ibrahim's case as the kind of success to which an education can lead. After graduating from elementary school, he went on to start his own business, a motorcycle workshop.

Soon then, the Teupin Pukat school has firmly been recognized as an Inclusive Learning school, one where special-needs and non-special-needs children study together.

In December 2004, though, the school, overlooking the Moracca Strait, was battered by the Indian Ocean tsunami that devastated much of Aceh. In the recovery period that followed, it was painstakingly rebuilt, thanks to funding from the Helen Keller International Foundation.

"In 2007, our school became widely known across Aceh as a leading inclusive elementary school," Sumarni says.

"Back then, I didn't even know there was such a term as inclusive school."

To better serve the needs of the students, the aid group helped build a separate classroom and playing area for the special-needs children.

"These children tend to get bored quickly if they're just made to sit in a classroom all day long," Sumarni says. "They occasionally leave in the middle of lessons."

"The teachers make use of these times to accompany them to the special playing area where they can still teach the kids while allowing them to play around."

The school currently has two contract teachers, called special accompanying teachers, for its 39 special-needs children. These teachers, as well as the others at the school, also take part in regular training workshops on special-needs education held by the Helen Keller Foundation.

On Sept. 12, the Teupin Pukat elementary school received an award from the National Education Ministry and USAID as the best Inclusive Learning school in the country.

For Sumarni, this is yet more vindication of the school's commitment to addressing a long-overlooked problem and giving special-needs children a sense of worth.

Date: **4 October 2011**  
 Publication: **Berita Satu.com – Ronna Nirmala**  
 Subject: **Special Place for Children with Special Needs**  
 Page: <http://beta.beritasatu.com/nusantara/12352-tempat-spesial-bagi-anak-berkebutuhan-khusus.html>

**BERITA SATU**

BERITA SATU

Tempat Spesial bagi Anak Berkebutuhan Khusus

Sekolah Pra-Induk di Fide Jaya, Aceh

Sudah mendidik anak berkebutuhan khusus sejak 1983, usai saat bencana tsunami, bangkit lagi, kini SDN Teupin Pukat kian dikenal luas.

Mungkin sebagian Mata tampak seperti teman-teman sekolahnya yang berpakaian normal dan berusa rata-rata sama tahun. Namun sepi mereka dapat mengikuti pelajaran yang serempak sudah.

Maka memang berbeda dengan teman-teman sekolahnya yang berpakaian normal dan berusa rata-rata sama tahun. Namun sepi mereka dapat mengikuti pelajaran yang serempak sudah.

Menjajak disiplin tinggi

Meskipun seret dalam di sekolah umum, di sini tempat mereka, Mata tergolong mampu berprestasi dengan baik. "Saya sering bermain dengan Mata, kak, di saat jam istirahat sekolah. Dan Mata tidak mengganggu," ujar Fatah, salah seorang teman Mata, yang berusa sama tahun.

Mata tidak sendiri. Ada sekitar 20 anak dengan disabilitas yang bersekolah dan belajar dengan anak normal lainnya di sekolah itu. Sekolah yang bernama SDN Teupin Pukat, di kabupaten Fide Jaya, Nangroe Aceh Darussalam (NAD).

Setelah sekolah ini dalam suasana meriah berkebutuhan khusus anak lebih banyak teman. Sedangkan sudah sejak tahun 1983, sekolah yang dibangun awalnya berbatasan langsung dengan Sateh Maksa itu, menerima anak berkebutuhan khusus.

Adalah Sumarni, seorang wanita yang lahir pada 1961, yang pada awalnya memusatkan kegiatannya untuk mengurus anak-anak berkebutuhan khusus ini.

"Awalnya anak seperti saya, Hasan yang memiliki kebutuhan khusus, ingin bersekolah. Dan ibunya memohon kepada saya untuk sekolah mendidik dan memperkembangkan dunia sekolah kepada anaknya, di SDN Teupin Pukat ini," jelas Sumarni yang menjabat sebagai kepala sekolah di SD ini sejak 2009.

Mirrored pengakuan Sumarni, memang tidak mudah mendidik anak berkebutuhan khusus ini. "Bukan hanya keabadian saja, tetapi ada halnya kita harus mempersiapkan diri kita sebagai mereka. Membayangkan jika kita menjadi mereka. Jadi, itu cukup serik," jelas Sumarni.

"Awalnya, saya sering mendidik, kemudian, 'Saya tidak menanti' bahwa akan guru, tapi diriku yang telah telah mengenyahkan penulisan," tutur Sumarni.

Bahkan di era Sumarni, tidak jarang dirinya mendapat tekanan yang cukup menyengatkan dari anak-anak ini. Seperti misalnya disakiti, dipukul dan dicakiti. "Namun saya hanya tersenyum memangganya," katanya.

Utungnya, Sumarni juga pasangannya. Dia percaya, bahwa dengan membentarkan anak-anak ini berada di sekolah umum, maka akan membantu cara berprestasi anak ini dengan dunia luar.

"Salah satu hal yang sering anak berkebutuhan khusus hanya dibelikan di dalam rumah, dikulir. Bahkan ada yang dianggap bukan bagian dari keluarga. Anak-anak ini pun berhak mendapatkan yang normal," ungkap Sumarni.

Kejadian Sumarni menghadapi lisan pun mendominasi hasil. Di tahun, Hasan sanggup menyelesaikan sekolahnya hingga tamat SD. Bahkan kini, Hasan sudah mampu bekerja mandiri dengan memiliki bangkai motor di sekolahnya.

Sementara itu, SDN Teupin Pukat pun dikenal luas masyarakat sekitar Fide Jaya khususnya, sebagai sekolah yang mampu menampung sistem pendidikan yang saat ini disebut dengan "pendidikan inklusif" tersebut.

Berjalan dengan sejalan tsunami. Saat ini, pada tahun 2011, SDN Teupin Pukat harus ikut mengalami perubahan yang cukup parah yang berkaitan oleh tsunami. Namun, dengan bantuan Helen Keller International Foundation, SD ini berhasil kembali beroperasi menjadi sekolah yang layak.

Akhir bertepatan pula, LSM asing tersebut melihat ada yang spesial dari sekolah yang telahnya mencapai 3 jam pelajaran dan penuh kota Banda Aceh itu. Selain membantu perbaikan tempat sekolah, pihak LSM pun lanjut membangun sebuah ruangan bermain dan belajar khusus, bagi anak-anak berkebutuhan khusus yang bersekolah di sini.

"Anak-anak dengan kemampuan khusus tersebut diberikan tempat bermain di kelas. Tidak ada mereka tidak bisa pada saat pelajaran selesai. Berlangsung. Maka, pada saat itu, guru pengantar anak-anak berkebutuhan khusus ini menemani mereka, bermain sambil belajar di ruangan khusus ini," jelas Sumarni.

Dijelaskan Sumarni, bahwa saat ini, SDN Teupin Pukat memiliki dua guru khusus yang memang bertugas menangani anak berkebutuhan khusus. "Kami menyatukan Guru Pendidikan Khusus," katanya.

"Pada tahun 2007, SDN Teupin Pukat ini semakin kian dikenal di Aceh, sebagai SD yang memiliki sekolah SD inklusif. Saya pun bertemu ada beberapa kali," jelas Sumarni sambil tertawa.

Sementara 2007 itu pula, sekolah ini lanjut beberapa kali mulai menerima pendatang-pendatang tertentu, seperti anak-anak. Begitu juga, beberapa guru pun mengikuti pelatihan guru pendamping khusus yang diadakan oleh Helen Keller International.

Hingga pada 12 September 2011 lalu, Kementerian Pendidikan Nasional (Kemendiknas) RI dan USAID menyerahkan penghargaan "Anugerah Pendidikan Inklusif 2011" kepada sekolah ini. Sekolah yang dikepalai Sumarni ini diantar sebagai sekolah terbaik di Indonesia dalam menangani siswa pendamping khusus.

Sementara itu, saat ini di Kabupaten Fide Jaya saja, terdapat ada sebanyak 1.736 anak dengan kemampuan khusus, yang bersekolah di delapan kecamatan.

Penulis: Wenny Nirmala  
 Sumber: The Jakarta Post (12/9/2011)



**USAID**  
DARI RAKYAT AMERIKA



Date: **31 October 2011**  
Publication: **Kompas – Luki**  
Subject: **Inclusive Education in School has yet to be Optimized**  
Page: **24 - 27**

### **Pendidikan Inklusif di Sekolah Belum Optimal**

Pembelajaran di sekolah penyelenggara pendidikan inklusif belum optimal. Sekolah tak memahami kebutuhan anak berkebutuhan khusus (ABK) yang berbeda-beda. Selain sosialisasi konsep pendidikan inklusif yang kurang, guru juga tak kompeten menangani ABK. Demikian isi diskusi paparan Hasil Analisis Kesenjangan Penyelenggaraan Pendidikan Inklusif di Jakarta, Jumat (28/10). Penelitian Helen Keller International (HKI) Indonesia didukung United States Agency International Development (USAID) dan Kemdikbud itu dilakukan di DKI Jakarta, Jabar, Jateng, Jatim, Aceh, dan Sulawesi Selatan. Temuan ada tiga kategori, yakni manajemen program pendidikan, kompetensi, status guru, serta kepastian pelayanan siswa berkebutuhan khusus. Menurut Juang Sunanto dari Universitas Pendidikan Indonesia, guru belum punya bekal kompetensi yang memadai ketika harus mengajar ABK di sekolah penyelenggara pendidikan inklusif. (LUK)

Date: **28 November – 4 December 2011**  
Publication: **Tabloid Nova – Laili**  
Subject: **Seminar on Inclusive Education**  
Page: **-**

## Seminar Pendidikan Inklusif



**K**eberadaan anak-anak berkebutuhan khusus kini menjadi pekerjaan rumah pemerintah dan kalangan pendidikan. Sayangnya, pengembangan sistem pendidikan inklusif yang menjadi solusi masa depan anak-anak berkebutuhan khusus belum benar-benar terarah. Beberapa wilayah di Indonesia bahkan belum cukup mengakomodasi kebutuhan anak-anak berkebutuhan khusus ini.

Temuan ini berdasarkan hasil penelitian penyelenggaraan pendidikan inklusif di 6 propinsi (DKI Jakarta, Jabar, Jateng, Jatim, Aceh dan Sulsel) tahun 2010. USAID (United States Agency International Development), Helen Keller International (HKI)-Indonesia, dan Kementerian Pendidikan Indonesia mencari solusi kesenjangan pendidikan inklusif dalam sebuah seminar beberapa waktu lalu. "Pendidikan inklusif memiliki prinsip, anak-anak memiliki kebebasan dan kesempatan. Mereka boleh saja terbatas dalam performa fisik, namun secara intelektual mereka tidak terbatas," ujar **Emilia Kristiranti**, National Program Manager Opportunities for Vulnerable Children, HKI Indonesia.

LAILI

Date: **December 2011**  
Publication: **Diffa – Nestor Rico Tambunan**  
Subject: **Iis Masdiana, Icon for Inclusive Education in Makassar**  
Page: **24 - 27**

## Iis Masdiana *Motor Pendidikan Inklusif* dari Makassar

**U**TMADA, ibu, adalah orang yang sangat sabar dan penuh kasih. Di sekolah, dia adalah sosok yang selalu hadir untuk memastikan setiap anak mendapatkan pendidikan terbaik. Sebagai ibu yang sangat peduli, dia selalu memastikan bahwa setiap anak di kelasnya mendapatkan perhatian yang sama. Dia adalah sosok yang selalu hadir untuk memastikan bahwa setiap anak di kelasnya mendapatkan perhatian yang sama.

**Keputusan Berani**

Keputusan berani di kelas adalah keputusan yang sangat penting. Keputusan berani di kelas adalah keputusan yang sangat penting. Keputusan berani di kelas adalah keputusan yang sangat penting.

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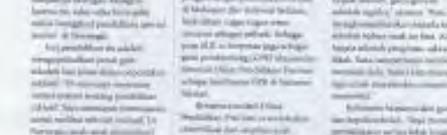
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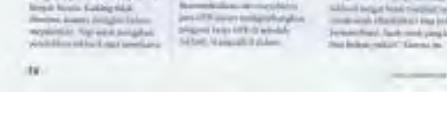
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Date: **March 18, 2013**  
 Publication: **Pelita Online**  
 Subject: **Inclusive Education as a Part of Education for All**  
 Page: <http://pendidikan-iptek.pelitaonline.com/news/2013/03/18/pendidikan-inklusif-bagian-dari-pendidikan-untuk-semua>

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Baris & Advertorial

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**Pendidikan & Iptek**

**Pendidikan Inklusif Bagian Dari Pendidikan Untuk Semua**

HKI mananggulangi penyebab dan akibat dari kebutaan dan kekurangan gizi dengan menciptakan program-program yang berdasarkan fakta dan penelitian.

Senin, 18 Maret 2013 10:55 rini | hsn | A+\*



Salah satu kegiatan Helen Keller International

**Jakarta, POL**

HELEN Keller International (HKI) Indonesia bekerjasama Dengan Kementerian Pendidikan dan Kebudayaan (Kemdikbud) RI, yang didukung penuh oleh United States Agency for International Development (USAID) telah bekerjasama sejak sekitar 2003 yang siperluas pada tahun 2010.

"Pendidikan inklusif sebagai sistem penyelenggara pendidikan yang menjamin persamaan hak belajar bagi semua anak termasuk mereka yang berkebutuhan khusus, yang mendukung upaya pemerintah tuntasakan wajib belajar 12 tahun di tahun 2015," ungkap Emilia Kristiyanti, National Program Manager, HKI - OVC. Di hotel Le Meridien, Senin (18/3/2013).

Dalam 3 tahun pelaksanaan, program ini secara resmi dibuka oleh Wakil Menteri Pendidikan dan Kebudayaan Nasional, Prof. Dr. Ir. H. Musliar Kasim, MS, telah membuahkan hasil berupa terbitnya kebijakan memayungi penyelenggaraan pendidikan Inklusif baik tingkat nasional, dan melibatkan provinsi, kabupaten yang diterbitkan Peraturan Gubernur dan Bupati, Walikota.

Menyadari pentingnya peran Universitas sebagai pencetak sebagai pencetak tenaga pendidik juga bekerjasama dengan UNJ, UPI, UNY, UNESA, UNP, UNM.

HKI didirkan pada tahun 1915, Helen Keller International (HKI) memiliki misi memerangi kebutaan dan kehidupan yang paling rentan dan kurang beruntung, HKI mananggulangi penyebab dan akibat dari kebutaan dan kekurangan gizi dengan menciptakan program-program yang berdasarkan fakta dan penelitian.

Dalam menjalankan misi di 22 negara diseluruh dunia HKI didukung oleh pada donatur, Kementerian Kesehatan, Kementerian Pendidikan, Kementerian Perdagangan, kementerian Pertanian, dan institusi non pemerintah lain baik lokal maupun International.

Dibaca 244 kali

**PENDIDIKAN & IPEK**

**Politik Harus Berpihak pada Pendidikan**

Pendidikan di Indonesia, khususnya pendidikan Islam, perlu diperbaharu.

NASIONAL
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INTERNASIONAL
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Date: **March 18, 2013**  
Publication: **Swa Indonesia**  
Subject: **Inclusive Education as a Part of Education for All**  
Page: <http://swa.co.id/business-strategy/management/buah-kinerja-hki-indonesia-terhadap-pendidikan-inklusif>

## Buah Kinerja HKI Indonesia Terhadap Pendidikan Inklusif

Posted on March 18, 2013 by Ester Meryana

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Selama tiga tahun, lembaga *Hellen Keller International* (HKI) Indonesia telah melaksanakan program *Opportunities for Vulnerable Children* (OVC) di Indonesia. Program yang dilaksanakan untuk mengembangkan pendidikan inklusif tersebut membuahkan hasil, yakni terbitnya sejumlah kebijakan.



Acara seminar "Desaminasi Hasil Program OVC Nasional 2010-2013," yang memaparkan hasil kerja HKI Indonesia selama tiga tahun, di Jakarta, Senin (18/3/2013).

"Pendidikan inklusif sebagai sistem penyelenggaraan pendidikan yang menjamin persamaan hak belajar bagi semua anak, termasuk mereka yang berkebutuhan khusus, merupakan salah satu sistem yang bisa mendukung upaya pemerintah dalam mewujudkan ketuntasan wajib belajar 12 tahun di tahun 2015," tutur Emilia Kristiyanti, *Nasional Program Manager HKI-OVC*, di Jakarta, Senin (18/3/2013).

Melalui program OVC, HKI Indonesia telah bekerja sama dengan Kementerian Pendidikan dan Kebudayaan Nasional sejak tahun 2003, yang kemudian diperluas pada tahun 2010. Program ini diselenggarakan untuk mengembangkan sistem pendidikan inklusif di Tanah Air. "Dalam pelaksanaan program ini kami menerapkan tiga komponen, seperti memperkuat tatalaksana kebijakan dan anggaran, peningkatan kapasitas sumber daya pendidik dan kampanye penyadaran publik," tambah Emilia.

Selain dengan pemerintah, HKI Indonesia juga berkolaborasi dengan sejumlah universitas, di antaranya UNJ, UPI, UNY, UNESA, UNP, dan UNM, dalam memberikan pelatihan dosen dan pengembangan silabus mata kuliah. Kepada masyarakat, HKI pun mengadakan kampanye untuk menyadarkan masyarakat akan pentingnya pendidikan untuk semua orang, termasuk anak-anak yang berkebutuhan khusus.

Pada tahun 2011, lembaga internasional ini pun mengadakan kegiatan nasional tahunan, berupa Pemberian Anugerah Pendidikan Inklusif bagi para pemangku kepentingan yang terlibat dalam pendidikan inklusif, seperti para aparat pemerintahan, guru, dan masyarakat luas.

Hasil dari kinerja HKI Indonesia melalui program OVC membuahkan hasil berupa terbitnya berbagai kebijakan yang memayungi penyelenggaraan pendidikan inklusif dari tingkat nasional hingga kabupaten. Salah satunya adalah terbitnya Peraturan Gubernur dan Peraturan Bupati/Walikota tentang Pendidikan Inklusif. Dan dalam peningkatan kapasitas guru, HKI bersama Kementerian Pendidikan dan Kebudayaan Nasional telah mengembangkan modul-modul pelatihan bagi Guru Pembimbing Khusus dan pelatihan Pemateri Pendidikan Inklusif, serta melaksanakan pelatihan di enam provinsi dampingan HKI, yakni Aceh, Jakarta, Jawa Barat, Jawa Tengah-Jogjakarta, Jawa Timur, dan Sulawesi Selatan.

Dan pada hari ini, HKI Indonesia yang dibantu oleh Kementerian Pendidikan dan Kebudayaan Nasional dan USAID pun mengadakan acara seminar "Desaminasi Hasil Program OVC Nasional 2010-2013," yang memaparkan hasil kerja HKI Indonesia selama tiga tahun di enam provinsi.

Emilia pun menegaskan bahwa pendidikan inklusif merupakan sebuah pendekatan yang diyakini HKI Indonesia mampu menjamin terpenuhinya hak-hak setiap anak dalam pendidikan, khususnya mereka yang berkebutuhan khusus. "Untuk itu saya mendorong seluruh pemangku kepentingan untuk berkomitmen melanjutkan terus pengembangan pendidikan inklusif di Indonesia agar seluruh anak berkebutuhan khusus dapat menikmati layanan pendidikan yang berkualitas," lanjutnya. (EVA)

"Kami berharap lembaga donor yang lain bisa melihat bahwa ternyata anak-anak penyandang disabilitas punya potensi untuk dikembangkan," tandas Emilia.

Date: **March 19, 2013**  
Publication: **Kompas**  
Subject: **Implementation of Curriculum 2013 at Special School**  
Page: **12**

## Ditunda, Penerapan Kurikulum 2013 di SLB

Baru Bisa Dimulai Tahun 2014

JAKARTA, KOMPAS – Anak-anak berkebutuhan khusus di sekolah luar biasa ataupun di sekolah reguler yang menyelenggarakan pendidikan inklusi belum dapat menerapkan Kurikulum 2013 pada tahun ini.

"Pelaksanaan kurikulum baru di pendidikan khusus dan layanan khusus akan dimulai tahun 2014. Ini karena harus diadaptasikan dulu dengan kebutuhan setiap jenis ketunaan," kata Direktur Jenderal Pendidikan Dasar Suyanto di sela seminar Diseminasi Hasil Program Opportunities for Vulnerable Children (OVC) Nasional periode 2010-2013, Senin (18/3), di Jakarta.

Meski belum ada kepastian kurikulum baru bagi pendidikan khusus, Suyanto mengatakan ti-

dak akan ada perbedaan kurikulum. Perbedaannya hanya ada pada metode penyampaian kepada anak berkebutuhan khusus.

Direktur Pembinaan Pendidikan Khusus dan Layanan Khusus Pendidikan Dasar Kementerian Pendidikan Nasional Mudjito menambahkan, pelaksanaan kurikulum pendidikan khusus di 1.720 sekolah luar biasa tidak bisa bersamaan dengan sekolah biasa karena setiap materi harus diadaptasi dulu.

"Khusus untuk tunanetra saja

bisa tujuh model kurikulum. Belum lagi ketunaan yang lain," ujarnya.

Pemberlakuan kurikulum baik di sekolah luar biasa (SLB) maupun sekolah inklusi, lanjut Mudjito, juga tidak bisa asal-asalan. Harus dilihat kondisi siswa dan sekolah. Sebelum memberlakukan kurikulum sepenuhnya, pemerintah harus bisa memastikan akses pendidikan bagi anak berkebutuhan khusus.

### Baru 31 persen

Dari sekitar 350.000 anak berkebutuhan khusus, hanya 116.000 anak atau sekitar 31 persen yang sudah mendapatkan layanan pendidikan. Dari 116.000 anak itu, sekitar 85.000 anak di antaranya berada di 1.720 SLB dan sisanya di 2.500 sekolah inklusi.

"Dalam dua tahun terakhir ini, baru bisa ditambah 16.000 anak di 15 lokasi. Masih ada 70 persen anak yang belum sekolah," kata Mudjito.

Untuk membantu mempertugas akses pendidikan bagi anak berkebutuhan khusus, terutama di sekolah inklusi, National Program Manager Opportunities for Vulnerable Children (OVC) Helen Keller International (HKI) Emilia Kristiyanti mengatakan, pihaknya telah membuat model-model pendekatan penyelenggaraan pendidikan inklusi. Ini disebabkan, masih banyak sekolah yang belum tahu langkah persiapan yang harus dilakukan untuk memulai sekolah inklusi.

"Model sudah dibuat, diujicobakan, dan dievaluasi sehingga bisa dikembangkan oleh daerah," kata Emilia. (LJK)

Date: **March 19, 2013**  
Publication: **NRM News.Com**  
Subject: **Helen Keller International Dissemination of Inclusive Education in Indonesia**  
Page: <http://nrmnews.com/2013/03/19/hellen-keller-international-diseminasikan-hasil-program-pendidikan-inklusif-di-indonesia/>

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**"...Hellen KELLER International DISEMINASIKAN Hasil PROGRAM Pendidikan INKLUSIF di Indonesia..."**

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Slideshow Photo SEMINAR Diseminasi HKI Terkait PROGRAM Pendidikan INKLUSIF \* Oleh : Red NRMnews.com / Redaksi Nasionalis Rakyat Merdeka News Online



**"...Seminar Diseminasi HKI tentang Program Pendidikan Inklusif..."** Foto By: Red NRnews.com

\*...NRMnews.com – JAKARTA, Helen Keller International (HKI) Indonesia bekerjasama Dengan Kementerian Pendidikan dan Kebudayaan RI dan USAID, menggelar seminar \* Desaminasi Hasil Program OVC Nasional 2010-2013 \* di Hotel La Meridien Jakarta, pada Senin (18/3/2013).

Kegiatan ini merupakan paparan hasil Kerja HKI selama kurun waktu 3 tahun. HKI melalui program *Opportunities for Vulnerable Children (OVC)* telah memulai bekerjasama dengan Kemdikbud.

Kerjasama tersebut telah terjalin sejak tahun 2003, yang diperluas pada tahun 2010 dalam mengembangkan dan menyempurnakan sistem pendidikan inklusif di Indonesia. "...Pendidikan inklusif sebagai sistem penyelenggara pendidikan yang menjamin persamaan hak belajar bagi semua anak termasuk mereka yang berkebutuhan khusus, yang mendukung upaya pemerintah tuntaskan wajib belajar 12 tahun di tahun 2015," ungkap Emilia Kristiyanti, National Program Manager, HKI – OVC.

HKI didirikan pada tahun 1915, Helen Keller International (HKI) memiliki misi memerangi kebutaan dan kehidupan yang paling rentan dan kurang beruntung. HKI menanggulangi penyebab dan akibat dari kebutaan dan kekurangan gizi dengan menciptakan program-program yang berdasarkan fakta dan penelitian.

Date: **March 19, 2013**  
Publication: **Rapendik**  
Subject: **Implementation of Curriculum 2013 at Special School**  
Page: <http://rapendik.com/program/inpag/712-penerapan-kurikulum-2013-di-slb>



Anda di sini: [Home](#) > [Program Siaran](#) > [Inpag](#) > [Ditunda](#), Penerapan Kurikulum 2013 di SLB

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### Ditunda, Penerapan Kurikulum 2013 di SLB

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**JAKARTA** - Anak anak berkebutuhan khusus di sekolah luar biasa ataupun reguler yang menyelenggarakan pendidikan inklusi belum dapat menerapkan Kurikulum 2013 pada tahun ini.

"Pelaksanaan kurikulum baru dipendidikan khusus dan layanan khusus akan dimulai tahun 2014. Ini karena harus diadaptasikan dulu dengan setiap jenis ketunaan", kata Direktur Jenderal Pendidikan Dasar Suyanto di sela seminar Diseminasi Hasil Program Opportunities for Vulnerable Children (OVC) Nasional periode 2010-2013, Senin (18/3) di Jakarta.

Meski belum ada kepastian kurikulum baru bagi pendidikan khusus, Suyanto mengatakan tidak akan ada perbedaan kurikulum. Perbedaannya hanya pada metode penyampaian kepada anak kebutuhan khusus.

Direktur Pembinaan Pendidikan Khusus dan layanan Khusus Pendidikan Dasar Kementerian Pendidikan Nasional Mudjito menambahkan, pelaksanaan kurikulum pendidikan khusus di 1720 sekolah luar biasa tidak bisa bersamaan dengan sekolah biasa karena setiap materi harus diadaptasi dulu.

"khusus untuk tunanetra saja bisa tujuh model kurikulum. Belum lagi ketentuan yang lain". Ujarnya

Pemberlakuan kurikulum di sekolah luar biasa (SLB) maupun sekolah inklusi lanjut Mudjito, juga tidak bisa asal asalan. Harus dilihat kondisi siswa dan sekolah. Sebelum memberlakukan kurikulum sepenuhnya. Pemerintah harus bis memastikan akses pendidikan bagi anak berkebutuhan khusus.

**Baru 31 persen**

Dari sekitar 350.000 anak berkebutuhan khusus hanya 116.000 anak atau 31 % yang sudah mendapatkan layanan pendidikan. Dari 116.000 anak itu, sekitar 85.000 anak diantaranya berada di SLB 1.720 SLB dan sisanya di 2.500 sekolah inklusi

"Dalam dua tahun terakhir ini baru bisa ditambah 16.000 anak di 15 lokasi. Masih ada 70 % anak yang belum sekolah". Kata Mudjito

Untuk membantu memperluas akses pendidikan bagi anak berkebutuhan khusus, terutama di sekolah inklusi, National Program Manager Opportunities for Vulnerable Children (OVC) Helen Keller Internasional (HKI) Emilia Krisyanti mengatakan, pihaknya telah membuat model model pendekatan penyelenggaraan pendidikan inklusi. Ini disebabkan, masih banyak sekola yang belum tahu langkah persiapan yang harus dilakukan untuk memulai sekolah inklusi.

"model sudah dilibut, diujicobakan dan dievaluasi sehingga bisa dikembangkan oleh daerah". kata Emilia.

Sumber : Kompas (cetak)

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Date: **March 19, 2013**  
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Subject: **Majority of Disabled Lack Access to Education**  
Page: <http://www.thejakartapost.com/news/2013/03/19/majority-disabled-lack-access-education.html>



## Majority of disabled lack access to education

The Jakarta Post, Jakarta | National | Tue, March 19 2013, 10:46 AM

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Paper Edition | Page: 4

Close to 70 percent of special needs children have no access to education, says the Education and Culture Ministry.

The ministry said that only around 116,000 disabled children were currently enrolled in formal schools.

"That number was only around 31 percent of the total number of special needs children in the country, which means that the government should work harder to ensure that these children have the same access to education as any other child would." The ministry's director for special education and special services, Mudjito, said on Monday.

Mudjito said that 85,000 physically disabled children were currently enrolled in special schools, while the rest go to inclusive schools — schools with systems that no longer distinguish between children with differences or special talents or potential, from those who study general programs.

Data from the ministry showed that there were currently a total of 2,500 inclusive schools and 1,720 special schools, which provide special treatment for disabled children.

"We would add more training sessions for teachers to develop inclusive education in public schools and campaign to the public about the inclusive schools," Mudjito said. "Because apparently the most important thing for us to do is ensure that these children are comfortable studying alongside regular children at the same school."

Emilia Kristiyanti, program manager of Opportunities for Vulnerable Children (OVC) of Helen Keller International Indonesia said that one of the main obstacles faced by the government in providing education for special needs children was the lack of teachers who were equipped to teach special programs.

"Indonesia does not have enough teachers that can teach special education programs. There are only 11 universities in the country that have programs that prepare teachers for special needs children," Emilia told The Jakarta Post.

The universities include Jakarta State University (UNJ), Indonesian Education University (UPI) and Yogyakarta State University (UNY).

Emilia said that the OVC program, which was designed to help the government provide all children with equal access to education, had created a model to guide elementary school teachers in providing good education to special needs children.

Under the program, which is supported by the United States Agency for International Development (USAID), a total of 5,706 teachers have been trained for the purpose. The program also converted 25 public schools in six provinces — Aceh, DKI Jakarta, West Java, Central Java, East Java and South Sulawesi — into inclusive schools.

"We are hoping that the government will continue the program that we have developed and reach out to other provinces, including areas in the eastern part of Indonesia even though the program has now concluded," she said.

Mudjito said that the program had also succeeded in educating more than 16,000 special needs children and initiated 15 new special schools.

Separately, director general of primary and secondary education at the National Education Ministry, Suyanto, said that the new 2013 curriculum would not be implemented at inclusive and special schools. (nad)



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- *Stephan Solat*, Country Director Indonesia



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# LIST OF FIGURES

Figure 1  
Government Structure .....6

Figure 2  
Total of Specific disabilities teacher training in  
OVC Provinces .....28



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