



White Paper

Collaborative Action Plans

Towards Inclusive Higher Education
and Workplace for Persons with Disabilities

January 2025



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This White Paper publication is a result of joint research work between Nippon Foundation, Pijar Foundation, and supported by Tenggara Strategics. It is aimed to promote a society, which upholds the rights of, and provides better opportunities for persons with disabilities. In doing so, the research identifies and explores existing gaps in how accessible higher education and current practice in employment are to persons with disabilities in Indonesia. The recommendations and Collaborative Action Plans listed below are hoped to be of consideration by relevant stakeholders in ensuring a more equitable and inclusive future for all.

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List of Abbreviation

ABD	:	<i>Alat Bantu Dengar</i> (Hearing Aid)
AIDRAN	:	The Australia-Indonesia Disability Research and Advocacy Network
ASEAN	:	Association of Southeast Asian Nations
Bisindo	:	<i>Bahasa Isyarat Indonesia</i> (Indonesian Sign Language)
BPJS Ketenagakerjaan	:	<i>Badan Penyelenggara Jaminan Sosial Ketenagakerjaan</i> (Employees Social Security System)
BPKP	:	<i>Badan Pengawasan Keuangan dan Pembangunan</i>
BPS	:	<i>Badan Pusat Statistik</i> (Central Statistics Agency)
BUMN	:	<i>Badan Usaha Milik Negara</i> (State-Owned Enterprises)
BUMD	:	<i>Badan Usaha Milik Daerah</i> (Regional-Owned Enterprises)
CP	:	Cerebral Palsy
CPL	:	<i>Capaian Pembelajaran Lulusan</i> (Graduate Learning Outcomes)
CPNS	:	<i>Calon Pegawai Negeri Sipil</i> (Civil Servant Candidate)
CRPD	:	Convention on the Rights of Persons with Disabilities
CSIS	:	Centre for Strategic and International Studies
DEI	:	Diversity, Equity, and Inclusion
FHCI	:	<i>Forum Human Capital Indonesia</i> (Indonesian Human Capital Forum)
Formasi Disabilitas	:	<i>Forum Masyarakat Pemantau untuk Indonesia Inklusi Disabilitas</i> (Monitoring Society Forum for Disability Inclusive Indonesia)
GEDSI	:	Gender Equality, Disability, and Social Inclusion
GPK	:	<i>Guru Pendamping Khusus</i> (Shadow Teachers)
iChat	:	I Can Hear and Talk

IDEAS/DEIA	:	Inclusivity, Diversity, Equity, Accessibility, and Sensitivity
JAWS	:	Job Access with Speech
KKN	:	<i>Kuliah Kerja Nyata</i> (Community Service Program)
KND	:	<i>Komisi Nasional Disabilitas</i> (National Commission on Disabilities)
MECCoRT	:	Monitoring, Evaluating, Controlling, Consulting, and Re-Training
NGO	:	Non Governmental Organizations
PKWT	:	<i>Perjanjian Kerja Waktu Tertentu</i> (Fixed-Term Employment Contracts)
PLD	:	<i>Pusat Layanan Disabilitas</i> (Disability Service Center)
RPP	:	<i>Rancangan Peraturan Pemerintah</i> (Government Regulation Draft)
SIBI	:	<i>Sistem Isyarat Bahasa Indonesia</i> (Indonesian Sign Language System)
SLB	:	<i>Sekolah Luar Biasa</i> (Special Schools for Children with Disabilities)
Sakernas	:	<i>Survei Angkatan Kerja Nasional</i> (National Labor Force Survey)
TNP2K	:	<i>Tim Nasional Percepatan Penanggulangan Kemiskinan</i> (National Team for the Acceleration of Poverty Reduction)
UIN Sunan Kalijaga	:	<i>Universitas Islam Negeri Sunan Kalijaga</i>
ULD	:	<i>Unit Layanan Disabilitas</i> (Disability Service Units)
UMR	:	<i>Upah Minimum Regional</i> (Regional Minimum Wage)
UNESA	:	<i>Universitas Negeri Surabaya</i>
UNU Yogyakarta	:	<i>Universitas Nahdlatul Ulama Yogyakarta</i>
WLKP	:	<i>Wajib Laporan Ketenagakerjaan Perusahaan</i> (Company Manpower Reporting Obligation)
YAKKUM	:	<i>Yayasan Kristen untuk Kesehatan Umum</i> (Christian Foundation for Public Health)

| Forewords

In our pursuit of a more inclusive society, the rights and opportunities for persons with disabilities are not just a matter of policy—they are a reflection of our shared humanity. This research, conducted by Nippon Foundation, Pijar Foundation, and supported by Tenggara Strategics, shed light on the challenges that many persons with disabilities still face in accessing education and employment, but more importantly, it shows the power of collective action in creating real change.

While Indonesia has made important progress with laws and policies aimed at supporting persons with disabilities, the reality is that many of these good intentions have yet to translate into everyday practices. This report reminds us that inclusion is not just about laws on paper; it is about how we, as a society, open doors, remove barriers, and create spaces where everyone can thrive.

The report emphasizes a simple but powerful truth: we achieve more when we can work together. Inclusion is not just the job of one sector; it is a shared responsibility. When educators, employers, policymakers, and communities join forces, to create a network of support that makes real inclusion possible. We believe this collective effort will break down barriers and open new opportunities for persons with disabilities.

As you read through the insights and recommendations in this report, I hope you will feel inspired to take collective measures towards inclusivity. Let us take these findings as a call to action—a chance to make a real difference in the lives of persons with disabilities. Together, we can create a society that truly values and uplifts every one of its members.

Executive Summary

- Significant efforts are still needed to mainstream accessibility for persons with disabilities in higher education and employment sectors. The government has taken steps towards inclusive higher education and employment by passing Law No. 8 of 2016 on Equal Rights and Accommodations for Persons with Disabilities and subsequent regulations aligned with international conventions.
- However, the actual implementation and monitoring of these laws require significant improvements to ensure that all sectors, from local governments, higher education institutions, to employers, comply with the law and prevents potential discrimination.
- Among the important actions that the government should take is the strengthening of National Commission on Disabilities' (KND) position and role in governing disability-related issues, especially in higher education and employment sectors, through robust monitoring mechanisms and planning capacity.
- Stakeholders in the higher education and employment sectors still have limited knowledge of the spectrum of disabilities and government policies on the matter, hindering their ability to provide the necessary support throughout the persons of disabilities' academic and professional life. More fundamentally, the Indonesian society still views disability inclusion through a charity-based lens instead of a human rights-based lens.
- Special education curricula are not designed to equip students with the competitive skills required for higher education and white-collar employment, limiting their opportunities for a smooth transition into these areas. Nevertheless, more higher education institutions are willing to accept more students with disabilities and implement disability-inclusive regulations aligned with the Law No. 8 of 2016 on Disabilities, including providing disability service units and other necessary arrangements.
- When persons with disabilities are hired, they often face discrimination throughout their employment. They encounter biased recruitment practices, inequitable salaries, and limited career advancement opportunities. This discrimination is partly due to the perception that hiring workers with disabilities involves high risks and significant costs.
- Stakeholders in higher education and employment sectors, including universities, state-owned enterprises, and private companies, should explore innovative funding mechanisms to support disability-inclusive initiatives, with emphasis on building the professional capacities of persons with disabilities and emphasizing their value in academic and professional contexts.

Chapter I

Research Overview

1. Research Overview

This research seeks to propose a set of Collaborative Action Plans to address the critical gaps regarding the inclusion of persons with disabilities in Indonesia's higher education and workforce as highlighted by national and international reports. According to the National Committee on Disabilities (KND) in 2022, only 2.8 percent of persons with disabilities enjoyed higher education.¹ On the other hand, the Central Statistics Agency (BPS) said there were over 720,000 workers with disabilities in Indonesia in 2022.² This figure represents a 160 percent increase compared to 2021, when it was 277,018 people. Nevertheless, the largely persisting inaccessibility of the job market has led many persons with disability to be self-employed.³ Data from 2023 by the Australia-Indonesia Disability Research and Advocacy Network (AIDRAN) shows that only 1 percent of the total population of persons with disabilities in Indonesia are employed in the formal sector.⁴ These disparities perpetuate cycles of poverty and social exclusion, underscoring the urgent need for more effective policies and practices.

This research especially focuses on the ways in which we can improve policies and practices in higher education and formal employment sectors, including the strategic linkage between the two sectors. Higher education institutions play a pivotal role in equipping persons with disabilities with the skills necessary for meaningful employment and information regarding available opportunities. An accommodative pipeline is also urgently needed to ensure skilled persons with disabilities have a place to showcase their talent.

While Indonesia has established a robust legal framework for disability inclusion, including Law No. 8 of 2016 on Persons with Disabilities, Government Regulation No. 13 of 2020 on Reasonable Accommodation, and Government Regulation No. 60 of 2020 on Disability Services Units for Employment, the implementation of these policies remains inconsistent. In higher education, institutions often lack the infrastructure, awareness, and support systems to prepare students with disabilities for the labor market. Similarly, employers frequently cite the perceived complexity and costs of hiring persons with disabilities as barriers, resulting in token compliance rather than meaningful inclusion.

This research is designed to identify challenges and best practices in meaningfully integrating persons with disabilities into higher education and employment systems. The study focuses on white-collar employment beyond short-term internships, paid part-time, or full-time roles with reasonable accommodations that meet or exceed the applicable regional minimum wage (UMR) where employees work.

This research concludes with a set of Collaborative Action Plans which are inspired by the best practices and responses to common implementation challenges. The Collaborative Action Plans are ambitious yet still practical to pave the way for accelerated progress.

This research, due to space and time constraints, focuses primarily on outlining Collaborative Action Plans between higher education institutions and formal employers in fostering inclusive formal employment for persons with disabilities. We still foundationally acknowledge that sustainable economic empowerment and social inclusion for persons with disabilities requires stronger collaborations in multiple sectors: family, parenting, and early childhood; primary and secondary education; formal employment and entrepreneurship; social insurance, and others. We welcome further collaboration opportunities to deepen research on areas not covered by this report.

1.1 Research methodology

This Collaborative Action Plan is developed based on a qualitative study, taking place from September 2024 to January 2025, utilizing desk study and in-depth interviews as the data gathering mechanism. The stakeholders taking part in the interview processes are representatives from higher education institutions, employment, disability communities, and experts.

¹ Antara, "Hanya 2,8 persen penyandang disabilitas raih pendidikan tinggi", Aug. 22, 2023, <https://tinyurl.com/2w629j6w>

² Good Stats, "Menilik Distribusi Sektor Pekerja Disabilitas Indonesia", Oct. 1, 2023, <https://tinyurl.com/3xxhtay>

³ Databoks, "Mayoritas Pekerja Disabilitas di Indonesia Berstatus Wirausaha", Aug. 8, 2023, <https://tinyurl.com/52tmsh6s>

⁴ Viva, "Penelitian Ungkap Makin Banyak Perempuan Tunanetra yang Masuk Sektor Kerja Formal", Oct. 5, 2024, <https://tinyurl.com/arcjixv8>

The following are the stakeholders who took part in the research:

Higher education institutions

1. Universitas Nahdlatul Ulama Yogyakarta
2. Universitas Negeri Surabaya
3. Universitas Prasetiya Mulya

Employers

1. Telkom Indonesia
2. Microsoft Indonesia
3. MIND.ID

Disability community, sociopreneur, and representative

1. Yayasan Mitra Netra
2. Parakerja Disabilitas
3. A representative of a person with a Deaf disability

Expert

1. Cakra Yudi Putra – Political analyst and Assistant to the Presidential Aide on Disability Affairs
2. Government Body
3. National Commission on Disabilities (KND)

To analyze the data gathered from desk study and in-depth interviews, this research uses data triangulation which refers to the use of multiple datasets, methodologies, theoretical frameworks, and/or investigators to address specific research objectives. This strategy is employed to enhance the validity and reliability of findings while reducing the potential impact of biases on the research process.

Moreover, to strengthen the research analysis, this study is also equipped with legal analysis to ensure the Collaborative Action Plans as the outcome have a strong basis and applicability. Legal analysis in this research involves the application of legal principles and reasoning, from several levels of regulation including international conventions, national laws, government regulations, presidential regulations, and ministerial regulations, to examine and interpret facts within the context of a research study of disability issues in Indonesia. This process entails evaluating how the law pertains to the disability topic, typically including identifying relevant legal issues, applying legal rules, and formulating conclusions based on the analysis.

Chapter II

Regulatory Frameworks

2. Regulatory Frameworks

Indonesia has made significant strides in establishing regulatory frameworks to protect the rights of persons with disabilities, particularly in the fields of higher education and employment. The country has aligned its laws with an important international convention on disability issues, namely the United Nations Convention on the Rights of Persons with Disabilities. The primary legislation is Law No. 8 of 2016 on Persons with Disabilities, which, among others, guarantees the right to inclusive and accessible education and employment at all levels. However, the implementation of these mandates remains a challenge, not least in higher education institutions and formal employment sectors.

National Regulatory Mandates

Regulation	Substance	Category
Laws		
Law No. 8 of 2016	Concerning Persons with Disabilities, providing comprehensive rights and protection for persons with disabilities Note: This law also introduces the establishment of the National Commission on Disabilities (KND)	General
Law No. 20 of 2003	Law on the National Education System, including ensuring the right to education for persons with disabilities (Article 5, 11, 32)	Higher Education
Law No. 13 of 2003	Law on Employment, which regulates employment, and training for persons with disabilities (Article 5, 67, 68)	Employment
Law No. 6 of 2023	Job Creation Law, with specific provisions that regulate rights and accommodations for persons with disabilities (Article 67)	Employment
Government Regulations		
Government Regulation No. 52 of 2019	Concerning the implementation of Law No. 8 of 2016, detailing the steps for fulfilling the rights of persons with disabilities	General
Government Regulation No. 70 of 2019	Concerning the planning, implementation, and evaluation of respect, protection, and fulfillment of the rights of persons with disabilities	General
Government Regulation No. 13 of 2020	Concerning reasonable accommodation in employment for persons with disabilities	Higher Education
Government Regulation No. 60 of 2020	Concerning the Disability Services Unit (ULD) for Employment	Employment

Presidential Regulations		
Presidential Regulation No. 68 of 2019	Organizational structure, duties, functions, and working procedures of the National Commission on Disabilities (KND) in Indonesia	General
Presidential Regulation No. 67 of 2020	Regulates the requirements and procedures for awarding recognition to parties who contribute to the respect, protection, and fulfillment of the rights of persons with disabilities	General

Ministerial Regulations		
Ministerial of Public Works and Public Housing Regulation No. 14 of 2017	Concerning Requirements for Ease of Building Accessibility for Users Particularly Those with Disabilities, the Elderly, Pregnant Women, and Children	General
Ministerial of Education, Culture, Research, and Technology Regulation No. 48 of 2023	Concerning Reasonable Accommodation for Students with Disabilities at the Formal Early Childhood Unit, Primary, Secondary, and Higher Education	Higher Education
Ministerial of Education and Culture Regulation No. 157 of 2014	Concerning Special Education Services for Students with Disabilities	Higher Education
Ministerial of Religious Affairs Regulation No. 1 of 2024	Concerning Reasonable Accommodation for Students with Disabilities under the Ministry of Religious Affairs	Higher Education
Ministerial of Manpower Regulation No. 39 of 2016	Concerning Labor Placement, Including Non-Discriminatory Practices for Persons with Disabilities	Employment
Ministerial of Manpower Regulation No. 20 of 2019	Concerning Placement and Expansion of Employment Opportunities Through Fixed-Term Employment Contracts (Pkwt), Ensuring Fair Treatment for Persons With Disabilities	Employment
Ministerial of Manpower Regulation No. 21 of 2020	Concerning Guidelines for The Establishment of Disability Service Units (ULD) in the Employment Sector	Employment
Ministerial of Manpower Regulation of The Republic of Indonesia No. 3 of 2021	Concerning Guidelines for Granting National Awards to Companies and State-Owned Enterprises Employing Workers with Disabilities	Employment

In addition to domestic regulations, the Indonesian government adheres to international norms that support the fulfillment of rights and the emancipation of persons with disabilities. Indonesia ratified the Convention on the Rights of Persons with Disabilities (CRPD) through the establishment of Law No. 19 of 2011 on Nov. 11, 2011. CRPD serves as a primary reference in shaping an ideal

regulatory framework for persons with disabilities. As an international standard, the CRPD establishes global benchmarks to ensure that persons with disabilities fully and equally enjoy their rights.

The CRPD offers guidance to countries in developing inclusive laws and policies, while also promoting respect for the rights of persons with disabilities across various aspects of life, including education, employment, accessibility, and societal participation. By using the CRPD as a benchmark, countries can create regulations that not only align with international standards but also foster an inclusive and equitable environment for all persons with disabilities.

In the regional context, the ASEAN Declaration on the Rights of Persons with Disabilities (2016) and the ASEAN Enabling Masterplan 2025: Mainstreaming the Rights of Persons with Disabilities are pivotal in shaping regulatory frameworks within the ASEAN region. The 2016 ASEAN Declaration underscores the commitment of member states to protect and promote the rights of persons with disabilities, ensuring their full inclusion in society.

Meanwhile, the ASEAN Enabling Masterplan 2025 provides a strategic roadmap for incorporating the rights of persons with disabilities into various development policies and programs across the region. Together, these frameworks enable ASEAN countries to craft regulations that meet regional standards while ensuring comprehensive inclusion and well-being for persons with disabilities.

Following Indonesia's participation in several international agreements on disability, highlighting the strong intention of Indonesia to be friendly-disability country, the Indonesian government should respect the universally accepted norms to ensure persons with disabilities inclusion in every aspect of life. Further arrangements, consequently, should be developed to ensure those global norms are effectively applied in the country. Moreover, those international conventions also give the Indonesian government important guidelines to develop domestic rules and regulations on the matter to keep up with international setups, including in the sector of higher education and employment.

International Conventions

Convention	Substance	Category
United Nations Convention on the Rights of Persons with Disabilities (CRPD)	An international treaty designed to protect the human rights and dignity of persons with disabilities, ensuring their full and equal enjoyment of fundamental rights and freedoms.	General
Optional Protocol to the Convention on the Rights of Persons with Disabilities	A mechanism for individual complaints and inquiries enabling persons with disabilities or their representatives to report violations of rights under the CRPD to the UN Committee on the Rights of Persons with Disabilities.	General
ASEAN Declaration on the Rights of Persons with Disabilities (2016)	Reaffirms the commitment of ASEAN member states to protect and promote the rights of persons with disabilities while ensuring their full inclusion in society.	General
ASEAN Enabling Masterplan 2025: Mainstreaming the Rights of Persons with Disabilities	Provides guidance to ASEAN countries on integrating the rights of persons with disabilities into national and regional development policies and programs. The master plan encompasses key areas, including education, employment, health, and political participation.	General

Building on this foundation, the following outlines the specific national mandates governing the inclusion of persons with disabilities in higher education and employment, along with an analysis of implementation gaps.

Chapter III

Regulations in Higher Education

3. Regulations in Higher Education

Indonesia has established a comprehensive legal framework to ensure equal access to education for persons with disabilities, including at the higher education level. The cornerstone of this framework is Law No. 8 of 2016 on Persons with Disabilities, which guarantees the right to inclusive and accessible education at all levels. Besides, there is also Law No. 20 of 2003 on the National Education System, emphasizing equal opportunities for all citizens, regardless of physical or intellectual challenges.

Government Regulation No. 13 of 2020 and Government Regulation No. 57 of 2021 further elaborate on accommodations for students with disabilities, requiring higher education institutions to provide reasonable accommodations, facilities, and supportive learning environments.

In addition, Ministerial Regulation of the Ministry of Research, Technology, and Higher Education No. 46 of 2017 mandates universities to implement inclusive education by adapting curricula, infrastructure, and services to meet the needs of students with disabilities. The latest Ministerial Regulation of the Ministry of Research, Technology, and Higher Education No. 7 of 2023 reaffirms these obligations, ensuring that universities uphold standards of accessibility and inclusion throughout all educational processes.

To summarize these regulations, the following “do’s and don’ts” outline the obligations that higher education institutions must fulfill to comply with the legal framework:

No	Regulations	Do’s	Don’ts	Explanation
1	Law No. 20 of 2003 on the National Education System	<p>Article 10: Persons with disabilities have the right to access quality education in all types, pathways, and levels of education, provided in both inclusive and specialized settings.</p> <p>Article 42 (1): The Government and Regional Governments are obligated to organize and/or facilitate the implementation of inclusive education and ensure the provision of reasonable accommodation and accessibility for Students with Disabilities.</p>	<p>Article 145: Any person who intentionally engages in discriminatory actions against persons with disabilities, resulting in the deprivation of their rights to work, education, health, politics, religion, and/ or freedom of movement in public, shall be subject to imprisonment for up to 2 (two) years and/or a fine of up to Rp 200,000,000 (two hundred million rupiah).</p>	<p>Persons with disabilities have the right to receive quality education at all levels, whether in inclusive or special schools. The government, including local authorities, is responsible for ensuring that schools provide reasonable accommodations—such as ramps or learning aids—to support their educational needs.</p> <p>At the same time, discrimination against persons with disabilities is strictly prohibited. Anyone who intentionally prevents them from accessing their rights, including education, may face imprisonment or a fine. This law ensures that persons with disabilities are treated fairly and provided with the support they need to succeed in education and beyond.</p>

2	Law No. 8 of 2016 on Persons with Disabilities	<p>Article 42 (3): Every higher education institution is obligated to facilitate the establishment of a Disability Service Unit.</p> <p>Article 42 (4): The Disability Service Unit as referred to in paragraph (3) functions to:</p> <ul style="list-style-type: none"> a. enhances the competence of educators and education staff in higher education in addressing the needs of students with disabilities; b. coordinates every work unit within the higher education institution in fulfilling the special needs of students with disabilities; c. monitor and evaluate the implementation of reasonable accommodations; d. provides counseling services to students with disabilities; e. conduct early detection for students suspected of having disabilities; f. refers students suspected of having disabilities to doctors, psychologists, or psychiatrists; and g. provides dissemination of understanding regarding disabilities and inclusive education systems to educators, education staff, and students. 	-	<p>Students with disabilities have the right to receive reasonable accommodations in their educational settings, as stated in Government Regulation No. 13 of 2020 on Reasonable Accommodation for Students with Disabilities.</p> <p>Although the regulation does not specifically define “reasonable accommodation,” it generally refers to adjustments or supports that meet the individual needs of students with disabilities. This could include things like accessible learning materials, specialized equipment, or modifications to the classroom environment to ensure they can fully participate in education.</p> <p>Schools and educational institutions are required to provide these accommodations to ensure equal access to education for all students, regardless of their disabilities.</p>
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3	Government Regulation No. 13 of 2020 on Reasonable Accommodation for Students with Disabilities	<p>Article (2): Every student with disabilities in educational settings has the right to receive reasonable accommodations in education.</p>	-	<p>Students with disabilities have the right to receive reasonable accommodation in their educational settings, as stated in Government Regulation No. 13 of 2020 on Reasonable Accommodation for Students with Disabilities.</p> <p>Although the regulation does not specifically define “reasonable accommodation,” it generally refers to adjustments or supports that meet the individual needs of students with disabilities. This could include things like accessible learning materials, specialized equipment, or modifications to the classroom environment to ensure they can fully participate in education.</p> <p>Schools and educational institutions are required to provide these accommodations to ensure equal access to education for all students, regardless of their disabilities.</p>
4	Government Regulation No. 57 of 2021 on National Education Standards	<p>Article 2 (1): The National Education Standards aim to guarantee the quality of national education to enlighten the life of the nation and shape the character and civilization of a dignified society.</p> <p>Article 2 (3): Education is organized inclusively and provides access for students with disabilities to receive quality education according to their needs.</p>	-	<p>The National Education Standards are designed to ensure high-quality education for all, including students with disabilities, by organizing education inclusively and providing them with the necessary support. This includes accommodation tailored to their needs, such as accessibility aids and learning tools.</p>

5	Ministerial Regulation of the Ministry of Research, Technology, and Higher Education No. 46 of 2017 on Inclusive Education in Higher Education	Article 3: Higher education institutions must provide inclusive education for persons with disabilities by offering reasonable accommodations, accessible facilities, and a learning system that meets their needs.	-	Higher education institutions are required to provide inclusive education for students with disabilities by offering reasonable accommodations, accessible facilities, and a tailored learning system. This accommodation ensures that students with disabilities can fully participate in their educational experience.
6	Ministerial Regulation of the Ministry of Education, Culture, Research, and Technology No. 7 of 2023 on Higher Education Standards	Article 5 (3): Higher education institutions are required to provide accessibility and reasonable accommodations for students with disabilities in the educational, learning, and assessment processes.		Higher education institutions are required to provide accessibility and reasonable accommodations for students with disabilities in all aspects of education, including learning and assessment. This ensures that students with disabilities can participate in education on equal footing with others.

For comprehensive guidance on inclusive education in higher education, including reasonable accommodations and other forms of support, educators and institutions can refer to the Guidelines for the Implementation of Inclusive Education (*Panduan Pelaksanaan Pendidikan Inklusif*). This guideline provides detailed instructions on accommodations, such as accessible learning materials, adaptive technology, and flexible assessment methods. Additionally, it outlines broader support measures for higher education, including ensuring physical and digital accessibility in classrooms, libraries, and online platforms, and fostering an inclusive academic environment.

In the context of higher education, institutions have the authority to establish their own regulations and policies to promote inclusivity. However, this does not diminish their responsibility to align with broader legal frameworks and guidelines. While universities may tailor their approaches, they must still ensure compliance with national standards and principles, as outlined in regulations like these guidelines. This could include offering specialized academic counseling, mentorship programs, mental health support services, and accessible facilities, such as dormitories and student centers.

Moreover, the guidelines encourage institutions to adopt a holistic approach by integrating disability awareness into campus life, promoting inclusive policies, and facilitating open dialogue among students, faculty, and administration. This flexibility allows each university to address the specific needs of its students with disabilities while contributing to a nationwide effort to foster an inclusive and equitable higher education system.

Chapter IV

Regulations in Employment

4. Regulations in Employment

Employment regulations in Indonesia emphasize equal opportunities and protection for workers with disabilities. According to Law No. 13 of 2003 on Employment, employers are required to provide job training for workers with disabilities that is tailored to their type and degree of disability, as well as their capabilities. Additionally, the law mandates that employers offer appropriate protections, including accessibility, work tools, and personal protective equipment suited to the workers' needs.

Termination of employment for workers with disabilities due to a work-related accident is prohibited. However, if a worker experiences a disability due to a work-related accident and is unable to perform their job, they may request termination and receive severance pay, service appreciation pay, and compensation, depending on the duration of their incapacity.

Furthermore, Law No. 8 of 2016 on Persons with Disabilities emphasizes the right of persons with disabilities to receive equal treatment in the workplace. This includes the provision of reasonable accommodations, equal pay, and protection from discrimination in recruitment, career development, and dismissal. Employers are required to employ at least 2 percent of persons with disabilities in government and state-owned enterprises (BUMN) and 1 percent in private companies, with incentives to encourage compliance. The incentive that the government must give to private companies is to ease the licensing process, recognition, and assistance in providing accessible work facilities.

On the other hand, Law No. 8 of 2016 also regulates the potential administrative sanctions to employers who fail to provide reasonable accommodations and accessible facilities for workers with disabilities are subject to administrative sanctions, including a written warning, suspension of operational activities, freezing of business licenses, and revocation of business licenses. Nevertheless, the law did not include the potential sanction for those that did not fulfill the minimum percentage of employing persons with disability, which should be the first milestone the employers should pass.

Even though the government already has the Minister of Manpower Regulation No. 3 of 2021, it is still considered not enough to fully accommodate the promised incentives by Law No. 8 of 2016. The Minister of Manpower Regulation No. 3 of 2021 outlines the Guidelines for Granting National Awards to Companies and BUMN Employing Workers with Disabilities based on specific criteria. In other words, the other incentive models mandated in Law No. 8 of 2016, such as easing the licensing process and assistance in providing accessible work facilities, are not further regulated yet. Currently, the government is still working on the Draft of the Government Regulation on Concessions and Incentives to address this issue.

In addition, the absence of potential sanctions for those who do not obey the minimum percentage of employing persons with disability presented by Law No. 8 of 2016 has raised some questions. Nevertheless, a representative of the disability community welcomes this situation considering the arrangement would provoke declination from employers to the existence of the law. Besides, some employers would have their respective reasons why they are not able to fulfill such an arrangement, which could be accepted. Hence, it is considered better for the government to not focus on the sanction part of the law.

These regulations ensure that workers with disabilities are provided with equal opportunities, support, and protection in the employment sector.

Based on the list of existing regulations related to persons with disabilities, the following is a summary of the relevant provisions from each regulation, presented in a 'do's and don'ts' format, outlining the obligations employers must fulfill as follows:

No	Regulations	Do's	Don'ts	Explanation
1	Law No. 13 of 2003 on Employment	<p>Article 19: Job training for workers with disabilities shall be conducted with consideration of the type, degree of disability, and the capabilities of the individual concerned.</p> <p>Article 21: Job training may be conducted using an apprenticeship system.</p>	-	<p>Job training for workers with disabilities must be tailored to their specific needs, taking into account the type and degree of disability, as well as individual abilities. This approach ensures that the training program is not a 'one-size-fits-all' model, but rather one designed to accommodate the unique conditions of each worker. The goal is to provide the necessary support and skills development to enable workers with disabilities to perform their jobs effectively, without being hindered by their disabilities. By considering these factors, employers and training providers can create more inclusive environments that maximize the potential of workers with disabilities, allowing them to contribute meaningfully to the workforce. Additionally, job training can be offered through apprenticeship programs.</p> <p>This law still uses the term 'defective person.'</p> <p>Law No. 8 of 2016 on Disabilities states that:</p> <p>(1) The types of Persons with Disabilities include:</p> <p>a. Persons with physical disabilities; b. Persons with intellectual disabilities; c. Persons with mental disabilities; and/or d. Persons with sensory disabilities.</p> <p>(2) The types of Persons with Disabilities referred to in paragraph (1) can be experienced singly, doubly, or multiply over the long term, as determined by medical personnel in accordance with the provisions of the legislation. (Further details on the types and degrees of disability are provided in Law No. 8 of 2016 on Disabilities).</p>
		<p>Article 5: Every worker has the same opportunity, without discrimination, to obtain employment.</p> <p>Article 6: Every worker/ laborer has the right to receive equal treatment, without discrimination, from employers.</p> <p>Article 67 (1): Employers who employ workers with disabilities are required to provide protection in accordance with the type and degree of disability.</p>	-	<p>Employers are required to ensure that workers with disabilities have equal opportunities to obtain employment and receive equal treatment, without discrimination. Furthermore, employers must provide protection to the disabled workforce based on the type and degree of their disability.</p> <p>This law still uses the term 'defective person.'</p> <p>Law No. 8 of 2016 on Disabilities states that:</p> <p>(2) The types of Persons with Disabilities include: a. Persons with physical disabilities; b. Persons with intellectual disabilities; c. Persons with mental disabilities; and/or d. Persons with sensory disabilities.</p> <p>(2) The types of Persons with Disabilities referred to in paragraph (1) may be experienced singularly, doubly, or multiply over the long term, as determined by medical personnel in accordance with the provisions of the legislation. (Further details on the types and degrees of disability are provided in Law No. 8 of 2016 on Disabilities.)</p>

No	Regulations	Do's	Don'ts	Explanation
		-	<p>Article 153 (1): Employers are prohibited from terminating employment relations for the reasons: j. Workers/laborers who are permanently disabled, sick as a result of a work accident, or sick due to a work relationship according to a doctor's certificate and the healing period cannot be ascertained.</p>	<p>Employers are prohibited from terminating the employment of workers who experience permanent disability or illness due to work accidents. However, in certain cases, if a worker sustains a work-related injury that results in disability and prevents them from performing their duties, the worker may request termination of employment. In such cases, workers who request termination because they are no longer able to work are entitled to severance pay, as regulated in Article 172.</p> <p>Article 172: Workers/laborers who experience prolonged illness or disability due to work accidents and are unable to perform their work after exceeding a 12-month period may apply for termination of employment. They are entitled to severance pay equal to two times the provisions of Article 156, paragraph (2), gratuity money equal to two times the provisions of Article 156, paragraph (3), and compensation money equal to one time the provisions of Article 156, paragraph (4).</p>
2	Law No. 8 of 2016 on Persons with Disabilities	<p>Article 11: The rights to employment, entrepreneurship, and cooperatives for persons with disabilities include the right to: a. Obtain employment organized by the government, regional governments, or private sectors without discrimination; b. Receive the same wages as workers without disabilities for the same type of work and responsibilities; c. Receive reasonable accommodation in employment; d. Participate in return-to-work programs; e. Be placed in work fairly, proportionately, and with dignity; f. Have opportunities for career development and all normative rights attached to it; g. Advance in business, have self-employment, engage in entrepreneurship, develop cooperatives, and start their own businesses.</p>	<p>Article 11: d. not dismissed for reasons of disability;</p> <p>Article 143: Every person is prohibited from obstructing and/or prohibiting Persons with Disabilities from obtaining:</p> <p>b. Employment, entrepreneurship and cooperative rights as intended in Article 11;</p> <p>Article 145: Any person who obstructs and/or prohibits persons with disabilities from obtaining their rights as referred to in Article 143 shall be sentenced to a maximum imprisonment of 2 (two) years and a maximum fine of Rp 200,000,000.00 (two hundred million rupiahs).</p>	<p>Persons with disabilities have the right to obtain employment without discrimination, whether in the public sector, private sector, or through regional government initiatives. They are entitled to receive equal pay for the same type of work and responsibilities as their colleagues without disabilities. In addition, reasonable accommodation must be provided to ensure that they can perform their duties effectively. Persons with disabilities also have the right to participate in return-to-work programs and to be placed in jobs fairly, proportionately, and with dignity. The law guarantees them opportunities for career development, ensuring access to all normative rights related to their employment. Furthermore, the law supports their ability to thrive in business, including engaging in self-employment, entrepreneurship, cooperative development, and starting their own businesses, thereby promoting financial independence and professional growth.</p>

No	Regulations	Do's	Don'ts	Explanation
		<p>Article 45: The Government and Regional Governments are obligated to ensure that the processes of recruitment, acceptance, job training, job placement, work continuity, and career development for persons with disabilities are fair and free from discrimination.</p>	-	<p>Every stage of the employment process for persons with disabilities— including recruitment, acceptance, job training, job placement, work continuity, and career development— must be conducted fairly and equally. Employers are required to ensure that persons with disabilities have the same opportunities as others, without discrimination, at each step of the process. Whether in recruitment, job training, or career advancement, workers with disabilities should be evaluated and treated based on their abilities, qualifications, and performance, not their disability. This law emphasizes inclusivity and fairness, ensuring that individuals with disabilities have equal opportunities to succeed and advance in their careers within a supportive and non-discriminatory work environment.</p>
3	Law No. 8 of 2016 on Persons with Disabilities	<p>Article 46 (1): The Government and Regional Governments are obligated to provide opportunities for persons with disabilities to participate in job skills training at government, regional government, and/or private job training institutions.</p> <p>Article 46 (2): The job training institutions referred to in paragraph (1) must be inclusive and easily accessible.</p>	-	<p>Governments, including local governments, and employers are required to provide inclusive and accessible skills training for persons with disabilities. Job training for workers with disabilities must be tailored to their specific needs, considering the type and level of disability, as well as individual abilities. The training programs should not follow a uniform “one-size-fits-all” approach but should be designed to accommodate the unique conditions of each worker. The goal is to ensure that workers with disabilities receive the appropriate support and skill development necessary to perform their duties effectively, without being hindered by their disabilities. By taking these factors into account, employers and training providers can foster more inclusive environments, maximizing the potential of workers with disabilities and enabling them to contribute meaningfully to the workplace.</p>

No	Regulations	Do's	Don'ts	Explanation
		<p>Article 47: In the recruitment process of workers with disabilities, employers may:</p> <ul style="list-style-type: none"> a. Conduct placement tests to assess interests, talents, and abilities; b. Provide assistance with filling out application forms and other necessary processes; c. Offer tools and test formats that are suitable for the condition of the disability; and d. Allow flexibility in the completion time of tests based on the condition of the disability. 	-	Employers must ensure that the recruitment process for persons with disabilities is inclusive and tailored to their needs. Employers may conduct placement tests to assess the interests, talents, and abilities of individuals with disabilities. In addition, employers are expected to provide assistance with filling out application forms and other necessary processes, as well as offering tools and test formats suited to the worker's disability condition. Employers should also allow flexibility in the timing of test completion, in line with the individual's disability condition. These measures help ensure that recruitment processes are fair and inclusive, enabling persons with disabilities to fully showcase their abilities.
		<p>Article 48: In the placement of workers with disabilities, employers may:</p> <ul style="list-style-type: none"> a. Provide an orientation or adaptation period at the beginning of the employment term to assess needs, including organizing training or internships; b. Offer a flexible workplace by adjusting to the type of disability without reducing work task targets; c. Provide rest periods; d. Offer a flexible work schedule while still meeting the allocated work hours; e. Assist in the execution of work tasks by considering the specific needs of workers with disabilities; and f. Provide special leave or time off for medical treatment. 		Employers, in the placement of workers with disabilities, should provide an orientation or adaptation period at the start of the employment term. This period allows both the employer and the employee to assess what specific accommodations or support are needed to help the employee perform their duties effectively. It may involve identifying necessary tools, making workplace adjustments, or providing tailored accommodations based on the worker's disability. During this period, employers can also organize training or internships to help the worker gain the skills and familiarity required for the job. This approach ensures a smooth transition into the workplace, setting up workers with disabilities for success and addressing their needs from the outset.

No	Regulations	Do's	Don'ts	Explanation
		<p>Article 49: Employers are obligated to pay workers with disabilities the same wages as non-disabled workers performing the same type of work and assuming the same responsibilities.</p>	-	<p>Persons with disabilities are entitled to the same wages as other workers performing the same type of work and carrying the same responsibilities. This ensures that individuals with disabilities are not discriminated against in terms of compensation due to their disability. Employers must ensure that their remuneration systems are fair and uphold the principle of equality, offering equal pay to workers with disabilities who perform work at the same level and responsibility as their non-disabled counterparts.</p>
		<p>Article 50 (1): Employers are obligated to provide reasonable accommodations and facilities that are easily accessible to workers with disabilities.</p> <p>Article 50 (2): Employers must establish a complaint mechanism for addressing the non-fulfillment of the rights of persons with disabilities.</p> <p>Article 50 (3): The Government and Regional Governments are required to promote the provision of reasonable accommodation and facilities that are easily accessible to workers with disabilities.</p>	<p>Article 50 (4): Employers who fail to provide reasonable accommodations and facilities that are easily accessible to workers with disabilities will be subject to administrative sanctions, including:</p> <ul style="list-style-type: none"> a. A written reprimand; b. Cessation of operational activities; c. Suspension of business permits; and d. Revocation of the business license. 	<p>Employers are required to provide reasonable accommodation and accessible facilities for employees with disabilities.</p> <p>Reasonable accommodation refers to the necessary and appropriate adjustments made to ensure that individuals with disabilities can fully enjoy and exercise their human rights and fundamental freedoms on an equal basis with others, as outlined in Law No. 8 of 2016 on Persons with Disabilities.</p> <p>Accessibility involves creating environments that provide equal opportunities for all individuals to participate in various aspects of life and livelihood, ensuring that persons with disabilities can engage with society without barriers, as also detailed in Law No. 8 of 2016 on Persons with Disabilities.</p> <p>Facilities encompass all or part of the infrastructure and amenities in buildings and their surrounding areas, designed to ensure accessibility and usability for everyone, as described in the Regulation of the Minister of Public Works and Public Housing No. 14 of 2017 on Building Convenience Requirements.</p> <p>Employers who fail to provide these accommodations or facilities may face administrative sanctions, as specified by the law.</p>
		<p>Article 51: Employers are required to guarantee that persons with disabilities can exercise their rights to associate and assemble in the workplace.</p>	-	<p>Employers are obligated to guarantee the rights of persons with disabilities to associate and assemble in the workplace. This means that individuals with disabilities have the right to participate in the activities of trade unions and other workplace organizations without facing discrimination. This involvement is crucial to ensuring that their voices are heard on matters related to working conditions, the protection of their rights, and their overall well-being in the workplace.</p>

No	Regulations	Do's	Don'ts	Explanation
		<p>Article 53 (1): The government, regional governments, state-owned enterprises, and regional-owned enterprises are required to employ at least 2 percent of persons with disabilities from the total number of workers.</p> <p>Article 53 (2): Private companies are required to employ at least 1 percent of persons with disabilities.</p>	-	<p>Despite the obligation to employ persons with disabilities, the laws do not specify sanctions for non-compliance. The only sanction mentioned concerns obstructing or prohibiting persons with disabilities from exercising their right to employment, as outlined in Article 145. This article states that anyone who obstructs or prohibits persons with disabilities from obtaining the rights outlined in Article 143—such as rights related to employment, entrepreneurship, and cooperative participation as referred to in Article 11—shall be subject to sanction.</p>
		<p>Article 54 (1): The Government and Regional Governments are obligated to provide incentives to private companies that employ persons with disabilities.</p> <p>Article 54 (2): The provisions regarding the forms and procedures for providing these incentives, as referred to in paragraph (1), shall be regulated by Government Regulation.</p>	-	<p>The government and regional governments are obligated to provide incentives to private companies that employ persons with disabilities. These incentives may include easier permits, awards, or assistance in providing accessible work facilities for persons with disabilities.</p> <p>The goal is to encourage private companies to actively employ persons with disabilities, foster inclusivity, and create a more welcoming work environment. (Further details on the awards are outlined in the Minister of Manpower Regulation No. 3 of 2021, which provides guidelines for granting National Awards to companies and state-owned enterprises employing workers with disabilities).</p> <p>The technical regulations regarding incentives and disincentives are still in draft form and have not yet been ratified (Government Regulation Draft on Concessions and Incentives).</p> <p>This refers to a draft regulation (Rancangan Peraturan Pemerintah, RPP or Government Regulation Draft) that outlines rules concerning concessions (which might include cost reductions, tax breaks, or other benefits) and incentives (financial or non-financial benefits) provided to entities, such as businesses, that comply with certain government policies or regulations, particularly related to persons with disabilities or other targeted sectors.</p>

No	Regulations	Do's	Don'ts	Explanation
		<p>Article 98 (1): Accessibility must be provided in various types of buildings, including residential, religious, business, social, cultural, sports, and special-purpose buildings.</p> <p>Article 98 (2): Buildings that are accessible to persons with disabilities, as intended in paragraph (1), must be equipped with facilities and features that account for the needs, function, area, and height of the building, in accordance with statutory regulations.</p>	<p>Article 98 (3): Building owners and/or managers who fail to provide facilities that are accessible to persons with disabilities, as intended in paragraph (2), shall be subject to administrative sanctions, which may include:</p> <ul style="list-style-type: none"> a. written warning; b. restriction on development activities; c. temporary or permanent suspension of construction work; d. temporary or permanent suspension of building use; e. freezing of building construction permits; f. revocation of building construction permits; g. freezing of building feasibility certificates; h. revocation of building feasibility certificates; or i. demolition order of the building. 	<p>Every building must provide facilities that are accessible to persons with disabilities, including mobility and accessibility features. This accessibility is essential to ensure that persons with disabilities can use both public and private facilities without physical barriers. Failure to provide this accessibility may result in administrative sanctions, such as written warnings, restrictions on construction activities, and even revocation of building permits. The design must consider the needs, function, size, and height of the building. If the building owner or manager fails to provide these facilities, they will be subject to administrative sanctions. This requirement also applies to employers. As explained in letter c, the term 'business function' refers to buildings primarily used for business activities, including offices, trade, industry, hotels, tourism and recreation facilities, terminals, and storage areas. (Further explanation of building requirements is provided in Minister of Public Works and Public Housing Regulation No. 14 of 2017 on Building Accessibility Requirements).</p>
4	Law No. 6 of 2023 on Job Creation	<p>Article 67 (1): Employers who employ workers with disabilities are obligated to provide protection based on the type and degree of the disability.</p>	-	Employers are required to provide protection appropriate to the type and level of disability. This includes ensuring accessibility and providing work tools and personal protective equipment tailored to the specific needs of the disability, enabling persons with disabilities to work comfortably and safely.
5	Government Regulation No. 60 of 2020 on the Disability Services Unit for Employment	<p>Article 9: Planning for the respect, protection, and fulfillment of the employment rights of persons with disabilities, as outlined in Article 8 letter a, can be implemented through:</p> <ul style="list-style-type: none"> d. Dissemination or outreach to employers regarding the recruitment process for workers with disabilities, either through inclusive general recruitment channels or specialized recruitment channels. 	-	Employers receive dissemination and outreach from ULD and are required to implement an inclusive and fair recruitment process, utilizing both general recruitment channels and specialized channels for persons with disabilities. With the support of ULD, employers must ensure that the entire process, from recruitment to career development, is free from discrimination. An inclusive recruitment process ensures equal opportunities for all candidates to secure employment.

No	Regulations	Do's	Don'ts	Explanation
		<p>Article 10 (1): Information must be provided to the government, regional governments, and private companies regarding the recruitment, acceptance, job training, job placement, work continuity, and career development processes for persons with disabilities, ensuring fairness and non-discrimination as outlined in Article 8, letter b. This information shall be provided periodically, at least once every six (6) months.</p>	-	<p>Employers receive information from ULD regarding recruitment, acceptance, job training, job placement, work continuity, and career development processes that are fair and non-discriminatory for persons with disabilities. This underscores the important role of employers in ensuring that workers with disabilities have equal access to career development and promotion opportunities. They should be afforded the same chances as their peers without disabilities to advance professionally based on qualifications, skills, and performance.</p>
		<p>Article 12: Assistance to employers who hire workers with disabilities, as referred to in Article 8 letter d, is provided in the form of:</p> <ul style="list-style-type: none"> a. Necessary adjustments in the work environment, including modifications to work tools and work systems; b. Initial communication with workers with disabilities, especially during the onboarding phase; c. Provision of adequate accommodations for workers with disabilities; d. Organizing sessions on how to interact with workers with disabilities in the workplace; and e. Other forms of assistance based on the specific needs of persons with disabilities. 		<p>Accompanied by ULD, employers who hire workers with disabilities must ensure that the work environment is ready and capable of supporting them. Adjustments to the work environment, including modifications to work tools and work systems, should be made to meet the needs of workers with disabilities. Employers should also establish clear communication with disabled employees, particularly during the initial phase of employment, to ensure their needs are understood and addressed. Furthermore, employers are required to provide reasonable accommodations, such as necessary facilities or modifications, to enable individuals with disabilities to perform their tasks effectively.</p> <p>In addition, employers must organize training sessions for all staff on how to interact with workers with disabilities, fostering an inclusive and supportive workplace. "Other assistance" may include the provision of sign language interpreters and other support tailored to the specific needs of workers with disabilities, ensuring they can adapt and perform optimally.</p> <p>Job training for workers with disabilities must be customized to their specific needs, considering the type and degree of their disability, as well as their individual abilities. The training programs should not adopt a one-size-fits-all approach but be designed to accommodate each worker's unique situation. The goal is to provide the appropriate support and skill development, enabling them to perform their duties effectively, without being hindered by their disabilities. By considering these factors, employers and training providers can create a more inclusive environment that maximizes the potential of workers with disabilities, enabling them to contribute meaningfully to the workforce.</p> <p>In addition, workers with disabilities are entitled to receive equal pay for the same type of work and responsibilities as workers without disabilities.</p>

No	Regulations	Do's	Don'ts	Explanation
		<p>Article 13: Coordination between Employment ULD, employers, and workers in the fulfillment and provision of work aids for persons with disabilities, as referred to in Article 8 letter e, is carried out through the following activities:</p> <p>a. Technical guidance;</p> <p>b. Distribution of work aids; and</p> <p>c. Other activities tailored to the specific needs of persons with disabilities.</p>	-	Employers must collaborate with ULDs to provide technical assistance and distribute assistive devices to workers with disabilities. This cooperation is essential to ensure that workers with disabilities receive the necessary support to perform their jobs effectively. This includes providing appropriate assistive devices, such as wheelchairs, hearing aids, or specialized software, tailored to their individual needs.
6	Regulation of the Minister of Public Works and Public Housing No. 14 of 2017 on Building Convenience Requirements	<p>Article 1 (1): A Building is a physical structure resulting from construction work that is integrated with its location, either partially or entirely above and/or below the ground and/or water. It serves as a place for human activities, whether for residence or dwelling, religious activities, business activities, social and cultural activities, or special activities.</p> <p>Article 1 (3): A Building User is the building owner and/or a non-owner, based on an agreement with the building owner, who uses and/or manages the building or part of the building according to the specified function.</p>		<p>Employers must ensure that the buildings used as workplaces comply with accessibility requirements for persons with disabilities. Buildings designated for business activities—such as offices, trade, industry, hotels, tourism, recreation, terminals, and storage—must be adapted to be accessible to everyone, including persons with disabilities.</p> <p>Employers should provide facilities that enable persons with disabilities to move safely and comfortably throughout the building. This may involve adjusting like providing ramps for wheelchair access, accessible elevators, wide enough doors, and clear signage for people with sensory disabilities, including visual and auditory cues.</p> <p>Moreover, employers must collaborate with construction service providers to ensure that any building modifications meet applicable standards. All facilities should be designed to ensure that persons with disabilities can perform their duties effectively and without hindrance, fostering an inclusive and supportive work environment.</p>

No	Regulations	Do's	Don'ts	Explanation
		<p>Article 1 (5): The Completeness of Infrastructure and Facilities for Building Utilization refers to the provision of facilities in buildings and surrounding environments that cater to the needs of all age groups and individuals with physical, mental, intellectual, or sensory limitations, based on the building's function, to ensure convenience for users and visitors.</p> <p>Article 1 (6): Facilities include all or part of the complete infrastructure and facilities in buildings and their surroundings, designed to be accessible and usable by everyone.</p> <p>Article 1 (7): Accessibility is the convenience provided to everyone, ensuring equality of opportunity in all aspects of life and livelihood.</p> <p>Article 1 (12): Building Operators are the building owners, building construction service providers, and building users.</p>		
7	Regulation of the Minister of Public Works and Public Housing No. 14 of 2017	<p>Article 55 (1): The implementation of building convenience requirements is divided into two categories, namely: a. mandatory implementation of building ease requirements; or</p> <p>b. recommended implementation of building ease requirements.</p> <p>Article 55 (3): The implementation of building convenience requirements, as referred to in paragraph (2), includes open spaces owned by individuals, open spaces owned by the government, and open spaces owned by the private sector.</p> <p>Article 55 (4): The building functions referred to in paragraph (2) include:</p> <p>c. business function.</p> <p>Article 55 (8): Building types based on business function.</p>	-	The requirement to ensure that employers who manage or use buildings for business functions is recommended, not mandatory. However, employers must still ensure workplace accessibility, particularly for workers with disabilities. Employers should ensure that facilities such as entrances, toilets, workspaces, lifts, and other public areas are accessible and safe for persons with disabilities. By implementing these requirements, buildings will become inclusive and welcoming environments for all workers and visitors, allowing persons with disabilities to participate fully and independently in the workplace.

No	Regulations	Do's	Don'ts	Explanation
8	Minister of Manpower Regulation No. 21 of 2020 on Guidelines for the Establishment of Disability Service Units in the Employment Sector	<p>Article 23: Assistance to employers who accept workers with disabilities, as intended in Article 18 letter d, is provided in the following forms:</p> <ul style="list-style-type: none"> a. Necessary adjustments to the work environment, including modifications to work tools and work systems; b. Initial communication with workers with disabilities, especially during the onboarding phase; c. Provision of adequate accommodations for workers with disabilities; d. Organizing sessions on how to interact with workers with disabilities in the workplace; and e. Other assistance tailored to the needs of individuals with disabilities. 	-	<p>With the assistance of ULD, the employer must initiate communication with workers with disabilities, especially during the onboarding phase, and provide necessary modifications and adjustments, such as accessible tools, facilities, and adapted work processes.</p> <p>These provisions ensure that workers with disabilities are not only included in the workforce but also given the resources and accommodation needed to thrive in their roles. By maintaining communication and adapting the work environment as needed, employers contribute to creating an inclusive, productive, and supportive work culture.</p>

No	Regulations	Do's	Don'ts	Explanation
9	Minister of Manpower Regulation No. 3 of 2021	<p>Article 4: National awards are given to companies and state-owned enterprises (BUMN), as outlined in Article 3 paragraph (1), based on the following criteria:</p> <ul style="list-style-type: none"> a. Companies employing persons with disabilities at least 1% (one percent) of the total number of employees or workers, or state-owned enterprises (BUMN) employing persons with disabilities at least 2% (two percent) of the total number of employees or workers; b. Ensuring fair and non-discriminatory processes in job training, recruitment, job placement, job continuity, and career development; c. Providing fair wages without discrimination; d. Providing reasonable accommodations for employees with disabilities; and e. Providing accessible employment and welfare facilities for employees with disabilities in accordance with applicable regulations. 		<p>Employers, including companies and BUMN, are eligible to receive National Awards if they meet several criteria. First, companies must employ at least 1% of persons with disabilities from the total number of workers, while BUMN must employ at least 2% of persons with disabilities. Additionally, employers must ensure that job training, recruitment, job placement, work continuity, and career development processes are fair and non-discriminatory for persons with disabilities. They must also provide fair wages, ensuring that persons with disabilities receive equal pay for equal work and responsibilities. Employers are required to provide reasonable accommodation in the workplace to meet the needs of persons with disabilities, such as adjustments to work tools or physical facilities. Furthermore, employment and welfare facilities, such as workspaces or other supporting facilities, must be accessible to persons with disabilities in accordance with applicable regulations. By meeting these criteria, companies or BUMN not only contribute to creating an inclusive work environment but also become eligible to receive awards for their efforts in supporting workers with disabilities.</p>

Chapter V

Challenges to Regulatory Implementation

5. Challenges to Regulatory Implementation

5.1. Mindset and Cultural Stigmatization

The Indonesian society, including educational institutions and formal employers, still views disability issues through a charity-based rather than a human rights-based perspective. This fundamental issue affects all aspects of disability, as this perspective prioritizes occasional charity actions over full respect regarding the fulfillment of rights of persons with disabilities.

The charity-based approach is evident in Special Schools for children with disabilities (SLB), which focus on basic life skills instead of equipping students with disabilities with work-ready skills, thereby perpetuating a mindset of dependency and limiting their independence. According to Law No. 8 of 2016, the approach to addressing disability affairs in Indonesia should no longer utilize a charity-based approach as the perspective has now shifted to how to make persons with disability sustainably independent and empowered. However, that vision is not completely reflected in the SLB following the academic curriculum that is not equally set compared to those in the regular school.

A representative from the disability community argued that regular schools should be able to accommodate persons with disability to study together with regular students after adequate adjustment in the regular curriculum is made. This setup should be considered since academic and learning arrangements in SLB are regarded as left behind from that of regular schools, causing problems for persons with disability graduates to compete with others both in higher education and the workforce.

Another stigma associated with disability is the perception that inclusion for persons with disabilities is an additional cost and something that can be fulfilled by hiring a few persons with disabilities. This bias is reflected in discriminatory practices, such as limited admissions to certain academic fields and job roles, perpetuating stereotypes, and hindering full participation by persons with disabilities. For instance, universities may be reluctant to accept students with disabilities into certain programs due to prejudices about their abilities, which limits persons with disabilities access to a range of studies and careers, such as those in engineering or the physical sciences.

On the other hand, persons with disabilities are also aware that they cannot take certain academic majors and professional roles due to their limitations. Therefore, it is important for both parties, higher education institutions-employers and persons with disabilities, to build a shared understanding of the posts that could be allocated to them according to their abilities.

However, Law No. 8 of 2016 on Persons with Disabilities and the CRPD have emphasized a rights-based approach to treating persons with disabilities, guaranteeing equality, empowerment, and independence in all aspects of life, including education and employment. The charity-based mindset that still exists in society contradicts the principles of this law, which mandates that the government, educational institutions, and companies actively remove barriers and provide reasonable accommodations for persons with disabilities.

These challenges also hinder the full implementation of Government Regulation No. 13 of 2020 concerning reasonable accommodations in education and Government Regulation No. 60 of 2020 concerning Disability Service Units in Employment, which support the operationalization of Law No.8 of 2016.

5.2. Regulatory Misalignment and Insufficient Support: Barriers to Inclusion for Persons with Disabilities

There are conflicting communication standards for Deaf individuals that present significant barriers to inclusion in both recruitment and workplace environments. While Indonesian Sign Language (Bahasa Isyarat Indonesia, Bisindo) is legally recognized under Law No. 8 of 2016, many government institutions, including public broadcasting entities like TVRI, continue to use SIBI (Sistem Isyarat Bahasa Indonesia, SIBI). This inconsistency not only creates communication challenges for Deaf

individuals but also highlights a lack of alignment in policy implementation. The development of SIBI, which did not involve Deaf individuals, further alienated this group and undermined efforts to create inclusive processes.^{5,6}

Additionally, local implementation lags exacerbate these challenges, as many regulatory provisions, such as mandatory reasonable accommodations, are insufficiently enforced. For instance, companies that employ persons with disabilities often do not receive the government incentives promised to them leading to skepticism about the benefits of compliance. This lack of follow-through diminishes employer confidence in regulatory frameworks and weakens their motivation to pursue meaningful inclusivity, perpetuating systemic barriers for persons with disabilities.

There is also insufficient support for persons with disabilities to fairly compete in the higher education and employment sectors. For instance, the shortage of certified sign language interpreters in Indonesia, with only 66 certified professionals available nationwide, presents a significant barrier to fostering inclusive communication in both higher education institutions and workplaces. This shortage limits the ability of institutions and employers to effectively support Deaf individuals, creating ongoing challenges in accessibility and inclusion.

Furthermore, there is a widespread lack of training and guidance for employers and higher education institutions on creating inclusive environments. A sociopreneur focusing on disability empowerment highlighted the lack of training to sharpen the potential of persons with disabilities to excel in their respective strengths. For instance, Deaf individuals can work faster in the packaging industry since they should focus on their work before they want to chat with their colleagues as they cannot have a conversation while their hands are occupied. Moreover, Deaf individuals are evidently able to operate the software on the computer should they receive adequate training.

5.3. Challenges in Policy Dissemination and Awareness-Building

The lack of government-led awareness campaigns and training programs for disability inclusion has led to widespread ignorance about disability rights among institutions and employers, despite higher education institutions considering the regulatory frameworks produced by the government to be sufficient. Regulatory bodies and accreditation agencies often do not evaluate inclusiveness measures in depth, instead focusing on whether basic accessibility facilities are in place without assessing the quality or impact of these facilities. This limited understanding of regulations undermines the commitment of higher education institutions and employers to promote disability rights meaningfully.

There is also a gap in stakeholder engagement between disability organizations and relevant stakeholders in both the higher education and employment sectors. Disability organizations report that government consultations often exclude their input during policymaking, with engagement typically occurring only when policies are nearing completion. This lack of early stakeholder involvement results in policies that are not fully aligned with the real needs of persons with disabilities, further widening the gap between policy intent and reality on the ground.

⁵ Bisindo naturally emerged within Indonesian culture and has been used in everyday life. It is one of 100 sign languages that have developed naturally within Deaf communities worldwide, including Indonesia.

This sign language is commonly found among Deaf individuals and inclusive friends who use sign language. Bisindo was formed by the Deaf community and developed naturally based on observations by Deaf individuals. Additionally, this sign language varies by region. Unlike spoken languages used by hearing individuals, Bisindo has distinct grammar, including phonology, morphology, syntax, pragmatics, and other components.

The sign system known as SIBI was created by a former head of a special needs school who was a hearing person. SIBI has been officially recognized by the government but is more commonly used in special education settings. SIBI is considered more challenging due to its formal and complex vocabulary, as well as the use of prefixes and suffixes. Unlike Bisindo, SIBI is conveyed using only one hand.

SIBI is a sign language the Indonesian government uses in the teaching of students in special education schools. It was developed to translate spoken Indonesian grammar into a constructed sign language. SIBI shares many structural elements with spoken Indonesian, including the use of prefixes and suffixes.

The primary differences between Bisindo and SIBI lie in their origins, development, and daily usage. Bisindo emerged naturally from the Deaf community, while SIBI was a formal response by the government to improve accessibility and communication with the Deaf community. A notable difference between Bisindo and SIBI is in the hand movements: SIBI uses one hand to sign the alphabet, whereas Bisindo uses both hands.

⁶ Good News from Indonesia, "Yuk, Kenali Perbedaan Bisindo dan Sibi, Bahasa Isyarat Indonesia Untuk Komunitas Tuli", Dec. 13, 2023, <https://tinyurl.com/ynxzz2rh>

5.4. Lack of Knowledge of Complexity and Diverse Spectrum of Disabilities

Law No. 8 of 2016 on Persons with Disabilities defines the spectrum of disabilities comprehensively,⁷ but there remains a limited understanding of this diversity within most sectors of Indonesian society, including higher education institutions and the employment sector. Higher education institutions and employers often view certain disabilities as inherently more challenging to accommodate, possibly due to perceived limitations or the higher costs associated with providing long-term support (e.g., physical accessibility adjustments and assistive technology). This perception may contribute to the unintentional exclusion of students with more visible or long-term disabilities, reinforcing barriers to entry and participation.

For example, some universities that use the term “no permanent disabilities” highlight a significant gap in their approach to disability inclusion. This phrasing suggests a focus on temporary, less visible disabilities and a lack of comprehensive planning for the needs of students with chronic or lifelong disabilities. It reflects broader issues within higher education institutions and workplaces in Indonesia, where there is often a limited understanding of the diverse and complex nature of disabilities, resulting in insufficient support systems for students and workers with long-term, permanent disabilities.

5.5. Higher Education

5.5.1. Minimal Implementation and Enforcement of Inclusive Education Policies

Despite Indonesia’s regulatory frameworks aimed at expanding educational opportunities for persons with disabilities, as outlined in Law No. 8 of 2016 on Persons with Disabilities and Government Regulation No. 13 of 2020 on Reasonable Accommodation, the practical implementation remains inconsistent across different levels of education. At the primary and secondary levels, inclusive education policies are hindered by a lack of capacity-building programs for schools and teaching staff. Many institutions lack the infrastructure, skilled educators, and awareness needed to effectively accommodate persons with disabilities. This issue is further exacerbated by the current policy of designating specific schools as “inclusive,” concentrating resources in certain institutions and leaving others without adequate support. The limited number of shadow teachers (GPK) and restrictive teaching hour regulations further contribute to insufficient support for students with disabilities.

The school zoning system and the broader education system also fail to adequately support students with disabilities, as both overt and subtle forms of discrimination continue to prevent equitable access. Misinterpretations of inclusive education policies at both the school and institutional levels perpetuate the perception of inclusive education as a separate or optional scheme rather than an integral part of the national education system.

At the higher education level, similar challenges persist. While urban institutions such as UIN Sunan Kalijaga and Universitas Brawijaya have established Disability Service Units (ULDs) and implemented accessible facilities, rural institutions struggle to meet even basic standards. These disparities are often the result of limited financial resources. This regulatory misalignment creates a gap in policy enforcement and contributes to significant variability in the quality of accommodation provided.

In addition, the continued reliance on outdated regulations, such as Law No. 4 of 1997, by some regional policies creates further inconsistencies. This misalignment between national regulations

⁷ The use of the term “**permanent disability**” is not enough to describe the complexity and spectrum of disabilities. Law No. 8 of 2016 on Disabilities stated the term used to determine the type of disability spectrum is four types such as persons with physical disabilities; intellectual disabilities; mental disabilities; and sensory disabilities. In addition, the types of persons with disabilities can also be experienced singularly, double, or multiple in the long term as determined by medical personnel following the provisions of the legislation.

Persons with **Physical Disabilities** are those with impaired motor functions, including conditions such as amputation, flaccid or rigid paralysis, paraplegia, cerebral palsy (CP), stroke-related disabilities, leprosy-related disabilities, and dwarfism. Persons with **Intellectual Disabilities** have impaired cognitive functions due to below-average intelligence, including conditions such as slow learning, intellectual disabilities, and Down syndrome. Persons with **Mental Disabilities** experience impairments in thinking, emotions, and behavior, including (a) Psychosocial disabilities, such as schizophrenia, bipolar disorder, depression, anxiety, and personality disorders; and (b) Developmental disabilities affecting social interaction skills, including autism and hyperactivity. Persons with **Sensory Disabilities** experience impairment in one or more of the senses, including visual impairments, hearing impairments, and/or speech impairments. Persons with Multiple or Combined Disabilities have two or more types of disabilities, such as hearing-speech impairments or deaf-blindness. The term “long-term” refers to a duration of at least six (6) months and/or conditions that are permanent.

and regional enforcement undermines efforts to provide equitable accommodations and perpetuates a fragmented approach to disability inclusion. Without a unified and comprehensive implementation strategy, the quality of accommodations and support for persons with disabilities remains highly inconsistent across institutions and regions

5.5.2. Potential Injustice and Discrimination

Although Law No. 8 of 2016 on Persons with Disabilities, Government Regulation No. 13 of 2020 on Reasonable Accommodation for Students with Disabilities, and Law No. 20 of 2003 on the National Education System comprehensively outline the rights of persons with disabilities to equal treatment, reasonable accommodations, and protection from discrimination in all aspects of life, including higher education, persons with disabilities still face potential discrimination in their daily lives.

Law No. 8 of 2016 guarantees the right to equal access to education, free from discrimination, and mandates reasonable accommodations tailored to the specific needs of persons with disabilities. Meanwhile, Government Regulation No. 13 of 2020 provides detailed provisions for the implementation of reasonable accommodations in educational settings at all levels, explicitly requiring adjustments in exams and learning environments to meet the unique needs of students with disabilities. In addition, Law No. 20 of 2003 promotes inclusive education and mandates that all citizens, including persons with disabilities, have access to quality education without discrimination.

However, persons with disabilities often encounter ableism—a form of discrimination, prejudice, or bias that devalues and marginalizes individuals with physical, intellectual, or psychiatric disabilities. Ableism is rooted in the assumption that persons with disabilities need to be “fixed” or “cured” to be made “normal.”⁸ It perpetuates the belief that disabled individuals are inferior or less capable, ignoring their inherent value and the need for inclusive support and accommodations. These beliefs are deeply embedded in our culture, driven by limiting perceptions of what disability means, how able-bodied people are taught to treat persons with disabilities, and the exclusion of disabled individuals from key decision-making processes.

For example, a Deaf individual was forced to remove his hearing aid during a university entrance exam because the exam committee instructed him to do so. He was even suspected of being an impostor. Similarly, in another case, another Deaf individual notes that the issue is not limited to hearing aids—Deaf individuals also have been forced to take English listening and speaking tests without appropriate adjustments to meet their specific needs, such as the use of hearing aids.⁹

5.5.3. Insufficient Disability Service Units

Despite the establishment of Disability Service Units (ULDs) being regulated under Government Regulation No. 13 of 2020 on Reasonable Accommodation for Students with Disabilities, its implementation has been inconsistent. The Ministry of Education does not specifically mandate higher education institutions to establish ULDs, unlike the requirement for universities to create a Task Force for the Prevention and Handling of Sexual Violence (PPKS), which is outlined in Ministerial Regulations. The lack of enforcement of regulations related to disability support results in limited services and accommodations for students with disabilities.

Moreover, many higher education institutions struggle to allocate resources for the development and maintenance of ULDs. Some institutions face budget constraints, while others do not allocate any funds for ULDs at all, hindering their ability to provide accessible infrastructure and the necessary technology. Although the government has introduced funding opportunities for accommodation, the available budget is limited and does not reach many beneficiaries. As a result, higher education institutions often need to seek external funding to support their efforts in providing accessible services.

⁸ Dana S. Dunn, “Understanding Ableism and Negative Reactions to Disability,” Dec. 14, 2021, <https://tinyurl.com/5n84tp5h>

⁹ Ibid.

5.5.4. Challenges in Transitioning from Special Schools to Higher Education and Employment

Persons with disabilities in Indonesia face significant challenges in transitioning from SLB to higher education and employment. According to a representative from a disability community, SLB curricula are primarily centered on vocational training and practical life skills, with only 40 percent of the curriculum dedicated to academics, compared to the regular curriculum, which is 100 percent academic. This disparity leaves SLB graduates underprepared for the demands of higher education, leading to a steep learning curve. Students often struggle with adapting to rigorous academic workloads, forming social connections, and competing in environments designed for non-disabled peers. These challenges underscore a systemic issue where the practical focus of SLB education limits opportunities for students to pursue higher education or transition into academically oriented pathways.

Higher education institutions exacerbate these challenges by failing to provide adequate academic and structural support for students with disabilities. Many curricula maintain rigid learning outcomes without accommodating the individual needs of students transitioning from SLB, contributing to high dropout rates among those unable to meet traditional academic benchmarks. The absence of tailored academic accommodations, flexible learning options, and comprehensive support mechanisms further marginalizes these students. Additionally, inconsistent physical accessibility across higher education institutions, particularly in rural areas, hinders equitable opportunities.

The challenges extend beyond higher education. Graduates of special education institutions often struggle to transition into professional careers due to a lack of competitive academic and technical skills. This is particularly evident in white-collar employment, where job requirements frequently demand higher levels of academic preparedness. Despite legal mandates for workplace accommodations, many efforts remain narrow, mostly focusing on minimal physical adjustments, such as ramps or handrails, without addressing broader needs like mental health support, adaptive technologies, or flexible work arrangements. This limited understanding of comprehensive inclusion results in tokenistic inclusivity measures that fail to create meaningful opportunities for persons with disabilities in both educational and workplace settings.

On the other hand, Law No. 8 of 2016 on Persons with Disabilities emphasizes the rights of persons with disabilities to access education and employment on an equal basis with others. The law mandates the provision of reasonable accommodations in both educational and workplace settings to eliminate the systemic barriers hindering the full participation of persons with disabilities. However, these issues also reflect the lack of comprehensive implementation of Government Regulation No. 13 of 2020 on Reasonable Accommodation for Students with Disabilities, which requires higher education institutions to provide tailored support and accessibility for students with disabilities, as well as Government Regulation No. 60 of 2020 on Disability Service Units for Employment, which mandates employers to create inclusive workplaces and provide accommodations that go beyond symbolic measures like physical adjustments.

5.5.5. Additional Costs

Being a person with disabilities often comes with additional financial burdens. For example, accessing inclusive education that accommodates the needs of persons with disabilities is frequently costly, creating a significant barrier to full societal participation. This financial challenge limits the ability of persons with disabilities to receive the education they need to succeed. While the government provides some financial support to higher education institutions to build adequate facilities for persons with disabilities, the available funding is limited in comparison to the number of institutions requiring financial assistance to meet inclusive needs.

This issue highlights a gap in the comprehensive implementation of Law No. 8 of 2016 on Persons with Disabilities, particularly in terms of ensuring the right of persons with disabilities to access quality and inclusive education. The law mandates that both the government and educational institutions provide reasonable accommodations and necessary facilities to enable persons with disabilities to access education on an equal basis. Similarly, Government Regulation No. 13 of 2020 on Reasonable Accommodation for Students with Disabilities requires higher education institutions to ensure the provision of resources and facilities that enhance the participation of persons with

disabilities. However, financial constraints show a significant gap in meeting these requirements, creating a barrier to access for persons with disabilities in receiving the education they deserve.

5.6. Employment

5.6.1. Failure to Meet Quota for Workers with Disabilities

According to records from the Ministry of Manpower up until 2017, only around 1.2 percent of persons with disabilities were successfully employed in the formal sector. The National Labor Force Survey (Sakernas) in August 2017 reported that, of the 21.9 million working-age individuals with disabilities, 10.8 million were employed. These figures highlight that the employment quota stipulated in the Disability Law has not been fully implemented. Accessibility in the employment sector remains limited, as many companies lack understanding of the regulations governing available jobs for persons with disabilities, as well as the necessary infrastructure, public services, and legal access to support their inclusion.

In Indonesia, the obligation for private companies to employ persons with disabilities is regulated under Law No. 8 of 2016 on Persons with Disabilities. This law mandates that private companies employ at least 1 percent of persons with disabilities from their total workforce. The law further requires that government bodies, including local governments, as well as BUMN and regional-owned enterprises (BUMD), employ at least 2 percent of persons with disabilities.

Additionally, Government Regulation No. 60 of 2020 concerning Disability Service Units in the Employment Sector further elaborates on these provisions. It emphasizes the importance of integrating persons with disabilities into the workforce, offers guidance to companies on fulfilling their obligations, and ensures that persons with disabilities are provided with equal employment opportunities.

However, several challenges hinder progress in this area. These include a lack of alignment between central and regional regulations, a mismatch between available job positions and the skills or qualifications of persons with disabilities, and the absence of consistent data to track the fulfillment of employment quotas. This makes it difficult to assess the overall progress of the law's implementation.

5.6.2. Ambiguity of Rights of Persons with Disabilities in Job Creation Law

There are several ambiguities in the protection of the rights of persons with disabilities under the Job Creation Law No. 11 of 2020 and its revised version No. 6 of 2023 that present specific and concerning issues. First, the drafting process of the Law was neither transparent nor participatory which prevented meaningful involvement of the disability community. This lack of inclusivity violates the mandates of Law No. 8 of 2016 on Persons with Disabilities and the CRPD, which emphasize the need for meaningful participation of persons with disabilities in the policymaking process. This exclusion is evident in the inaccessibility of legislative documents during deliberations, as they were not provided in disability-friendly formats, especially those that are compatible with screen readers for individuals or sign language interpretation.

Second, the law is reusing outdated and discriminatory terminology *cacat* or defective (Law No. 20 of 2020, Article 29 (1) i), instead of *penyandang disabilitas* or persons with disabilities. This regression reflects a charity-based model rather than a rights-based perspective, undermining years of progress in shifting societal attitudes toward disability inclusion. The term perpetuates stigma and runs counter to the social model of disability enshrined in Law No. 8 of 2016.

Third, critical accessibility provisions were weakened or removed. For instance, the law eliminates guarantees for accessibility in public and private infrastructure, previously mandated in Articles 27 and 31 of Law No. 28 of 2002 on Buildings. This change reduces legal accountability for ensuring accessible facilities for persons with disabilities, which is a step backward in fulfilling their rights of having social welfare and equal opportunity under Article 28H of the 1945 Constitution. Without these guarantees, accessibility becomes discretionary, leaving persons with disabilities more vulnerable to exclusion.

Fourth, the employment rights of persons with disabilities in the context of Job Creation Law remain ambiguous and insufficiently enforced. While Law No. 8 of 2016 requires private companies to employ 1 percent and government institutions 2 percent of persons with disabilities, there are no clear sanctions for noncompliance, nor are there strong incentives for employers in Job Creation Law to meet these quotas. However, misconceptions about the cost and complexity of employing persons with disabilities persist, further entrenching discrimination.

5.6.3. Potential Discrimination

Several cases between 2016 and 2021 recorded by Forum Masyarakat Pemantau untuk Indonesia Inklusi Disabilitas (Formasi Disabilitas) illustrate how “special positions” for persons with disabilities are often misunderstood as the only roles they can apply for.¹⁰ This misunderstanding leads to discrimination, as it implies that persons with disabilities are not eligible for general positions. In reality, special positions are intended as affirmative action to help meet legal quotas, not as restrictions. This means that persons with disabilities should not be confined to special positions if they have the competencies required for general roles.

The concept of special positions can inadvertently perpetuate discrimination by suggesting that these positions are the only viable employment opportunities for persons with disabilities. This can limit their access to other categories of positions, even if they possess the necessary skills and qualifications. Furthermore, the availability of accessibility provisions—such as reasonable accommodations—may be contingent upon choosing a special disability position, which undermines the goal of creating truly inclusive employment opportunities.

For example, in 2019, Dr. R, a wheelchair user, had her civil servant appointment revoked by the South Solok regency government because the position she applied for was not classified as a special disability position.¹¹ Another case in the same year involved MB, a visually impaired individual, who passed all stages of the recruitment process to be a math teacher in Central Java Province. Despite meeting all requirements, MB was disqualified because the job qualifications did not accommodate his disability type, highlighting his vulnerability to discrimination even within special disability positions. Eventually, MB won the case against the Central Java Government after the ruling passed by the Supreme Court.¹²

5.6.4. Lack of Accessibility and Reasonable Accommodation

Accessibility and reasonable accommodation in the recruitment and selection process continue to pose significant challenges. A 2019 report found a lack of accommodation and accessibility for visually impaired candidates, especially those applying for general positions.¹³ Ideally, all applicants with disabilities, whether participating in special or general recruitment processes, should receive the same assessment and accessibility provisions to ensure a fair selection outcome. In addition, Deafness exists on a spectrum, with varying degrees of hearing loss, yet many recruitment platforms fail to account for this diversity.

According to a hard-hearing person, when companies use platforms like Microsoft Teams for interviews or assessments, they often lack essential accessibility features for Deaf individuals, such as closed captioning in Indonesian. This creates significant communication barriers, preventing candidates from fully participating in the recruitment process. Moreover, the absence of standardized accessibility tools across digital platforms exacerbates the issue, making it difficult for Deaf applicants to access equal opportunities. These limitations highlight the broader need for companies to provide reasonable accommodation in their recruitment practices, ensuring that all candidates, regardless of disability, can engage fairly and effectively.

¹⁰ Formasi Disabilitas, “Laporan Catatan Tahunan; Lima Tahun Pemenuhan Hak-hak Penyandang Disabilitas di Indonesia”, 2022, <https://tinyurl.com/4y743tp3>

¹¹ Berita Satu, “Batal Jadi Calon ASN, Begini Penjelasan Dokter Romi,” July 25, 2019, <https://tinyurl.com/558bj9b4>

¹² Formasi Disabilitas, “Laporan Catatan Tahunan; Lima Tahun Pemenuhan Hak-hak Penyandang Disabilitas di Indonesia”, 2022, <https://tinyurl.com/4y743tp3>

¹³ Ibid.

5.6.5. Injustice and Discrimination

Discrimination in Recruitment Process

The recruitment process for civil servant candidates (CPNS) includes a special pathway for persons with disabilities, but this process remains vulnerable to discriminatory practices. Applicants are required to submit medical certificates to prove their disability, and additionally, they must record and submit videos illustrating their daily lives to demonstrate how their disability impacts them. This imposes an additional burden not placed on non-disabled applicants, who are not required to prove their physical condition in such a manner.

Another example is the tendency among companies to hire only individuals with mild disabilities, medically categorized as degree 1 disabilities.¹⁴ This reflects a preference for employing those with fewer functional challenges, which significantly limits opportunities for people with more severe disabilities. As a result, individuals with higher degrees of disability face greater barriers to employment, reinforcing inequality in the workplace and reducing the overall inclusivity of hiring practices.

Discrimination in Workplace

Even when individuals with disabilities are hired, they continue to face discrimination throughout their employment, as has been perceived by disability communities. They often have inequitable salaries and limited career advancement opportunities. This discrimination is partly due to the perception that hiring workers with disabilities involves high risks and significant costs. Promotion opportunities are rare for workers with disabilities, as they are often perceived as lacking leadership potential, compounded by policies from superiors that restrict their career growth.

At one popular minimarket franchise, a form of discrimination occurs where workers with disabilities are exclusively assigned to warehouse jobs while there might be other available posts allocated for non-disability individuals. Moreover, there is no mechanism in place to prevent or address discrimination in job placement, meaning persons with disabilities have no opportunity to work in other areas of the company where they could potentially thrive or develop their skills.

5.6.6. Lack of Incentives

In some cases, companies hire persons with disabilities merely to fulfill the government-mandated Company Manpower Reporting Obligation (WLKP). As has been perceived by disability communities, these workers are often brought on as short-term interns, typically for about three months, or as outsourced workers. In such roles, they face very limited opportunities for growth and are not considered for promotions. Additionally, their performance evaluations are often handled by third-party entities, rather than the company itself, signaling a lack of real engagement with their professional development. This arrangement is primarily a way for companies to tick the box for labor compliance without genuinely investing in the worker's career progression.

On the other hand, Law No. 8 of 2016 on Persons with Disabilities requires the government and regional authorities to offer incentives to private companies that employ persons with disabilities. These incentives include streamlined permit processes, recognition through awards, and assistance in creating accessible workplace facilities. However, the ineffective implementation of these provisions undermines the law's goal of promoting the inclusion of persons with disabilities in the workforce. To create stronger forces to push employers to set an inclusive environment for persons with disabilities, the Government Regulation Draft on Incentives and Concession could be a significant effort.

While companies are legally required to provide equal employment opportunities, many treat this obligation as a mere compliance exercise, overlooking its true purpose. This is evident in the

¹⁴ In the Certificate of Disability issued by the hospital, the examination results include the type of disability, degree of physical disability, mobility ability, impairments of upper and lower extremities, assistive devices used, other diseases, and treatments. Degrees of Physical Disability based on medical terms in the Certificate of Disability issued by the hospital:

Degree 1: Able to perform activities or maintain posture with difficulty

Degree 2: Able to perform activities or maintain posture with the assistance of aids

Degree 3: Able to perform activities, partially requiring assistance from others, with or without aids

Degree 4: Fully dependent on supervision by others to perform activities

Degree 5: Unable to perform activities without full assistance from others and the availability of a special environment

Degree 6: Completely unable to perform daily activities even with full assistance from others

widespread practice of hiring persons with disabilities as short-term interns or outsourced workers, without providing meaningful performance evaluations, career development, or opportunities for promotion. These practices reduce the employment of persons with disabilities to a checkbox activity aimed at fulfilling the WLKP, rather than fostering true inclusivity.

Moreover, the limited enforcement and uneven application of tangible incentives—such as tax breaks or operational support—diminish companies' motivation to implement meaningful and sustained employment practices for persons with disabilities. Although the legal framework includes these incentives, their inconsistent application discourages private companies from taking meaningful steps toward creating an inclusive work environment.

Chapter VI

Best Practices

6. Best Practices

To present evident application in dealing with disability in higher education institutions and workforces, several best practices could be as a model for future reference in ensuring persons with disabilities could meaningfully participate and contribute to their respective organization.

6.1. Higher Education

Disability Service Units (ULDs) in Higher Education Institutions

At Universitas Islam Negeri (UIN) Sunan Kalijaga, the term Disability Service Center (PLD) is used instead of Disability Service Units (ULDs). Established in 2007, the PLD was originally named the Center for Research and Disability Services, in recognition of the challenges faced by both the institution's founders and students with disabilities. Over time, the PLD has evolved into a structural institution under the Institute for Research and Community Services at UIN Sunan Kalijaga.

During the 2015/2016 academic year, the PLD provided services to 85 students with disabilities, including blind and Deaf students, along with those with other physical disabilities. By 2021, UIN Sunan Kalijaga enrolled 27 students with disabilities: 10 with visual impairments, 11 Deaf students, and 2 with physical disabilities.¹⁵ The PLD plays a vital role as a research hub, focusing on disability-related topics such as the intersection of disability and Islam, inclusive education, access to employment, and policy studies on the rights of persons with disabilities.

The PLD ensures consistent funding and institutional backing, supporting students through initiatives like a Special Admissions Program for Students with Disabilities, scholarships for economically disadvantaged students with disabilities, and annual budgets for accessibility improvements. The university's infrastructure is designed to be disability-friendly, with accessible buildings, libraries, and campus environments. It also provides assistive technologies such as Job Access with Speech (JAWS)¹⁶ software for visually impaired students and Bisindo interpretation for Deaf students. The PLD offers comprehensive academic support, including personalized assistance for practicums, community service programs (*Kuliah Kerja Nyata*, KKN), and thesis preparation, with faculty members trained in inclusive teaching practices. Additionally, the center empowers students through training in entrepreneurship, accessible software usage, and tailored programs for Deaf students, while also fostering an inclusive campus culture among faculty, staff, and volunteers.¹⁷

Beyond academic support, the UIN Sunan Kalijaga PLD functions as a hub for research and advocacy, producing numerous theses, dissertations, and publications on disability and inclusive education. It hosts the accredited journal on inclusive education and organizes annual events like the Indonesian Conference on Disability Studies and Inclusive Education (ICODIE). Community engagement initiatives such as "Monthly Coffeability" discussions, the Gita Difana Inclusive Choir, and International Disability Day events also play a crucial role in the center's mission. Collaborations with national and international organizations, including Pertuni and the Educ4call Consortium, further enhance its impact.¹⁸

Another university with comprehensive ULD services is Brawijaya University. The Disability Services Sub-directorate, previously known as the Center for Disability Studies and Services of Brawijaya University (*Pusat Studi dan Layanan Disabilitas Universitas Brawijaya*, PSLD UB), serves as a research center for disability issues and the provision of services for students with disabilities. Established on March 12, 2012, the ULD at Brawijaya University was created in response to the growing need for inclusive education and to support students with disabilities.

¹⁵ PLD UIN Sunan Kalijaga, 2020, Profil Pusat Layanan Difabel (PLD), <https://tinyurl.com/4t77zkk2>

¹⁶ Job Access With Speech (JAWS) is a screen reader designed for individuals with vision loss, providing speech and Braille output to enable navigation of computer applications, including browsing the Internet, writing documents, reading emails, and creating presentations.

¹⁷ PLD UIN Sunan Kalijaga, 2020, Profil Pusat Layanan Difabel (PLD), <https://tinyurl.com/3fbfs28r>

¹⁸ Ibid.

At the time, there were no pathways for students with disabilities to access higher education, despite the legal and international protections for their right to non-discriminatory education.¹⁹

Due to limited access to higher education for persons with disabilities, fewer than one percent of individuals with disabilities hold a bachelor's degree in Indonesia. The education model for persons with disabilities has historically been segregated, with students attending special schools or boarding schools, which often makes it difficult for them to integrate into mainstream environments after graduation.²⁰

Access to higher education is also hindered by admissions requirements that stipulate applicants must be “physically and mentally healthy” or “free from physical disabilities,” terms that are often stigmatizing and discriminatory. This was once the case at Brawijaya University, which lacked facilities and infrastructure accessible to persons with disabilities. Additionally, the university community's understanding of disability issues was limited, despite the university's core values of dynamism, universality, and justice, as reflected in its logo.

Since its establishment, the Disability Service Center at Brawijaya University has formed valuable collaborations with various national and international organizations. Partnerships with institutions such as Macquarie University, La Trobe University, the British Council, The Asia Foundation, the United Nations, USAID, AusAID, AIDRAN, and the Indonesian government have helped address issues related to inclusive employment, public services, national and local regulations, as well as combating stigma and discrimination against persons with disabilities.²¹

Universitas Negeri Surabaya (UNESA)

Universitas Negeri Surabaya (UNESA) stands as a prime example of best practices in inclusive higher education, demonstrated through its innovative programs and strong institutional commitment. The university's Disability Service Unit, originally established as PSLD and now operating as the Sub-directorate of Disability, offers comprehensive support to students with disabilities. This includes dedicated admissions quotas, academic accommodations, and tailored services that ensure accessibility across both academic and non-academic spheres.

UNESA collaborates with the Ministry of Industry to provide vocational training programs designed to prepare students with disabilities for employment in partner companies. Held biannually in Surabaya, these programs focus on equipping participants with skills that are directly aligned with industry needs, facilitating a seamless transition from education to employment. Additionally, the university places a strong emphasis on raising awareness about disability rights, ensuring that students are well-versed in workplace entitlements, including the Employees Social Security System (BPJS Ketenagakerjaan).

Beyond vocational training, UNESA is actively involved in collaborative research with organizations such as BPJS Ketenagakerjaan and the Pertamina Foundation, working to improve disability-inclusive policies and support entrepreneurship among students with disabilities. Its recognition as a “Center of Excellence in Disability Inclusion” by the Ministry of Education and Culture solidifies its standing as a model institution for advancing inclusive education in Indonesia. Through these initiatives, UNESA not only empowers students with disabilities but also sets a national standard for inclusive education practices, addressing systemic barriers to accessibility and equity.

Universitas Nahdlatul Ulama (UNU) Yogyakarta

UNU Yogyakarta demonstrates a proactive approach to disability inclusion through its Gender Equality, Disability, and Social Inclusion (GEDSI) center that was established in 2022. This center, mandated to function as a ULD, provides comprehensive support to students with disabilities. GEDSI actively involves volunteer companions trained in areas like sign language to assist students during orientation and academic activities.

UNU Yogyakarta has embraced inclusivity, with three students with disabilities enrolling in 2024 through a special admissions pathway. These students, with varying disabilities such as physical,

¹⁹ PLD Brawijaya University, Sejarah Pusat Layanan Disabilitas (PLD), <https://tinyurl.com/5d5a2bc2>

²⁰ Ibid.

²¹ Ibid.

visual, and hearing impairments. The students with disability receive tailored support, including scholarships facilitated through partnerships with organizations like *Yayasan Kristen untuk Kesehatan Umum* or Christian Foundation for Public Health (YAKKUM). Despite initial challenges, such as a lack of readiness in certain academic programs, the university has demonstrated flexibility by recommending alternative pathways to ensure inclusivity.

The GEDSI center emphasizes awareness-building among staff, including security personnel, about the presence and needs of students with disabilities. UNU Yogyakarta also advocates for policy reforms to improve accessibility in higher education institutions across Indonesia. Supported by the British Council, the university is developing a roadmap to enhance inclusivity through legal frameworks, infrastructure improvements, and advocacy for student's associations. These efforts are backed by the university leader, which strongly supports inclusive education.

Universitas Prasetiya Mulya

Universitas Prasetiya Mulya provides an interesting case of evolving inclusivity practices in higher education, though with notable challenges. Currently, Universitas Prasetiya Mulya does not have a dedicated ULD; instead, disability-related policies are managed under student affairs and handled on a case-by-case basis. The institution is committed to adjusting if students with disabilities enroll, such as introducing smart classrooms and accessible physical facilities, including handrails and Braille buttons in elevators.

While no permanent students with disabilities have been enrolled, the university has dealt with cases of mental health challenges among students, providing clinical psychological services and referrals to professional psychiatrists when needed. However, academic standards, including graduate learning outcomes (CPL), are maintained equally for all students to avoid discrimination. The university recognizes the systemic gaps in the preparedness of students with disabilities to pursue higher education, citing significant disparities in academic readiness between graduates of SLBs and regular schools. Universitas Prasetiya Mulya suggests that improving foundational education and introducing clear government-mandated clusters for disability types are essential steps toward addressing these issues.

Universitas Prasetiya Mulya calls for greater government support, including targeted scholarships, disability-specific academic standards, and better integration of inclusive policies into quality control frameworks. The institution also highlights the need for stronger connections between higher education and employers to bridge gaps in preparing graduates with disabilities for the workforce.

6.2. Higher Education Linkages to Employment

Parakerja Disabilitas Bisa

Established in 2018, Parakerja Disabilitas Bisa, a social entrepreneurship company, sets a benchmark for promoting disability inclusion in the workplace through innovative and holistic solutions. The organization addresses common challenges faced by companies, including a lack of awareness, understanding, and access to qualified candidates with disabilities. Parakerja offers integrated Disabled Human Resources Services, including outsourcing and headhunting, to help businesses, organizations, and government institutions create inclusive and accessible work environments. These services support the recruitment and placement of qualified employees with disabilities across a wide range of roles, such as administration, customer service, digital marketing, IT, housekeeping, and more.²²

Beyond recruitment, Parakerja provides comprehensive training programs for employers, including Inclusivity, Diversity, Equity, Accessibility, and Sensitivity (IDEAS/DEIA) training. These programs educate employees on effective collaboration and communication with colleagues with disabilities, addressing potential barriers and fostering an inclusive workplace culture. Parakerja also conducts Disability Workplace Assessments to evaluate physical and digital accessibility, company policies, and operational procedures, identifying and mitigating challenges faced by employees with disabilities.²³

²² Parakerja Disabilitas Bisa Company Profile, 2024.

²³ Ibid.

To ensure sustainable support, Parakerja implements the Monitoring, Evaluating, Controlling, Consulting, and Re-Training (MECCoRT) Management System. This system ensures that the needs of employees with disabilities are continuously met, fostering a productive and inclusive work environment. Additionally, Parakerja promotes communication inclusivity by offering Bisindo classes, which have been attended by over 42,000 participants, and provides certified sign language interpreters for various events and services.²⁴

Through these comprehensive and innovative approaches, Parakerja Disabilitas Bisa exemplifies best practices in disability-inclusive employment, demonstrating that empowering individuals with disabilities not only fosters equity but also contributes to a more diverse and dynamic workforce.

Yayasan Mitra Netra

Yayasan Mitra Netra has been at the forefront of disability advocacy in Indonesia, focusing on shifting the narrative from charity-based to human rights-based approaches. As a key player in the advocacy for inclusive education and employment, Mitra Netra collaborates with stakeholders to promote the adoption of global best practices, such as the CRPD.

The foundation actively works with the government to ensure compliance with CRPD principles, particularly in higher education and employment. Despite these efforts, challenges remain, such as the lack of proper enforcement of the CRPD and minimal engagement of disability organizations in policymaking. For instance, while some universities, like UIN Sunan Kalijaga and Universitas Brawijaya, serve as best practices, others, such as Universitas Andalas, have faced criticism for discriminatory admissions policies.

Yayasan Mitra Netra also highlights the economic barriers faced by persons with disabilities, particularly the high costs of assistive devices, which are often taxed as luxury goods. The organization advocates for tax exemptions on essential accessibility tools and the introduction of disability pensions, similar to models in countries such as Thailand and India.

Additionally, Mitra Netra emphasizes the importance of equipping persons with disabilities with both hard and soft skills to increase their employability. They also call for greater employer awareness of inclusive hiring practices, urging the government to mandate ULDs within regional labor offices to bridge the gap between education and employment.

6.3. Employment

Microsoft Indonesia

Microsoft Indonesia has embedded Diversity, Equity, and Inclusion (DEI) into the core of its culture and operations, ensuring equal opportunities for all, including persons with disabilities. The company's recruitment process is inclusive, with no differentiation or targeted hiring for persons with disabilities to avoid unintentional discrimination. DEI is also integral to product development, reflecting Microsoft's commitment to creating accessible technologies. Notably, the company has achieved its goal of hiring 1 to 2 percent of its workforce from persons with disabilities communities, showcasing its dedication to inclusive practices.

Support for persons with disabilities extends beyond hiring through initiatives like the Disability at Microsoft Employee Resource Group (ERG), which provides a platform for employees with disabilities and their families. Accessibility is further reinforced with mandatory "Accessibility 101" training, completed by all employees within their first 90 days. This ensures a company-wide understanding of accessibility needs and advocacy both internally and externally. Programs like Accessibility at Microsoft emphasize advancing accessibility through proactive measures.

The Microsoft Enabler Program, launched in 2022, supports customers and partners in hiring persons with disabilities through training and collaboration with organizations such as the KND and Swarise. By 2023, the program expanded to include companies like Panasonic, focusing on hiring individuals with autism.

²⁴ Ibid.

Challenges remain, including technical skill gaps among graduates with disabilities, but Microsoft has highlighted success stories, such as top-performing visually impaired graduates from Universitas Pamulang's Computer Science faculty, reflecting their belief that with determination barriers can be overcome.

Telkom Indonesia

Telkom Indonesia has integrated social inclusion into its operations since 2014-2015, aligning its policies with broader Environmental, Social, and Governance (ESG) objectives. Following the Disability Law enacted in 2016, Telkom's inclusivity efforts have evolved to prioritize equitable opportunities across demographics, focusing not only on urban centers and specific age groups but also on broader accessibility. Initiatives such as the I Can Hear and Talk (iChat) application have supported the needs of individuals with disabilities, while workforce management has expanded to include disability-specific roles. Currently, around 1-1.5 percent of Telkom's workforce consists of employees with disabilities, with ongoing efforts to refine role placements and sourcing strategies.

Telkom offers a variety of roles for individuals with disabilities, primarily in call centers, administrative positions, and permanent roles in Human Capital, IT, Planning and Performance, and Digital Product divisions. The company ensures its physical infrastructure is accessible and provides social security, workforce protection, and equal development opportunities. During recruitment, processes are tailored, such as providing interpreters for hearing-impaired candidates, to ensure fair assessment. Despite initial challenges, employees with disabilities have adapted well and performed effectively, with most roles currently filled by individuals with physical disabilities.

To advance beyond business-as-usual, Telkom collaborates with disability communities for talent scouting and innovation, while adhering to government-mandated standards. Challenges remain in expanding representation across its nationwide presence and addressing gaps in technical competencies for certain roles. However, Telkom sees promise in candidates with higher education (bachelor's and master's degrees) and seeks stronger industry-academia collaboration. Additionally, the company aims to enhance support for mental disabilities, advocating for clearer standards to guide employers. Telkom continues to nurture talent inclusively through programs that empower employees with disabilities and foster innovation.

MIND.ID

MIND.ID stands at the forefront of inclusive employment practices, setting a strong example for integrating persons with disabilities into the workforce. The company has proactively attempted to reach at least 2 percent of its workforce from the persons with disabilities community to meet Indonesia's legal mandate. To ensure compliance and maximize inclusion, MIND.ID conducts periodic infrastructure assessments every three years, in line with global sustainability mining standards and regulations from the Ministry of State-Owned Enterprises. These assessments have led to notable improvements in accessibility at the company's headquarters, although challenges remain at branch offices in meeting these standards.

In addition to accessibility improvements, MIND.ID provides specialized vocational training for persons with disabilities, aligning with industry demands in the mining sector. The company tailors training programs based on specific needs, such as whether disabilities stem from birth or workplace incidents, to optimize job placements. Furthermore, MIND.ID has explored remote work opportunities and entrepreneurial programs for persons with disabilities, currently available for specific project-based roles, including graphic design.

A key component of MIND.ID's strategy is collaboration with government and private sector stakeholders. The Ministry of State-Owned Enterprises and forums like Forum Human Capital Indonesia (FHCI) of BUMN support standardization efforts and encourage disability applications, while audits by the Development Finance Controller (BPKP) ensure accountability for disability hiring quotas. Despite these efforts, MIND.ID acknowledges persistent challenges, such as legal concerns from employers regarding potential discrimination claims and the need for more comprehensive data on Indonesia's employable persons with disabilities population. These ongoing challenges highlight the importance of continuous advocacy, collaboration, and structural adjustments to build a truly inclusive workforce.

Chapter VII

Collaborative Action Plans

7. Collaborative Action Plans

Regulatory and Policy Enhancement

- Strengthen KND's strategic position in monitoring, planning, and governing capacity of disability-related issues, especially in higher education and employment sectors.
- Urge the government, with KND's help, to create a monitoring mechanism for higher education institutions and workplaces to ensure compliance with existing disability regulations.
- Ensure that the Ministry of Higher Education, Science, and Technology integrates reasonable accommodations into accreditation standards for higher education institutions, supporting inclusivity.
- Call for the creation of an inclusive curriculum by the government, with assistance from KND, that ensures equitable access to quality education for persons with disabilities and prepares them for further education or employment in accordance with their disability category.
- Urge the government, through the Ministry of Social Affairs, Ministry of Higher Education, Science and Technology, and Ministry of Manpower—with the assistance of KND—to enforce compliance with disability-related regulations by implementing incentives and penalties for stakeholders in higher education and employment.

Awareness and Capacity Building

- Promote a clear understanding of the law, referring to Law No. 8 of 2016, to the government and local authorities by inviting newly elected local leaders from provincial and city/regency levels to a National Congress on Disability Issues.
- Emphasize the need for the Ministry of Social Affairs, Ministry of Higher Education, Science and Technology, and Ministry of Manpower, with KND's assistance, to conduct routine dissemination and awareness programs for stakeholders to explain disability-related regulations and their importance in higher education and workplaces.
- Call for the development of standardized handbooks and guidelines by The Ministry of Social Affairs and KND, with input from private organizations and communities, to help stakeholders comply with disability-related laws.
- Stress the need to standardize sign language by the Ministry of Social Affairs, in collaboration with disability communities, to ensure uniformity in public, educational, and workplace settings.
- Encourage the integration of a robust understanding regarding disabilities into organizational culture, procurement of physical facilities, and other accommodation measures by the Ministry of Higher Education, Science and Technology, universities, and employers. are encouraged to integrate.

Collaborative Program and Inclusion Opportunities

- Encourage collaborative partnership among KND, universities, the Ministry of Social Affairs, the Ministry of Higher Education, companies, and communities to prepare persons with disabilities for employment through School-to-Work Transition Programs, starting from skill-building in schools to mentorship, internship, and job placements in inclusive workplaces.
- Establish an integrated data platform where the government, universities, NGOs, communities, and businesses can share data on employment outcomes, barriers, and best practices for hiring and supporting persons with disabilities. This collaboration would inform evidence-based policies and programs.

- Explore innovative funding mechanisms by stakeholders in higher education and employment sectors, including universities, state-owned enterprises, and private companies, to support disability-inclusive initiatives, with emphasis on building the professional capacities of persons with disabilities and emphasizing their value in academic and professional contexts.

Conclusion

The journey towards creating an inclusive environment for persons with disabilities in Indonesia, particularly in higher education and formal employment, remains a work in progress. Despite the government's commendable efforts to align regulations with international conventions, the practical implementation and enforcement of these laws lag behind, leaving many persons with disabilities without the support they need to succeed.

It is imperative that higher education institutions and employers view accessibility as a strategic investment rather than a mere obligation. This shift in perspective can foster a culture of inclusion that benefits not just individuals with disabilities but society as a whole. However, challenges such as inconsistent communication standards for the Deaf community and a severe shortage of certified sign language interpreters highlight the urgent need for targeted interventions to improve accessibility.

The education system also plays a crucial role in this ecosystem. Unfortunately, special education curricula often fail to equip students with the skills required for higher education and competitive employment, limiting their prospects. While many institutions are willing to embrace more inclusive practices, there is a clear need for comprehensive training and awareness-building to deepen stakeholders' understanding of the diverse needs of persons with disabilities.

Discrimination in employment remains a significant barrier, with biases in recruitment, unequal pay, and restricted career growth stemming from misconceptions about the costs and risks of hiring workers with disabilities. To break these barriers, stakeholders across sectors must work together to build awareness, implement supportive policies, and create opportunities that allow persons with disabilities to thrive both academically and professionally. This research underscores the importance of a collective, informed approach to fostering true inclusivity in Indonesia.

