

Annex 5

INCLUSIVE EDUCATION

1. The Program

1. The inclusive education focal area of the BEP does not operate as an independent project. It works within the Government framework and directly supports and brings together a variety of government actors and initiatives to integrate efforts towards the common goal of implementing a national and comprehensive inclusive education program covering regular and special schools. These government actors implement the program through their own annual work plans under the umbrella of the national policy and strategy. Implementation also involves assisting the government to coordinate support from non-government agencies.

2. The objective of the program is to support MONE, MORA and an expanding number of district authorities in ensuring access to basic education, wherever possible, within provision of a schooling program in an inclusive setting, for all groups currently restrained, marginalized or excluded on the basis of disability (physical and intellectual), social and economic background, language, ethnicity, gender, health and HIV status.

3. The BEP support program is structured to cover the key areas of inclusive education – national and local policy development, expanding local initiatives, development of inclusive education support systems, networking specialist training institutions and updating pre- and in-service specialist training curricula (including capacity building for identification and classification skills), and integration of pupil disability data into school-level pupil records and national information systems.

4. This BEP work plan focuses on four areas: (i) policy development, particularly with regard to strengthening the support systems for inclusion in regular schools; (ii) support to expanding locally funded inclusion programs running in districts under local Memoranda of Understanding, (iii) support to updating the pre- and in-service inclusion curricula and materials being used in specialist institutions, and (iv) support to improving and standardising inclusion data-sets for pupil profiles in schools, and national information systems. The activities of these areas are being implemented in a coordinated sequence which reflects their interdependence.

5. Operationally, the BEP support works as follows. In the Directorate General of Management of Primary and Secondary Education, the inclusive education programme is led by the Secretary to the DG, since he has responsibility for all the sub-sectors. Each sub-sector--pre-school, primary, lower secondary, upper secondary, and special education--has staff with assigned responsibilities for inclusive education. An early BEP achievement has been an agreement that inclusive education should not be the sole responsibility of the Special Needs Department, but that of all sub-sectors. The Directorate for Quality Improvement for Teachers and Educational Staff is developing a program for updating teachers in inclusive education issues and this is led by the Director General with a designated team. Terms of reference (TOR) for a task force for Inclusive education has been drafted, with BEP support, and is under legal vetting prior to being signed by the Minister.

6. The purpose of the task force will be to coordinate Directorate General of Management of Primary and Secondary Education, Directorate General of Management of Primary and Secondary Education, non-formal education, MORA, provincial and district representatives and the members of other task forces (e.g. Compulsory Basic Education) in order to achieve the objectives of the forthcoming Ministerial Decree on inclusive education which has also been drafted with BEP assistance. The BEP will support many of the task

force activities with field activities and technical assistance. The BEP is also working with each of the above units in developing their specific technical programs.

7. The forthcoming inclusive education task force will become the focus and channel of BEP inclusive education support, since, for the first time, it will institutionalise collaboration among all of the agencies involved.

2. Progress

8. The program is in its first phase. It focuses on national and local inclusive education policy development and accompanying regulations, support to district governments planning to set up locally-funded inclusive education programs, development of case study materials from the field to use as advocacy, best practice and training material, support to the development of a specialist training institution network (universities, training institutions, private foundations), and development of standardised data-sets for school-level pupil profiles, integration into school management systems, and into the national education management information system (EMIS).

9. Specific examples of BEP support results to date (March 2008) are listed below. Most of the activities have brought together the core experts who will be involved in the task force, and their provincial and district counterparts.

- Agreement, TOR, and a draft decree to establish a national working group/task force for inclusive education, and the development of a national action plan.
- The plan is part of the Government's wider strategy for achieving the 9-year compulsory basic education policy, which is the first priority in the education sector in Indonesia. This level of agreement has involved coordination between many units of MONE, MORA, and a variety of provincial and district local and education authorities.
- The draft of a Ministerial Regulation on inclusion, including an inclusive education support system.
- The draft has been refined by the education stakeholders from MONE, MORA, universities, provincial and district education authorities and the disability organization, and is under final legal vetting from ministry experts prior to submission to the minister.
- A draft of an action design for a resource centre for inclusive education and special needs education. The action design will form the basis for the task force program.
- An instruction to all directorates under the Directorate General of the Management of Basic Education Directorate (pre-school, primary, lower secondary, upper secondary, special education, vocational education) to develop an effective program for inclusive education as a prerequisite for achieving 9 year compulsory education for all targets.
- Support to the development of financial standards for inclusive education, including per-pupil costs by level.
- Support to the integration of locally funded inclusive education programs into district government education plans and the implementation of these.

10. So far, Muba (South Sumatera), Payakumbuh (West Sumatera), Sukabumi (West Java), Cimahi (West Java) and Jember (East Java) have begun implementing inclusive education programs under an annual recurrent local budget.

11. Following combined BEP and government visits to Malang district (East Java), Boyolali district and Wonogiri district (Central Java), additional districts have committed to including community-based inclusive education programs in their district government plans. Sixteen other districts have requested support for developing community-based inclusion programs.

12. The BEP role has been to support a socialisation and advocacy program to encourage districts to develop programs within their own budgets under the forthcoming policy, and to assist the government to advise on support services, organisation, and other development issues. The case-study/materials development program (below) has been partly designed to support this role. It is expected that, with the formation of the task force, and the implementation of the action program, the rate of expansion will accelerate. MONE, with assistance from the BEP, will develop criteria for districts awards for district with successful inclusion programs.

13. Following extensive discussions with the Directorate General of Management of Primary and Secondary Education and the Directorate General for Quality Improvement for Teachers and Educational Staff, commitments have been made to ensure that inclusive education is strengthened in teacher education programs. This latter directorate has requested support to develop a network of specialist training institutions in order to update inclusive education knowledge and skills in pre- and in-service education. This program has started with a workshop to develop an action plan for improving teacher competencies relating to developments in inclusive education. The BEP has been requested to support this program across Indonesia. This will require research on existing on-going programs under the government.

14. Development of case study and multi-media materials, including a video profile of exemplary districts, has been undertaken to facilitate advocacy and socialisation. The material has a dual function – to support the spread of district-inclusive education programs, and to contribute to the updating of teacher training curricula and training.

15. Recruitment of regional inclusive education advisers to support an increasing number of districts in developing inclusive programs under local funding, and specialists in capacity building for pre- and in-service curriculum updating, materials development, and data record and data system requirements for inclusive education.

3. Future Implications

16. The program, supported by the BEP, is a government program, comprehensive and integrated, at both central and local levels. While some aspects may be completed during the life of the present BEP (e.g. policy support, task force, support system design, data integration and school records, some materials and case studies, a growing specialist unit network, some updated teacher training curricula, 30 – 50 districts running local programs with local support systems, per-pupil unit costs for inclusion), many more districts and training institutions will remain to be covered. More advocacy, case-study and materials development will be needed, more linking of specialist units with district programs, and the embedding of management as well as technical needs for inclusive education in sub-sector management at central and local levels. Much of this work is outreach, and MONE and MORA have indicated their need for further support to manage the additional demands of the development period. While the capacity of the districts, departments, and specialist training units will continue to grow, it will continue to need coordination, facilitation, and additional expertise.

17. The World Bank SISWA representatives have suggested that the inclusive education program, supported by the BEP, forms a good basis for continuation under the SISWA

umbrella. While this is, in principle, a good idea, two characteristics of the program would need to be accommodated.

18. The expansion of the district inclusive program is demand-driven, and this may be restricted by the current proposed targeting of the SISWA, i.e., the inclusive education program coverage will need to be at least partly disconnected from any restrictive SISWA targeting.

19. A defining feature of district programs is the use of local, existing budgets, by re-allocation or local prioritisation. The addition of SISWA funding may compromise the motives and sustainability which provide the strength of these local programs. SISWA support can avoid this by carrying on the capacity building framework of the BEP, however, the willingness to provide money for 'free' basic education (i.e. recurrent expenditure) under SISWA, suggests that the temptation to supplement may be great. Some districts have suggested a need for 'start-up' funding, and this may be a possible compromise.