

Higher Education with Disabilities Policy: Ensuring Equality Inclusive Education in Indonesia, Singapore and United States



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ARTICLE INFO

Article history

Received: June 10, 2023

Revised: October 1, 2023

Accepted: October 9, 2023

Keywords

Disabilities Policy;

Education Right;

Higher Education;

People with disabilities;

ABSTRACT

There are still relatively few people with disabilities who complete their education up to the university level in Indonesia. In contrast, Singapore and the United States are known for their high levels of innovation, especially in promoting equality in education. Three countries—Indonesia, Singapore, and the United States—share a common commitment to realizing the protection of disability rights. This research employs normative legal research methods, utilizing both statutory and comparative approaches. The findings of this study reveal that Singapore's universities have the highest percentage of disability-friendly institutions, with approximately 60% of colleges maintaining specialized Disability Services units. In the United States, only 4.7% of colleges offer Disability Services, while in Indonesia, the figure stands at 1.48%. Substantial, structural, and cultural challenges persist in all three countries when it comes to fulfilling the right to education, particularly concerning funding policies. Each nation needs to cultivate a culture of anti-discrimination in disability education. Notably, Indonesia has yet to implement an inclusive curriculum in higher education. This paper holds significant importance in the context of improving educational services for individuals with disabilities, ultimately contributing to the realization of equality in the education system.



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1. Introduction

Education without discrimination is a mandate of the 2006 United Nations Convention on the Protection of the Rights of Persons with Disabilities, specifically in Article 26. Member States of the United Nations are called upon to

formulate policies ensuring equal education opportunities at all levels.¹ The Convention has been ratified by Southeast Asian countries that are members of the United Nations, including Indonesia and Singapore. In addition to the UN Convention on the Rights of Persons with Disabilities, ASEAN, an association of Southeast Asian countries, has committed to disability priorities in the ASEAN Enabling Masterplan 2025. Over the years, ASEAN has consistently prioritized the promotion and protection of the rights of persons with disabilities.² The ASEAN policy framework for advancing the rights and well-being of persons with disabilities is rooted in the Bali Declaration on Increasing the Role and Participation of Persons with Disabilities in the ASEAN Community (2011). This declaration calls for disability inclusion through the development of national action plans, the diversification of social services, the establishment of social security schemes, and the provision of accessible education and employment opportunities. The declaration also introduces the Mobilization Framework of the ASEAN Decade of Persons with Disabilities (2011-2020) to promote inclusive disability development in ASEAN. It reaffirms the commitment to safeguarding the fundamental rights of persons with disabilities across various areas, with a particular emphasis on achieving equality in education without discrimination.³

In the same context, the United States, ranked 1st in the Global Innovation Index (GII), boasts numerous innovations related to accessibility for disabled individuals. Meanwhile, Singapore ranks second, excelling in 11 indicators such as government efficiency, ICT access, venture capital investment, and advanced accessibility in manufacturing technology. Both the United States and Singapore have made substantial innovations in enhancing accessibility for disabled individuals. Indonesia and Singapore, both members of both ASEAN and the United Nations, exhibit distinct characteristics within their governance systems. However, when it comes to policy-making for persons with disabilities, they share a common spirit and commitment to providing equal education without discrimination.⁴

Based on data collected from various sources on the number of persons with disabilities in the four countries, significant variations are observed. As the most

¹ Bolajoko O Olusanya, Nem Yun Boo, and others, 'Accelerating Progress on Early Childhood Development for Children under 5 Years with Disabilities by 2030', *The Lancet Global Health*, 10.3 (2022), e438–44 [https://doi.org/https://doi.org/10.1016/S2214-109X\(21\)00488-5](https://doi.org/https://doi.org/10.1016/S2214-109X(21)00488-5)

² Abdul Kadir Jaelani and others, 'Legal Protection of Employee Wage Rights in Bankrupt Companies: Evidence from China', *Legality: Jurnal Ilmiah Hukum*, 31.2 (2023), 202–23 <https://doi.org/https://doi.org/10.22219/ljih.v31i2.25874>

³ Bolajoko O Olusanya, Vivian G Cheung, and others, 'Sustainable Development Goals Summit 2023 and the Global Pledge on Disability-Focused Early Childhood Development', *The Lancet Global Health*, 11.6 (2023), e823–25 [https://doi.org/https://doi.org/10.1016/S2214-109X\(23\)00178-X](https://doi.org/https://doi.org/10.1016/S2214-109X(23)00178-X)

⁴ Ris and others, 'Disabilities Concessions in Indonesia: Fundamental Problems and Solutions', *Legality: Jurnal Ilmiah Hukum*, 30.2 (2022), 298–312. <https://doi.org/https://doi.org/10.22219/ljih.v30i2.23814>

populous country in ASEAN as of 2022, Indonesia has approximately 8.16% of its population, which equates to about 22.97 million people living with disabilities.⁵ Singapore, on the other hand, has roughly 3% of its population, or approximately 110,000 citizens, who are disabled. In the United States, the data reveals that approximately 1 in 4 adults, or roughly 27%, have some form of disability.⁶

Inclusion and equity policies in America are increasingly recognized as priorities in educational development practices.⁷ Colleges in the United States are committed to providing equal access and fair opportunities for students with disabilities. This encompasses physical access, access to information, and necessary accommodations. Additionally, efforts are made to develop social, life, and professional skills, along with training for lecturers to enhance their understanding of inclusive education. The United States boasts one of the world's top education systems, evident in the presence of renowned institutions such as the Massachusetts Institute of Technology (MIT), Harvard University, and Stanford University. Meanwhile, Singapore's higher education sector has implemented policies to support inclusive education services. These policies include establishing centers or units responsible for developing inclusive education policies. One notable institution in Singapore, Nanyang Technological University (NTU), maintains an inclusive and accessible education (I&AE) team that collaborates with the NTU community to provide consultation and guidance on academic and non-academic issues.⁸ Furthermore, Singapore Institute of Technology (SIT) College, specializing in technical education, prioritizes accessibility and inclusivity. The college ensures that its buildings and physical infrastructure adhere to Singapore's Barrier-Free Accessibility code, enabling every student to fully engage in their educational journey.⁹

Inclusive education in Indonesia has been mandated in Law Number 20 of 2023 concerning the national education system. Article 5, paragraph (2) states that "all citizens with physical, emotional, mental, intellectual or social disabilities have the right to receive special education". This law also guarantees the Indonesian

⁵ Pierre Boerkoel and others, 'Disability, an Often-Overlooked Aspect of Equity, Diversity, and Inclusion among Radiology Departments in Canada and the United States', *Clinical Imaging*, 104 (2023), 110007 <https://doi.org/https://doi.org/10.1016/j.clinimag.2023.110007>

⁶ Jennifer Vanderminden and others, 'Victimization and Abuse among Children with Disabilities: Age Adjusted Rates in a US National Sample', *Child Abuse & Neglect*, 146 (2023), 106495 <https://doi.org/https://doi.org/10.1016/j.chiabu.2023.106495>

⁷ Grayson E Buning and others, 'Self-Reported Accommodation Needs for Patients with Disabilities in Primary Care', *The Joint Commission Journal on Quality and Patient Safety*, 2023 <https://doi.org/https://doi.org/10.1016/j.jcjq.2023.10.012>

⁸ Chiara Dal Bianco, 'Disability Insurance and the Effects of Return-to-Work Policies', *Review of Economic Dynamics*, 49 (2023), 351–73 <https://doi.org/https://doi.org/10.1016/j.red.2022.11.001>

⁹ Arezou Zaresani and Miguel Olivo-Villabrille, 'Return-to-Work Policies' Clawback Regime and Labor Supply in Disability Insurance Programs', *Labour Economics*, 78 (2022), 102215 <https://doi.org/https://doi.org/10.1016/j.labeco.2022.102215>

government to issue a new policy for people with disabilities using the inclusion method, as stated in the 2009 Minister of Education regulation on inclusive education. Minister of Education Regulation 70 of 2009 on inclusive education defines in point (a): "that students who have abnormalities and have the potential for intelligence and/or special talents need to receive educational services in accordance with their needs and human rights". Today, the concept of inclusive education continues to develop to protect the rights of people with disabilities. It is necessary to create consolidation for people with disabilities for policymakers to create equality for people with disabilities.

In Indonesia, inclusive education has been mandated by Law Number 20 of 2023, which governs the national education system. Article 5, paragraph (2), asserts that "all citizens with physical, emotional, mental, intellectual, or social disabilities have the right to receive special education." This law also obligates the Indonesian government to create new policies for people with disabilities using inclusive methods, as outlined in the 2009 Minister of Education regulation on inclusive education. Minister of Education Regulation 70 of 2009 defines in point (a) that "students with exceptionalities and potential for intelligence and/or special talents should receive educational services tailored to their needs and human rights." The concept of inclusive education in Indonesia continues to evolve, aiming to safeguard the rights of people with disabilities. Consolidation efforts are crucial for policymakers to ensure equality for individuals with disabilities.¹⁰

Each country takes strategic steps based on the number of citizens with disabilities who are part of the vulnerable group in society. In Singapore, the Ministry of Social Affairs and Family Empowerment has adopted the Enabling Masterplan 2030 policy, envisioning Singapore as an inclusive society by 2030. This plan encompasses several strategic themes, including strengthening support for lifelong learning in the face of rapidly changing economic dynamics, empowering individuals with disabilities to live independently, and creating an inclusive physical and social environment. In addition to government initiatives, non-governmental agencies, such as SG Enable, have been working since 2013 to establish equal access for disabled individuals, even though inclusive education has not yet been officially adopted as a formal education agenda in Singapore.¹¹

Indonesia, through the Ministry of Social Affairs, has implemented the Indonesian Policy of Seeing, Hearing, and Stepping. This program provides assistance to support the independence of persons with disabilities. The United

¹⁰ Abdullah Madhesh, 'Universities Admission Policies (Requirements): Exclusionary or Inclusionary for Applicants with Disabilities', *International Journal of Educational Research*, 117 (2023), 102122 <https://doi.org/10.1016/j.ijer.2022.102122>

¹¹ Levan Lim and Thana Thaver, 'Inclusive Education in the Republic of Singapore: A Situated Perspective', in *International Encyclopedia of Education (Fourth Edition)* (Elsevier, 2023), pp. 426–34 <https://doi.org/10.1016/B978-0-12-818630-5.12029-9>

States, as a developed country, has a multitude of policies aimed at protecting individuals with disabilities. These policies include government programs as well as initiatives from the public sector. First is the policies and laws on disabilities protection. The United States has federal laws, such as the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and the Rehabilitation Act, all of which protect the rights of individuals with disabilities and ensure accessibility. Second is the accessibility infrastructure. Many cities in the United States have been actively working to improve accessibility for people with disabilities. Public facilities like transportation systems, parks, playgrounds, and other public buildings have been modified to ensure accessibility for individuals with reduced mobility. Third is the support service. Government agencies provide support services such as assistive technology support, career guidance, skills training, and healthcare services tailored to meet the specific needs of individuals with disabilities. Fourth is the advocacy group. Numerous organizations and advocacy groups are dedicated to fighting for the rights and interests of people with disabilities. These efforts collectively demonstrate the commitment of these countries to protect the rights and improve the quality of life for individuals with disabilities.¹²

Along with the adoption of disability protection policies in some ASEAN countries, education policy has become no less urgent. The education requirement of inclusion is not just about primary and secondary education. Higher education must open equal opportunities for persons with disabilities in their institutions. For instance, in the FIBAA International Accreditation Guarantee Instrument, under the component of Academic Environment and Framework Conditions, colleges are required to provide facilities and incentives for persons with disabilities. Similarly, other international accreditation institutions like the ASEAN University Network-Quality Assurance (AUN-QA) have similar standards that include components related to facilities and learning resources catering to a diverse range of backgrounds and student characteristics.¹³

Government policy encourages educational organizers to teach for social justice. The World Class University program is currently implemented in several universities, aiming to promote social justice education. Some international accreditation standards, including those of FIBAA and AUN-QA include criteria that mandate educational institutions to operate without discrimination. It is worth noting that universities in Singapore and Malaysia tend to rank higher globally than their counterparts in Indonesia and Brunei Darussalam. In terms of instruments and policies, Singaporean colleges have established a Special

¹² Edward D. Berkowitz, 'A Historical Preface to the Americans with Disabilities Act', *Journal of Policy History*, 6.1 (1994), 96–119 <https://doi.org/10.1017/S089803060000364X>

¹³ Fida Sanjakdar and Jessica Premier, 'Teaching for Social Justice in Higher Education: Reflexive and Critical Auto-Ethnographic Narratives of Hope, Resilience, and Change', *Teaching and Teacher Education*, 127 (2023), 104114 <https://doi.org/10.1016/j.tate.2023.104114>

Education Fund. Generally speaking, Singapore leads the way in disability-friendly initiatives through collaborations with non-governmental organizations and the corporate sector.¹⁴ Instruments for enhancing accessibility for disabled individuals are outlined in the Building and Construction Authority (BCA) Code, emphasizing mandatory disability-friendly building designs.¹⁵ In the end, colleges are obligated to uphold the right to education for disabled individuals not only as a matter of ethics but also to enhance their standings in global university rankings. Specifically, Indonesia should focus on innovative programs to bolster its universities' inclusive international reputation.¹⁶

Innovation in higher education plays a crucial role in realizing equal education rights for people with disabilities. While the United States, Singapore, and Indonesia have established government rules and policies, discrimination against disabled individuals persists. Alarming, approximately 33.7% of disabled students in the United States have reported experiencing acts of discrimination. This underscores the fact that not all members of the academic community fully grasp the importance of equality in the realm of education. Above all, fostering a healthy and positive campus climate where every member is respected and valued for their contributions is an indispensable aspect of an institution's commitment to diversity and inclusion.¹⁷

Inclusive education regulations have been the subject of study by several researchers, including Gottfried Biewer et al., who explored "Pathways to Inclusion in the European Higher Education System." Their research emphasizes the crucial role that each societal group plays in advocating for education for disabled individuals.¹⁸ Similarly, Shirale Poed et al. conducted a study on "Researching Curriculum and Disability in Higher Education," revealing that students encounter barriers to accessing, participating, and engaging in the learning process.¹⁹ In another study, Fajar Indar Septiana analyzed "Creating Access to Higher Education for Disabled Persons" and concluded that there is a

¹⁴ Kenneth K. Poon, 'Context, Service Provision, and Reflections on Future Directions of Support for Individuals With Intellectual Disability in Singapore', *Journal of Policy and Practice in Intellectual Disabilities*, 12.2 (2015), 100–107 <https://doi.org/10.1111/jppi.12121>

¹⁵ Peng Zhan and others, 'The Average Life Expectancy of Persons with Disabilities in China', *SSM - Population Health*, 24 (2023), 101526 <https://doi.org/https://doi.org/10.1016/j.ssmph.2023.101526>

¹⁶ Kanchan Kumar Sen and others, 'Evaluating the Relationship between Energy Poverty and Child Disability: A Multilevel Analysis Based on Low and Middle-Income Countries', *Energy for Sustainable Development*, 77 (2023), 101331 <https://doi.org/https://doi.org/10.1016/j.esd.2023.101331>

¹⁷ Andrew Cashin, Amy Pracilio, and Nathan J Wilson, 'A Proposed Remedy to the Inequitable Representation of Nursing in the Australian National Disability Insurance Scheme', *Collegian*, 30.2 (2023), 394–99 <https://doi.org/https://doi.org/10.1016/j.colegn.2022.11.002>

¹⁸ Gottfried Biewer and others, 'Pathways to Inclusion in European Higher Education Systems', *Alter*, 9.4 (2015), 278–89 <https://doi.org/10.1016/j.alter.2015.02.001>

¹⁹ Shiralee Poed and others, 'Researching Curriculum and Disability in Higher Education', in *International Encyclopedia of Education (Fourth Edition)* (Elsevier, 2023), pp. 368–75 <https://doi.org/10.1016/B978-0-12-818630-5.12080-9>

lack of strong commitment from high-level stakeholders to protect disabled individuals. Additionally, a study on Inclusive Higher Education in Saudi Arabia highlighted the failure of university managers to adequately accommodate the needs of students with disabilities and the limited awareness among the academic community.²⁰ While several studies have examined the experiences of disabled individuals in higher education, none have conducted a comparative analysis of disability services across universities in various ASEAN countries or in the United States.²¹

Research related to disability is not new; previously, Nidhi Singal conducted research on disability, focusing on the roles, opportunities, and challenges faced by teachers with disabilities. Teachers with disabilities play a central role in inclusive education.²² Additionally, articles have addressed the experiences of students with disabilities in higher education. Despite legislative and policy obligations aimed at safeguarding the rights of students with disabilities, the reality is that students still encounter barriers that hinder their access, participation, and engagement. Furthermore, research has been conducted on the obstacles faced by people with disabilities in the built environment, affecting their health, mobility, and social participation. In the United States, the Americans with Disabilities Act (ADA) mandates municipalities to develop and implement barrier removal plans for pedestrian infrastructure, known as ADA transition plans, but only a few municipalities do so.²³ Another study explores the impact of the COVID-19 pandemic on the transition to higher education for students with disabilities in Chile. It highlights a decrease in enrollment rates, with primary and secondary education decreasing by 2% and higher education decreasing by 17%.²⁴ However, disability-related research in Chile remains uneven for certain social groups and individuals with disabilities. The research aims to develop policies to

²⁰ Abdullah Madhesh, 'Quality of Life of Higher Education Students with Disabilities at Shaqra University', *Research in Developmental Disabilities*, 138 (2023), 104520 <https://doi.org/10.1016/j.ridd.2023.104520>

²¹ Reza Octavia Kusumaningtyas and others, 'Reduction of Digitalization Policy in Indonesian MSMEs and Implications for Sharia Economic Development', *Juris: Jurnal Ilmiah Syariah*, 21.2 (2022), 157–71 <https://doi.org/10.31958/juris.v21i2.6855>

²² Nidhi Singal, 'Teachers with Disabilities in Mainstream Schools: Embodying and Enacting Inclusive Education', in *International Encyclopedia of Education (Fourth Edition)* (Elsevier, 2023), pp. 341–51 <https://doi.org/10.1016/B978-0-12-818630-5.12026-3>

²³ Delphine Labbé and others, 'Reflection on the Application of the Consolidated Framework for Implementation Research to a National Policy to Improve Inclusion of People with Disabilities', *Evaluation and Program Planning*, 102 (2024), 102367 <https://doi.org/10.1016/j.evalprogplan.2023.102367>

²⁴ M. Ignacia Contreras, Suzanne Duryea, and Claudia Martínez A., 'The Effect of the Pandemic on the Transition to Tertiary Education in Chile: A Focus on Students with Disabilities', *International Journal of Educational Development*, 100 (2023), 102779 <https://doi.org/10.1016/j.ijedudev.2023.102779>

address the educational needs of people with disabilities.²⁵ Additionally, there is a study on intersectional discrimination against women and girls with disabilities in education in India. The results reveal intersectional discrimination faced by these individuals. Among people with disabilities, being female further restricts school enrollment and educational attainment. The study advocates for inclusive policies across all areas, including education, that explicitly acknowledge the rights and needs of women with disabilities and emphasize their participation.²⁶

More related research conducted by Abdullah Madhesh delves into the challenges faced by people with disabilities in accessing education in impoverished countries. This research is compared with the theory of the disability crisis in the Kingdom of Saudi Arabia. The findings indicate that not only do many colleges in Saudi Arabia have admission policies that lean toward exclusivity rather than inclusion, but they also contrast with the KSA government's commitment to international treaties that emphasize equal educational opportunities for all, including people with disabilities.²⁷ This research differs from the previous study, which focuses on implementing inclusive higher education for people with disabilities in Singapore, the United States, and Indonesia. It involves a comparative analysis of each country's government policies. Therefore, the research is anticipated to yield insights into the roles, obstacles, and challenges faced by people with disabilities in universities within these nations.²⁸

The pursuit of educational equality up to the university level in Indonesia can draw valuable lessons from the experiences of Singapore and the United States. Both Singapore and the United States boast impressive records of innovation and accessibility, which have contributed significantly to promoting equal educational opportunities for disabled individuals. Innovation in learning for individuals with disabilities plays a vital role in realizing an inclusive curriculum, a goal that holds significant importance at the college level. It is worth noting that, currently, only a small percentage, approximately 2.8%, of people with disabilities in Indonesia have successfully completed their university education. This underscores the

²⁵ Eugenia Victoriano Villouta and Ernesto Treviño Villarreal, 'University Access Policies for Persons with Disabilities: Lessons from Two Chilean Universities', *International Journal of Educational Development*, 91 (2022), 102577 <https://doi.org/10.1016/j.ijedudev.2022.102577>

²⁶ Saikat Ghosh, Lahari Chakraborty, and Kaushik Basu, 'Intersectional Discrimination against Women and Girls with Disabilities in Educational Opportunities in India', *World Development Perspectives*, 26 (2022), 100412 <https://doi.org/10.1016/j.wdp.2022.100412>

²⁷ Sam Brain and Rachael Mariani, 'Reviews of Education for Students with Disability in Australia', in *International Encyclopedia of Education (Fourth Edition)*, ed. by Robert J Tierney, Fazal Rizvi, and Kadriye Ercikan, Fourth Edition (Oxford: Elsevier, 2023), pp. 376–85 <https://doi.org/https://doi.org/10.1016/B978-0-12-818630-5.12023-8>

²⁸ Natalia Gonzalez Bohorquez and others, 'Disability, Equity, and Measurements of Livability: A Scoping Review', *Disability and Health Journal*, 2023, 101521 <https://doi.org/https://doi.org/10.1016/j.dhjo.2023.101521>

critical need for strategies to enhance equal access to education and facilitate the graduation of disabled individuals from college.

2. Research Method

This study employs normative legal research methods to investigate the rules and policies pertaining to the right to education for people with disabilities in colleges across ASEAN countries.²⁹ The approach utilized in this research encompasses a legal comparative approach.³⁰ This study involves a comparative analysis of how disability services are structured and regulated in different countries, focusing on the existing legal policies within each nation. The primary objective of this paper is to examine and elucidate the roles played by various stakeholders, including government entities, the business community, and society as a whole, in collaborating to advance equal rights in Disability Education at the college level.³¹ The research methodology is founded on the study of legal policies and available legal doctrines, with particular emphasis on understanding the implementation of the 2006 UN Convention on the Rights of Persons with Disabilities and the ASEAN Enabling Masterplan 2025 within the context of higher education institutions. The legal materials utilized in this study encompass primary, secondary, and authoritative legal sources collected through comprehensive literature reviews.³²

3. Results and Discussion

Higher Education with Disabilities Policy

Singapore is among the ASEAN countries known for its high level of accessibility for people with disabilities. According to 2018 data, approximately 2.1% of students with special needs were part of the student-age population.³³ The legal foundation for upholding the rights of disability education in Singapore is rooted in the Singapore Constitution. Article 12 of the constitution emphasizes the

²⁹ J. Handayani, I. G. A. K. R., Karjoko, L., Jaelani, A. K., & Barkhuizen, 'The Politics Settlement of Land Tenure Conflicts During Jokowi's Presidency', *Journal of Indonesian Legal Studies*, 7.2 (2022), 487–524 <https://doi.org/https://doi.org/10.15294/jils.v7i2.57539>

³⁰ Khamami Zada, 'Sharia and Islamic State in Indonesia Constitutional Democracy: An Aceh Experience', *Ijtihad: Jurnal Wacana Hukum Islam Dan Kemanusiaan*, 23.1 (2023), 1–17 <https://doi.org/https://doi.org/10.18326/ijtihad.v23i1.1-18>

³¹ Hartinie Abd Aziz and others, 'Corporate Social Responsibility under the Maqasid Syariah Concept in Malaysia: Why Does It Matter?', *Jurnal Media Hukum*, 30.1 (2023), 896–907 <https://doi.org/https://doi.org/10.18196/jmh.v30i1.16916>

³² Mohammad Jamin and Abdul Kadir Jaelani, 'Legal Protection of Indigenous Community in Protected Forest Areas Based Forest City', *Bestuur*, 10.2 (2022), 198–212 <https://doi.org/https://dx.doi.org/10.20961/bestuur.v10i2.66090>

³³ Ibnu Mardiyanto and others, 'The Responsibility to Protect (R2P) Concept as an Attempt for Protection of Human Rights in International Humanitarian Law Context', *Volksgeist: Jurnal Ilmu Hukum Dan Konstitusi*, VI.40 (2023), 103–18 <https://doi.org/https://doi.org/10.24090/volksgeist.v6i1.7229>

equality of all individuals before the law, ensuring they receive the same legal protection. Specifically, Article 16 of the Singapore Constitution explicitly states that the right to education for Singapore citizens must be fulfilled without any form of discrimination. In addition to its constitutional provisions, Singapore has committed to safeguarding the rights of individuals with disabilities. On August 18, 2013, Singapore ratified the UN Convention on the Rights of Persons with Disabilities. Furthermore, the Ministry of Social and Family Development established SG Enable in 2013. SG Enable is an organization dedicated to disability and inclusion in Singapore, with a mission to create equal opportunities for people with disabilities to pursue and realize their potential through social innovation, thoughtful leadership, and impactful partnerships.³⁴

SG Enable offers a range of services with a strong focus on Education, Training, and Consultancy. It provides scholarships, grants for innovation, career opportunities, and funding and support for entrepreneurial training for individuals with disabilities. In Singapore, special schools are available as an option for citizens with disabilities, and these schools are fully funded by the government, ensuring there are no fees for attending. Various policies have been introduced regarding Higher Education, including initiatives by the Singapore Ministry of Education in collaboration with higher education institutions. These policies encompass providing course counseling for prospective students, collaborating with lecturers to offer classroom learning assistance, and facilitating access arrangements for students with disabilities.³⁵

While Singapore does not have a multitude of specific policies enshrined in laws or regulations pertaining to persons with disabilities, the country's education system is globally connected and well-prepared to meet the demands of the workforce. Singapore has ratified the UN Convention on the Rights of Persons with Disabilities and has implemented the Enabling Masterplan 2017-2021, a comprehensive roadmap for the disability sector. Within the Enabling Masterplan, the Singaporean government prioritizes the right to education for persons with disabilities, ensuring the fulfillment of special education needs and allocating funding to educational organizations. Several government programs and policies are in place to support the education rights of persons with disabilities.

³⁴ Hardi Warsono and others, 'Indonesia Government Sets Back : The Rule Of Law , Collaborative Governance And Human Right Challenges During Covid-19', *Law Reform*, 19.2 (2023), 169–98 <https://doi.org/https://doi.org/10.14710/lr.v19i2.53734>

³⁵ Shohib Muslim, Shinta Hadiyantina, and Hudriyah Mundzi, 'Reconstruction of Fulfilling the Rights of Domestic Helpers in Employment Relations as a Form of Respect for Human Rights', *Yuridika*, 38.2 (2023), 243–60 <https://doi.org/10.20473/ydk.v38i2.41214>

Table 1. Singapore's Policy on the Rights of Persons with Disabilities

No	Policy/Program	Institution	Substance
1	1963 Constitution	Parliament	Article 16. Equality of fundamental rights
2	Education Act 1957	Parliament	School Governance
3	Compulsory Education Act 2000	Parliament	Provision of Compulsory Basic Education
4	Convention on the Rights of Persons with Disabilities 2013	Diadaptasi dari PBB	Protection of the rights of persons with disabilities
5	Building and Construction Authority (BCA) Code 2013	Parliament	Building construction must be disabled-friendly
6	Ratification of the Marrakesh Treaty 2015	Intellectual Property Rights Organization	Access to published works by persons with disabilities
7	Enabling Masterplan 20	Ministry of Social and Family Development	Fulfillment of Special Education for Persons with Disabilities

Source: Processed from various sources based on researcher analysis

The implementation of regulations for persons with disabilities in Singaporean universities is notable for its effectiveness. Six of the ten universities in Singapore have demonstrated a strong commitment to providing services for individuals with disabilities. For instance, the National University of Singapore (NUS) has established a Student Accessibility Unit that offers individual support services and resources tailored to the needs of NUS students. Similarly, Nanyang Technological University (NTU) has developed an inclusive and accessible education program. Other universities have also taken significant steps in this direction. Singapore Management University has established a Disability Service, while the Singapore Institute of Technology (SIT) offers counseling services. The Singapore University of Social Sciences provides Special Education Needs (SEN) Support, and Yale-NUS collaborates with NUS University Health Care for student affairs. Lasalle College of the Arts has also set up a specialized Contact Center for individuals with disabilities.³⁶

³⁶ Sally Robinson and others, 'Recognition in Relationships between Young People with Cognitive Disabilities and Support Workers', *Children and Youth Services Review*, 116 (2020), 105177 <https://doi.org/https://doi.org/10.1016/j.chilyouth.2020.105177>

In a similar context, the United States has shown unwavering commitment and support for the full inclusion of individuals with disabilities in society. Every December 3rd is celebrated as the International Day of Persons with Disabilities, and during this occasion, the United States reaffirms its commitment by firmly enforcing the Americans with Disabilities Act (ADA).³⁷ On this day, the United States announced the establishment of an Access Center within the U.S. State Department to promote and safeguard all individuals' human rights, ensuring equal opportunities in education, employment, and participation in society. Traditionally, thoughts regarding disability have been rooted in fields such as applied rehabilitation, special education, counseling, and social work. As Linton suggests, strong social and political categories can shape identities.

In this context, individuals with disabilities have sought to reclaim public spaces and assert their presence.³⁸ The ADA defines disability discrimination as a civil rights issue and recognizes individuals with disabilities as a minority group in need of protection. It is one of the most comprehensive civil rights laws globally, offering equal opportunities to 40 million Americans. The ADA focuses on three categories of society: those with physical or mental impairments that substantially limit one or more major life activities, those with a history of such impairments, and those perceived by others as having impairments.³⁹ The ADA prohibits discrimination across all aspects of public life, ensuring that the rights of individuals with disabilities are respected and enabling their full participation, including in employment, education, and public facilities. The efforts of individuals with disabilities and disability organizations have played a significant role in the enforcement of the ADA. These organizations document discriminatory experiences, and they, along with advocacy groups, testify before Congress, as well as federal and state executive and legislative bodies. Prior to the ADA, the Architectural Barriers Act of 1968 mandated that federal government buildings be easily accessible to individuals with disabilities, and Section 504 of the Rehabilitation Act prohibited discrimination against individuals with disabilities in federally funded programs.⁴⁰

The fulfillment of the right to disability education in the United States is evident in the education policy that is the responsibility of each state and local

³⁷ Nicola Fortune and others, 'Developing Self-Report Disability Questions for a Voluntary Patient Registration Form for General Practice in Australia', *Australian and New Zealand Journal of Public Health*, 47.2 (2023), 100032 <https://doi.org/https://doi.org/10.1016/j.anzjph.2023.100032>

³⁸ Katharina Heyer, 'A Disability Lens on Sociolegal Research: Reading Rights of Inclusion from a Disability Studies Perspective', *Law & Social Inquiry*, 32.1 (2007), 261–93 <https://doi.org/10.1111/j.1747-4469.2007.00058.x>

³⁹ Corey Leshandon Moore, 'The Minority Group Model and Persons With Disabilities: Toward a More Progressive Disability Public Policy in the United States of America', *The Australian Journal of Rehabilitation Counselling*, 4.1 (1998), 36–47 <https://doi.org/10.1017/S132389220000137X>

⁴⁰ David A. Damari, 'Visual Disability in the Context of the Americans with Disabilities Act', *Advances in Ophthalmology and Optometry*, 8.1 (2023), 1–13 <https://doi.org/10.1016/j.yaoo.2023.03.001>

government. Previously, education policy was primarily overseen by the federal government, dating back to as early as 1872. During that time, the federal government provided state lands for building educational facilities, financial support for education, funding for school lunch programs, research initiatives, and more. However, during President Ronald Reagan's administration, there was a shift away from such centralized intervention. Reagan believed that the federal government was excessively involved in the lives of its citizens, leading to a reduction in federal involvement in education. As a result, education matters were increasingly delegated to the individual states.⁴¹

Since the 1990s, the U.S. government has embarked on a series of education reforms. Notably, George Bush continued Reagan's commitment to enhancing the education system in the United States, with the private industry and local and state governments sharing the responsibility and costs of government policies. During this period, Bush and state governors, including Bill Clinton, set forth six new national education goals for America. In this case, Bush and the entire governor of the state at the time, one of whom was Bill Clinton, set out six new national goals for education in America, namely: (1) By 2000, all children in the U.S. since primary school are ready to study; (2) The threshold for secondary school has risen to at least 90%; (3) Being able to demonstrate his ability in a number of subjects by completing grade 12; (4) By 2000, students in America have become the best in science and mathematics; (5) By 2000, every adult in America must be able to read and write, have the skills and skills to compete in the global economy; (5) by 2000, every school in the United States must be avoided from illicit drugs and violence. These trees of reform are the handle in making policy on education.⁴²

In the academic year 2021-2022, the number of students receiving special education or services under the Individuals with Disabilities Education Act (IDEA) reached 7.3 million, which accounts for approximately 15% of the total public school student population. Various categories exist for individuals with disabilities, with the most common category being those who face challenges in specialized learning, comprising 32% of this group. The IDEA was initially signed into law in 1975, and its provisions guarantee the availability of a free and appropriate public education for students aged 3 to 21 who have been identified by a team of experts as individuals with disabilities in need of special education or related services. This mandate has been in effect since 1976. Over the years, the

⁴¹ Aditia Arief Firmanto and Rissa Afni Martinouva, 'Connecting the Chains : Emotional Quotation , Ethics , and Legal Profession Ethics', *Jurnal Hukum Novelty*, 11.01 (2020), 86–94 <https://doi.org/http://dx.doi.org/10.26555/novelty.v11i1.a14474>

⁴² Shin-ying Lee, Theresa Graham, and Harold W. Stevenson, 'Teachers and Teaching: Elementary Schools in Japan and the United States', in *Teaching and Learning in Japan* (Cambridge University Press, 1996), pp. 157–89 <https://doi.org/10.1017/CBO9781139174480.010>

number of students requiring special services has increased from 6.4 million in the 2010-2011 academic year to 7.3 million in the 2021-2022 academic year.⁴³

The graduation rate for students with disabilities in the United States has been steadily increasing. According to a report by the U.S. Department of Education, the high school graduation rates for students with disabilities rose from 65.5 percent to 67.1 percent between 2016 and 2017. The graduation rate for students with disabilities in the United States has been steadily increasing.⁴⁴ Across the United States, campuses of all sizes have established dedicated divisions to cater specifically to students with disabilities. These institutions include renowned universities like Stanford University, the University of Michigan-Ann Arbor, Cornell University, the University of Florida, The University of Texas at Austin, Georgia Institute of Technology-Main Campus, University of Washington-Seattle Campus, University of Illinois Urbana-Champaign, University of Southern California, Ohio State University-Main Campus, University of Connecticut, Florida State University, Northeastern University, Indiana University-Bloomington, Xavier University, University of Iowa, University of Arizona, University of the Ozarks, University of Delaware, and College of Charleston, among others. Despite these efforts, discrimination against individuals with disabilities persists within American universities. A survey of 54,000 students revealed ongoing discrimination against those with speech, neurological, language, and learning impairments.⁴⁵

Table 2. U.S. Disability Policy

Policy/Program	Institution	Substance
Individuals with Disabilities Education Act (IDEA)	Parliament	Equality of the right to education for disabled persons
Section 54 Rehabilitation Act	Parliament	Workplace Disability Protection
Americans with Disabilities Act (ADA)	Parliament	Disability Protection
No Child Left Behind Act (NCLB)	Parliament	Protection of Children with Disabilities
Every Student Succeeds Act	Parliament	Protection of Children with Disabilities

Source: Processed from various sources based on researcher analysis

⁴³ Ian Phil Canlas, 'Three Decades of Disaster Risk Reduction Education: A Bibliometric Study', *Natural Hazards Research*, 3.2 (2023), 326-35 <https://doi.org/https://doi.org/10.1016/j.nhres.2023.02.007>

⁴⁴ Abbey Griffin, Gail Solit, and Barbara Bodner-Johnson, 'Gallaudet University Child Development Center's Model Integration Program', *Early Childhood Research Quarterly*, 6.1 (1991), 51-56 [https://doi.org/10.1016/0885-2006\(91\)90023-E](https://doi.org/10.1016/0885-2006(91)90023-E)

⁴⁵ Mario Biggeri and others, 'Policy and Political Challenges for a Better World: The United States and China Pathways towards the 2030 Agenda', *Ecological Economics*, 209 (2023), 107821 <https://doi.org/https://doi.org/10.1016/j.ecolecon.2023.107821>

Indonesia has specific regulations governing the implementation of the right to education for persons with disabilities. However, the educational attainment of individuals with disabilities remains low, with as many as 30.7% not completing their education beyond the secondary level. Additionally, only 17.6% of persons with disabilities have managed to complete higher education.⁴⁶ Data from the Ministry of Education and Culture in 2022 regarding Higher Education beneficiaries of the KIP (Indonesia Smart Card) for Persons with Disabilities indicates that ten universities received the highest number of KIP recipients among disabled students. These universities include: (1) Universitas Negeri Jakarta received 11 students with disabilities; (2) Universitas Muhammadiyah Purworejo received 11 students with disabilities; (3) Universitas Brawijaya received ten students with disabilities; (4) Universitas Islam Nusantara 10 students with disabilities; (5) Universitas Lambung Mangkurat received ten students with disabilities; (6) Universitas Negeri Surabaya accepted ten disabled students; (7) Universitas Pamulang accepted nine disabled students; (8) Bina Guna Medan Sports and Health STI accepted ten disabled students; (9) Universitas PGRI Argopuro Jember accepted ten disabled students; (10) Universitas Sebelas Maret accepted ten disabled students.⁴⁷

It seems you intended to provide a list of policies and programs related to the right to education for persons with disabilities in Indonesia but didn't provide the specific policies and programs. If you would like to include that information, please provide the details, and I'll be happy to help you structure and format it correctly.

Table 3. Indonesia's Policy Program on the Rights of Persons with Disabilities

No	Program/Policy	Institution	Substance
1	Law No. 20/2003 on the National Education System	Parliament	Article 5 paragraphs 1-4: Equality of every citizen in obtaining education
2	Ministry of Education Regulation No. 70/2009	Ministry of Education	of Inclusive Education
3	Law No. 19/2011 on the Ratification of Convention on the Rights of The Persons with Disabilities	Adapted from the UN CRPD by Parliament	Indonesia became one of the countries that ratified the Convention on Persons with Disabilities

⁴⁶ Lego Karjoko and others, 'Indonesia's Sustainable Development Goals Resolving Waste Problem: Informal to Formal Policy', *International Journal of Sustainable Development and Planning*, 17.2 (2022), 649–58 <https://doi.org/10.18280/ijstdp.170230>

⁴⁷ Jonatan A Lassa and others, 'Exploring NGOs-Government Collaboration Strategies in Institutionalising Child-Centred Disaster Resilience and Climate Change Adaptation', *Progress in Disaster Science*, 18 (2023), 100284 <https://doi.org/https://doi.org/10.1016/j.pdisas.2023.100284>

4	Minister of Education Regulation No. 44/2015 on National Higher Education Standards	Ministry of Education	of	Standard infrastructure facilities in the University environment are disabled-friendly, both in enclosed spaces and outdoors
5	Indonesia's Sustainable Development Program (SDG's) 2015	Adapted from the United Nations by the National Development Planning Agency		Fulfillment of disability-friendly education facilities and guarantee of education equality for all groups
6	Law No. 8/2016 on Persons with Disabilities	Parliament		Article 10 The right to education of persons with disabilities and the State's obligation to facilitate it
7	Ministry of Education Regulation No. 46/2017 on Special Education and Special Service Education in Higher Education	Ministry of Education	of	The establishment of an inclusive culture on campus, increasing the competence of the academic community towards students with disabilities, adequate infrastructure
8	Presidential Regulation Number 1 of 2020	President		The ratification of the Marrakesh Treaty is an effort to facilitate access to the work of people with disabilities
9	Government Regulation Number 13 of 2020 concerning Reasonable Accommodation for Learners with Disabilities	Government		Appropriate Facilities and Accommodation for Learners with Disabilities

Source: Processed from various sources based on researcher analysis

The Government of Indonesia, along with education policymakers, is actively working to foster a culture of inclusive education in response to the ratification of the Convention on the Rights of Persons with Disabilities. Several policy implementations related to the right to education for persons with disabilities have been implemented, particularly in the higher education sector. These initiatives include 59 universities with disability services operating under the auspices of the Ministry of Education and Culture.⁴⁸ However, Indonesia still lags in terms of the percentage of disability-friendly colleges compared to countries like Singapore, Malaysia, and Brunei Darussalam, despite having a substantial number of colleges, totaling 4,593. Some of the universities with Disability Service

⁴⁸ Bob Nanthakorn, Peter Ractham, and Laddawan Kaewkitipong, 'Double Burden: Exploring the Digital Divide in the Burmese Educational System Following the 2021 Coup d'Etat and the COVID-19 Pandemic', *Computers in Human Behavior Reports*, 11 (2023), 100310 <https://doi.org/https://doi.org/10.1016/j.chbr.2023.100310>

Units in Indonesia include the University of Indonesia with its Disability Service Unit (ULD), Brawijaya University with a Disability Service Center, UIN Sunan Kalijaga with its own Disability Service Center (PLD), and UNY and UNESSA, which have Disability Service Study Centers (PSLD).

The government provides policy support for the provision of special scholarships for individuals with disabilities. Students with disabilities who have completed at least three semesters at selected state campuses are eligible to apply for scholarships through the Ministry of Education and Culture. Additionally, there are other scholarships available from the Ministry of Finance under the LPDP scheme for individuals with disabilities seeking to pursue master's studies. Furthermore, the Ministry of Social Affairs offers educational scholarships through the Indonesia Hearing, Seeing, and Stepping Program to provide assistance. Various non-governmental organizations, such as the International NGO Forum on Indonesian Development (INFID), also offer support tailored to the needs of people with disabilities. INFID provides various training assistance programs to promote independence among individuals with disabilities.⁴⁹

Table 3. Comparison of policy programs related to the rights of persons with disabilities in Singapore, the United States, and Indonesia

No	Indicator	Singapore	U.S	Indonesia
1	Regulation of Persons with Disabilities in Higher Education	Education Act 1957, Enabling Masterplan 2030	Individuals with Disabilities Education Act (IDEA)	Ministry of Education Regulation No. 46/2017 on Special Education and Special Service Education in Higher Education
2	Government Policy in Higher Education	Special Education Needs (SEN), Health consultation services etc.	Department of Education of United States	Scholarship Programs from the Ministry of Education and Ministry of Finance
3	Number of Universities with Disability Services	6 Universities	290 Universities	59 Universities
4	Percentage of HEIs with Disability Services out of the total number of HEIs available	60%	27%	1,48%
5	Non-governmental	SG Enable	Mobility	INFID

⁴⁹ Ma. Veronica Pia N Arevalo and others, 'Social Determinants of Sex Disparities in Cancer in Southeast Asia', *IScience*, 26.7 (2023), 107110 <https://doi.org/https://doi.org/10.1016/j.isci.2023.107110>

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Source: Processed from various sources based on researcher analysis

Challenges to Fulfilling the Right to Education of Persons with Disabilities in Higher Education

Fulfilling disability rights in higher education encounters several challenges. The gap in meeting the welfare needs of individuals with disabilities as they transition into adulthood still requires significant support from institutions.⁵⁰ Several things are noted that the achievement of ideals towards a World Class University includes the fulfillment of equality aspects of learning in higher education. This can be addressed and renewed if there is a strong commitment between the government, university leaders, the academic community, and related stakeholders. Despite legislative and policy obligations intended to guarantee the rights of students with disabilities, the reality is that students are still faced with barriers that hinder their access, participation and engagement. Improving disability services in higher education towards educational inclusiveness faces challenges in substance, structure and culture aspects.^{51v}

Challenges related to the substance aspect of fulfilling disability rights in higher education encompass physical accessibility, which includes campus infrastructure that is not yet disability-friendly. Developing disability-friendly physical facilities requires consideration of numerous aspects to meet the mobility needs of vulnerable individuals, including people with disabilities.⁵² Despite decades of civil rights legislation for people with disabilities in the United States, much of the pedestrian infrastructure in both cities and schools remains inaccessible.⁵³ The most common pattern identified across countries, including the United States, is

⁵⁰ Ingri-Hanne Braenne Bennwik, Inger Oterholm, and Berni Kelly, "My Disability Was My Own Responsibility": An Institutional Ethnography of the Transitional Experiences of Disabled Young People Leaving Care', *Children and Youth Services Review*, 146 (2023), 106813 <https://doi.org/10.1016/j.childyouth.2023.106813>

⁵¹ Rossarin Osathanukul and others, 'The Nonlinear Impacts of Aging Labor and Government Health Expenditures on Productivity in ASEAN+3 Economies', *Economic Analysis and Policy*, 80 (2023), 450–70 <https://doi.org/https://doi.org/10.1016/j.eap.2023.08.021>

⁵² Zohreh Asadi-Shekari, Mehdi Moeinaddini, and Muhammad Zaly Shah, 'A Pedestrian Level of Service Method for Evaluating and Promoting Walking Facilities on Campus Streets', *Land Use Policy*, 38 (2014), 175–93 <https://doi.org/10.1016/j.landusepol.2013.11.007>

⁵³ Yochai Eisenberg and others, 'Barrier-Removal Plans and Pedestrian Infrastructure Equity for People with Disabilities', *Transportation Research Part D: Transport and Environment*, 109 (2022), 103356 <https://doi.org/10.1016/j.trd.2022.103356>

the persistence of disparities.⁵⁴ Indonesia's Law on Persons with Disabilities mandates equal access to infrastructure and is further reinforced by the Minister of Public Works and Public Housing Regulation No.8/PRT/M/2019, which provides Technical Guidelines for Disability-Friendly Buildings. This ministerial regulation addresses the technical aspects of creating disability-friendly facilities such as physical accessibility, accessible toilets, ramps, and parking lots tailored to the needs of people with disabilities. Singapore has specific regulations regarding the construction of disability-friendly buildings and public facilities, known as the Code on Accessibility in the Built Environment 2019. The Building and Construction Authority (BCA) serves as the agency responsible for enforcing these regulations, and inspections are conducted rigorously in Singapore.

Another substantial challenge, besides physical accessibility, is the lack of an inclusive curriculum. Principled education implementation should prioritize equality in knowledge development.⁵⁵ In terms of regulations, the United States, Indonesia, and Singapore have policy guidelines for safeguarding the educational rights of disabled individuals, particularly regarding inclusive curriculum. The commitment to establishing an inclusive curriculum is evident in American universities, such as the University of Illinois Urbana-Champaign campus, which has been a pioneer in inclusive higher education since 1948 and is dedicated to upholding equal education rights for people with disabilities. The facilities provided to support the inclusive curriculum, as stipulated in the Individuals With Disabilities Education Act, primarily take the form of academic accommodations. The campus has a dedicated division that offers assistance with potential academic adjustments and reasonable accommodations. However, proactive strategies are still required to attract and support underrepresented minority students and faculty members in order to drive change and achieve diversity and equality.⁵⁶

In the same context, Indonesia's inclusive education curriculum policy is outlined in Article 4 of Government Regulation Number 13 of 2020. It stipulates that both the central government and local governments are obligated to facilitate the provision of suitable accommodations, including budgetary allocations,

⁵⁴ Felix Weiss and Josipa Roksa, 'New Dimensions of Educational Inequality: Changing Patterns of Combining College and Work in the U.S. over Time', *Research in Social Stratification and Mobility*, 44 (2016), 44–53 <https://doi.org/10.1016/j.rssm.2016.02.001>

⁵⁵ Emily F. Gates and others, 'It Takes an Ecosystem: Socioecological Factors Influencing Equity-Oriented Evaluation in New England, U.S., 2021', *Evaluation and Program Planning*, 92 (2022), 102068 <https://doi.org/10.1016/j.evalprogplan.2022.102068>

⁵⁶ R. Sergio Guglielmi, 'Probing Gaps in Educational Outcomes within the U.S.: A Dual Moderation Multiple Mediator Latent Growth Model', *Journal of School Psychology*, 97 (2023), 123–51 <https://doi.org/10.1016/j.jsp.2023.01.001>

facilities, infrastructure, human resources, and curriculum materials. High-quality education is often associated with high costs, making it challenging for lower-middle-class individuals to access such education. With government support, it is hoped that marginalized communities who struggle to afford quality education can find hope for educational equality.⁵⁷

The curriculum implementation principle in Indonesia designates teachers and lecturers as the implementers of the government's provided curriculum. The latest curriculum is currently based on 'Merdeka Belajar Kampus Merdeka' (MBKM).⁵⁸ When teachers and lecturers are tasked with implementing the government curriculum, innovations in learning are more likely to align with government guidelines. However, the inclusive curriculum in higher education in Indonesia has not fully met expectations. For instance, UIN Sunan Kalijaga, which has a Disability Service Center, has not yet introduced an inclusive curriculum design in its teaching methods. Similarly, Brawijaya University offers volunteer assistance during the learning process, but the curriculum design still adheres to MBKM. In general, only a few campuses in Indonesia have established pathways for disability affirmation, making discussions on inclusive curriculum in higher education less urgent. Among the 4,593 universities in Indonesia, only 72 offer such affirmation pathways. The affirmation pathway provided varies depending on the type of disability experienced. Some university programs, like Engineering, Medicine, and Health Sciences, rarely offer disability affirmation pathways due to considerations related to laboratory practicums and fieldwork.

The implementation of Singapore's inclusive curriculum policy is notably advanced. According to data from the World Economic Forum, Singapore ranks 11th in the world in this regard.⁵⁹ The authority to determine education policies, including curriculum policies, is vested in each country, and these policies are directly related to the core of learning in schools. Singapore's inclusive education policy emphasizes the development of social and communication skills through interaction with peers, aiming to enhance certain cognitive skills. In Singapore, the implementation of the inclusive curriculum is structured into different groups. Mainstream schools cater to general students as well as those with mild special

⁵⁷ Julia To Dutka and others, 'Delivering Rehabilitation Care Around the World: Voices From the Field', *Archives of Physical Medicine and Rehabilitation*, 104.9 (2023), 1385–93 <https://doi.org/https://doi.org/10.1016/j.apmr.2023.03.009>

⁵⁸ Elise Muryanti and Yuli Herman, 'Studi Perbandingan Sistem Pendidikan Dasar Di Indonesia Dan Finlandia', *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6.3 (2021), 1146–56 <https://doi.org/10.31004/obsesi.v6i3.1696>

⁵⁹ Sumaira Mubarik and others, 'Breast Cancer Epidemiology and Sociodemographic Differences in BRICS-plus Countries from 1990 to 2019: An Age Period Cohort Analysis', *SSM - Population Health*, 22 (2023), 101418 <https://doi.org/https://doi.org/10.1016/j.ssmph.2023.101418>

needs, while special education schools are designed for children with moderate to severe special needs.⁶⁰

The level of inclusion in Singapore's public schools depends on the severity of the child's disability and the availability of support within the school to ensure a quality education for all students.⁶¹ Singapore's commitment to inclusive education is evident through initiatives like the Integrated Childcare Program (ICCP), which supports students with mild to moderate disabilities, including hearing or visual impairments. To facilitate the implementation of the inclusive curriculum, professionals are engaged to provide interventions and support for students with disabilities in adapting to their learning environment.⁶² Additionally, special grants are provided to educational institutions in Singapore to enhance the implementation of the inclusive curriculum.⁶³

The implementation of equal rights to education faces cultural challenges related to the stigma present in the campus environment toward people with disabilities. This stigma often stems from a lack of knowledge about disability services, leading to negative attitudes and discrimination that can result in mental distress for persons with disabilities.⁶⁴ To address this issue, universities should actively work on fostering a disability-friendly academic culture. This can be achieved by introducing affirmation pathways for new admissions specifically designed for people with disabilities. Several institutions, such as California University, the University of Central Oklahoma in the United States, the National University of Singapore, UIN Sunan Kalijaga, and Brawijaya University in Indonesia, have already taken steps in this direction. Although some campuses have begun to open special affirmation pathways for students with disabilities, certain study program policies have not yet provided these pathways.

⁶⁰ Ting Fang Tan and others, 'Colour Vision Restrictions for Driving: An Evidence-Based Perspective on Regulations in ASEAN Countries Compared to Other Countries', *The Lancet Regional Health - Southeast Asia*, 14 (2023), 100171 <https://doi.org/https://doi.org/10.1016/j.lansea.2023.100171>

⁶¹ Meng Ee Wong and others, 'Parental Perspectives and Challenges in Inclusive Education in Singapore', *Asia Pacific Journal of Education*, 35.1 (2015), 85–97 <https://doi.org/10.1080/02188791.2013.878309>

⁶² Yong-Hwee Nah, Mo Chen, and Kenneth Kin-Loong Poon, 'Supporting Individuals With Autism Spectrum Disorder in Singapore', *Intervention in School and Clinic*, 57.5 (2022), 348–54 <https://doi.org/10.1177/10534512211032911>

⁶³ Nicole Rose I Alberto and others, 'Disparities in Access to Cancer Diagnostics in ASEAN Member Countries', *The Lancet Regional Health - Western Pacific*, 32 (2023), 100667 <https://doi.org/https://doi.org/10.1016/j.lanwpc.2022.100667>

⁶⁴ Jean-Francois Trani, Ellis Ballard, and Juan B. Peña, 'Stigma of Persons with Disabilities in Afghanistan: Examining the Pathways from Stereotyping to Mental Distress', *Social Science & Medicine*, 153 (2016), 258–65 <https://doi.org/10.1016/j.socscimed.2016.02.024>

Overcoming these challenges requires a commitment to policy to create an inclusive and disability-friendly environment.

4. Conclusion

Education for people with disabilities has been implemented with a series of Government Programs in Singapore, the United States, and Indonesia. Singapore has an advantage in funding for Special Educational Needs (SEN). The United States has an inclusive education policy that is fully supported by the federal government in funding and building a culture of equality in education. Indonesia has an affirmative scholarship policy for people with disabilities, but inclusive education in higher education is not yet comprehensive. According to the data, Indonesia has the highest number of colleges with specialized services for people with disabilities at 59 colleges, followed by the United States with 290 colleges and Singapore with six colleges. However, Indonesia's percentage is the lowest, mainly due to its vast number of universities, totaling more than 4,000 across the country. Universities face many challenges in upholding the educational rights of individuals with disabilities, spanning substance, structure, and cultural aspects.

Acknowledgement

The authors thank the LPPM (Institution of Research and Community Service) of Universitas Islam Negeri Maulana Malik Ibrahim Malang for the funding granted to the Research Group on the contractual basis of Number 1196A/LP2M/PPK/TL.00/03/2023.

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