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**Staff
Disability
Guide**



**Student
Disability
Guide**

The Landscape of Disability Inclusion in Higher Education Institutions in Indonesia



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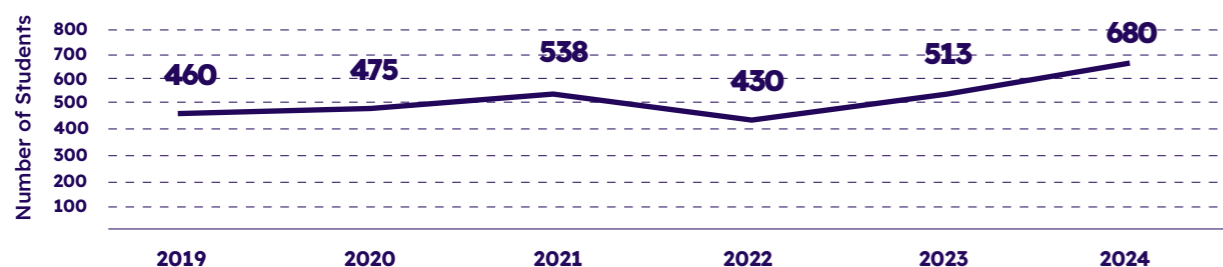
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Our studies reveal a higher education sector at a transitional juncture - growing in intent but fragmented in policy, practice, and infrastructure.

STUDY 1: Comparing national disability datasets

- Comparative analysis of national quantitative disability datasets - (MoHEST) (2019–2024, 354 institutions) and Layanan Mahasiswa Disabilitas (LMD) or registry (2024).
- Increase in SwD: MoHEST data indicate that between 2019-2024, 3102 students with disabilities reflecting a **45.9%** during the entire period within the dataset, and a **58.1% percentage increase** between the years 2022-2024.

Figure 2: Students with Disabilities by Year



- Impairment categories also diverge — **speech impairment dominates MoHEST at 35%** but LMD reports **physical disability (23%) and hearing impairment (19%)** as leading categories.

STUDY 2: National disability-inclusion survey

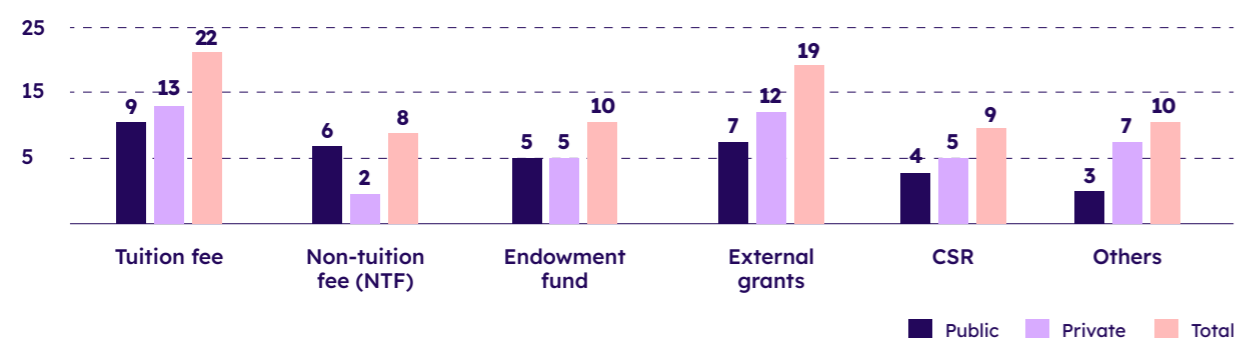
- National survey of 157 institutions (75% private, 25% public universities)
- Institutional governance for disability inclusion is fragmented and largely informal:

53.5% Only 53.5% of HEIs have a DSU

49% Operate without formal Standard Operating Procedures.

- Admissions and staff recruitment remain structural barriers:** Only 59.5% of HEIs offer no dedicated admissions pathway for students with disabilities, and 43.3% conduct no disability-sensitive screening at entry.
- Inclusive teaching and curriculum adaptation are largely absent:** Only 21% of HEIs have implemented Universal Design for Learning (UDL), and just 14.6% have made any formal curriculum modifications.
- Support services are reactive, uncoordinated, and skewed towards visible provision:** Physical facilities (17.9% of HEIs) and psychological or mental health services (15.4%) are the most common offerings.
- Funding for disability inclusion is precarious and structurally unsecured:** majority of HEIs (70.7%) have no dedicated budget allocation, with the gap more pronounced at private universities (72.8%) than public ones (64.1%).

Figure 32: Funding Sources for Disability Inclusion broken down by Public, Private and Total



STUDY 3: Institutional case studies

- In-depth focus groups and interviews across 12 institutions — spanning public, private and religious, and international universities in Java, Sumatra and Bali.



- Identified area of progress.
- Increasing strength through top-down and bottom-up approaches
- Strong desire but progress limited by lack of secure funding
- Positive pedagogic adaptations but often ad hoc

Key recommendations for policymakers:

- Develop and mandate a single, standardised national instrument for reporting disability data across all HEIs, with annual public disclosure and periodic site-based validation.
- Integrate disability inclusion indicators into accreditation and quality assurance frameworks, creating structural incentives for sustained institutional commitment.
- Establish dedicated, recurring national funding streams for disability inclusion and allocate capital funding for physical infrastructure upgrades including lifts, guiding blocks, and accessible signage.
- Establish dedicated admissions pathways and staff recruitment schemes for students and staff with disabilities and communicate these commitments publicly.
- Require disability-related data to be collected, disaggregated and published as a tool for public accountability, not merely internal administration.