

The Center for Disability Studies and Services (PSLD) is located within the State Islamic University UIN Sunan Kalijaga, sited in Yogyakarta, Indonesia.



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Thank you PSLD, UIN and AHED!

The time just flew! Almost one year ago, Kelvin and I arrived to the Center for Disability Studies and Services, full of hope and eager to start living and working in a new environment. Well, we have just been purely and simply blown away by the whole experience! Thanks to the UIN University, we felt at home right from the start, loving everything single minute discovering the Indonesian culture, its delicious food, its spectacular sceneries, and the kindness and the smile of the Indonesians themselves. But above all, Kelvin and I would like to show our endless admiration to the students of PSLD, Andayani, and Ro'fah for the strong spirit and commitment you have in fighting for the rights of people with disabilities. Your spirit is highly motivating and inspiring and I do believe that the huge work we all accomplished this year is just the beginning! A deep thank you also the NGO "Academics for Higher Education and Development" to provide Kelvin and I with a changing life experience. We will always be grateful! The two of us are now leaving with our head spinning full of souvenirs and the heart full of love for the new friends we made, the new family we now have. Kelvin and I wish all the best to PSLD, we are going to miss you!



PSLD celebrating its third anniversary in June. Check out our Website for all the pictures!

We have a Website!

psld.uin-suka.ac.id

Finally, we did it! We have a Website! Thanks to Firli, Kelvin, and particularly Lufthi, the Center for Disability Studies and Services is officially connected to the net! If you want to find information on our services, the events and workshops we held, read the now famous *Difabel news*, or simply check out some pictures and consult presentations and articles on disabilities, check out psld.uin-suka.ac.id. The Website will soon be also available in Indonesia. If you want your website in our links' page, please contact us. Enjoy your surfing!



Research for the World Bank: Mission accomplished!

Three months ago, the World Bank (www.worldbank.org/education/tertiary) contacted PSLD to conduct a study on the inequalities of Indonesian students with disabilities in tertiary education. This is mission accomplished thanks a great team capable of working hard in so little time! The name of the study is: *Equity and Access to Tertiary Education for Students with Disabilities in Indonesia*. You can download the whole report on our website (psld.uin-suka.ac.id) or simply read the following summary.

People with disabilities have the fundamental right to education. It is equal and inalienable and must be made accessible to all human beings, regardless of differences. This vision is supported by the United Nations which emphasizes that students with disabilities are not mere "objects of charity" but participants who can advocate for their own right to receive academic training. In Indonesia, legislation guarantees appropriate educational services for each person with disabilities at all levels of the system. In reality, the focus is on young children. Hellen Keller International (www.hki.org, 2010) estimates that less than 4% of 1.5 million of Indonesian children with disabilities have access to basic education. There is no provision for students with disabilities within the higher education system where their number is even lower, due to environmental and attitudinal barriers.

The purpose of the study is to identify the barriers faced by students with disabilities within the tertiary education in Indonesia. In a two-stage process, 30 students with disabilities from seven different universities and two inclusive high schools have been interviewed using a life history approach. This was followed by a questionnaire completed by staff working in three universities who were asked to provide their perspective. The staff surveyed included professors, administrators, and librarians.

Barriers are discussed according to three levels of students' inclusion: individual, institutional and ideological. Mainly, students with disabilities and university personnel stated the difficulty to register and be accepted within a university, the absence of support services for students with disabilities, little adapted academic materials, inadequate personal training programs, lack of accessible structure and funding, and poor inclusive policies to guide the university. Recommendations for implementing meaningful access to higher education institutions for students with disabilities are discussed.

Credits

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