# The Nippon Foundation

# Survey on Support for Students with Disabilities in Higher Education Institutions in Japan and Indonesia

# Report
# November 2025

# Asia Human Development Center(AHDC)

# Contents

# Introduction

In recent years, the establishment of inclusive education systems has become a common international goal to realize a society that "leaves no one behind," as advocated by the Sustainable Development Goals (SDGs). Particularly in higher education, which is the foundation for individual skills development and social participation, it is an urgent task to create an environment where students with disabilities are not excluded from opportunities and can fully develop their potential.

Across Asia, although legal frameworks to promote the rights and social participation of persons with disabilities are advancing, the development of concrete support systems in higher education is still in its early stages in many countries and faces various challenges. Under these circumstances, the Asia Human Development Center (AHDC), commissioned by The Nippon Foundation and in cooperation with the Pijar Foundation in Indonesia, conducted a survey on the current status and challenges of support for students with disabilities in higher education institutions in Japan and Indonesia.

This report aims to extract transferable knowledge from Japan's experience through a comparative analysis of both countries and to propose a practical cooperation project that will contribute to strengthening the support system for students with disabilities in Indonesia. It is hoped that the findings and recommendations of this survey will contribute to the development of inclusive higher education not only in Indonesia but also in other countries facing similar challenges.

# Chapter 1: Survey Purpose, Background, and Overview

## 1-1. Survey Purpose and Background

The main purpose of this survey is to systematically compare and analyze the current status and challenges of support for students with disabilities in higher education institutions in Japan and Indonesia, and based on the results, to derive transferable knowledge for the establishment and operation of Disability Support Units (DSUs)[1] in Indonesian universities, thereby formulating a concrete framework for international cooperation project.

As background, both countries have ratified the Convention on the Rights of Persons with Disabilities (CRPD) and have established domestic laws reflecting its principles, yet there are significant differences in the progress of support systems in higher education institutions. In Japan, the "Act for Eliminating Discrimination against Persons with Disabilities" was enacted in 2016, making the provision of "reasonable accommodation" a legal obligation for universities and other institutions. This has greatly advanced the development of support systems, and as of 2024, 97.1% of higher education institutions with students with disabilities provide organizational support. The number of students with disabilities enrolled is 55,510, accounting for 1.71% of the total student population[2].

Meanwhile, in Indonesia, the "Law on Persons with Disabilities (Law No. 8 of 2016)" was enacted in 2016, mandating the establishment of DSUs in all higher education institutions. However, their establishment is still in its infancy, and the percentage of persons with disabilities who have completed higher education remains low at 3.39% (2022), making the effective implementation of the system a challenge. Furthermore, support is mainly focused on ensuring admission opportunities and basic environmental improvements, and [3]there is an urgent need to build a detailed support system for continuing studies and to train specialized personnel to provide support.

Against this backdrop, there is a growing need to build a sustainable support model that is adapted to the Indonesian context, while referencing Japan's institutionalized support system, diverse practical know-how, and experience with inter-university networks.

## 1-2. Report Purpose and Positioning

This report comprehensively summarizes the results obtained from the above survey and serves as the project completion report submitted to the commissioning organization, The Nippon Foundation. At the same time, it is positioned as a foundational document that presents the plan as well as the theoretical and practical basis for the "Support Project for Students with Disabilities in Indonesia," which is detailed in Chapter 5. The analysis and considerations presented in this report will serve as important guides for the smooth implementation of the forthcoming project and for future program development.

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[1] Indonesian legislation states that it is a " Disability Service Unit (ULD). " This is because it requires the establishment of ULDs not only in universities but also in all educational institutions and employment sectors. On the other hand, the disability support office in this report is called the Disability Support Unit, It was unified under DSU.

[2] JASSO, "Survey on the Current Status of Educational Support for Students with Disabilities at Universities, Junior Colleges, and Colleges of Technology in FY2024,"
https://www.jasso.go.jp/statistics/gakusei_shogai_syugaku/__icsFiles/afieldfile/2025/08/08/2024_houkoku.pdf (accessed September 28, 2025)

[3] Indonesian Central Statistics Agency (Badan Pusat Statistik - BPS) "National Socio-Economic Survey (Susenas) March 2022"

**1-3. Survey Overview**

Survey Name: Support Project for Students with Disabilities in Higher Education Institutions in Indonesia
Implementing Body: Asia Human Development Center (AHDC)
Cooperating Organization: Pijar Foundation (Indonesia)
Commissioned by: The Nippon Foundation
Survey Period:
    1) Domestic Survey (Japan): July 9 - October 31, 2025
    2) Field Survey (Indonesia): September 14 - 20, 2025
    3) Literature and Online Surveys: July 9 - October 26, 2025
Surveyed Institutions and Organizations:
    1) Japan (Domestic Survey):
①Universities: University of Tsukuba, Tsukuba University of Technology, Kyoto University, Hiroshima University, Osaka University
②Support Organizations: Nationwide Support Center for Students with Disabilities, Japan Student Services Organization (JASSO), Platform of Higher Education and Disability (PHED)
③Company: Mirairo Inc.
④International Seminar "Learning from the History and Current Situation in the U.S.: Academic Support for Students with Disabilities and Dispute Resolution" (co-hosted by the Association on Higher Education and Disability - Japan (AHEAD JAPAN) and the University of Tokyo PHED)

    2) Indonesia (Field Survey):
①Universities: Sunan Kalijaga State Islamic University, Nahdlatul Ulama University Yogyakarta, Jakarta State University, etc.
②Government Agencies: National Disability Commission (KND), Coordinating Ministry for Human Development and Culture, Ministry of Higher Education, Science and Technology
③Pijar Foundation, Focus Group Meeting (local NGOs, universities, companies, and other related organizations)

Main Survey Items:
    1) National legal systems, policies, and financial support mechanisms related to the support of students with disabilities.
    2) Organizational structures, operational realities, budgets, and staffing of support departments in higher education institutions.
    3) Specific examples and challenges of providing reasonable accommodation according to disability type.
    4) Practices of student-led support activities such as peer support.
    5) Post-graduation career paths and employment support initiatives in collaboration with universities, companies, and specialized agencies.
    6) Current status of inter-university networks and collaboration with related organizations.
    7) Needs for building support systems in Indonesia and expectations for training.

## 1-4. Survey Limitations

While this survey provides valuable insights into the overall picture of support for students with disabilities in both countries, it is necessary to acknowledge some limitations. First, due to time and budget constraints, the scope of visits and interviews was restricted to a few representative institutions. Therefore, the content of this report is not a definitive or comprehensive reflection of the entire country's situation but includes hypotheses that should be further explored in future research. Second, the survey was mainly conducted through hearings with university support staff and government officials, and opportunities to directly hear the opinions of students with disabilities were limited. In the future implementation of the project, it will be essential to adopt a process that more actively incorporates the voices of the individuals concerned.

# Chapter 2: Current status of support for Students with Disabilities in Japan

**2-1. National Systems, Policies, and Support Structures**

1) Act for Eliminating Discrimination against Persons with Disabilities (Amended in 2021) and Reasonable Accommodation

The Act for Eliminating Discrimination against Persons with Disabilities (official name: Act on the Promotion of the Elimination of Discrimination on the Basis of Disability) prohibits unfair discriminatory treatment based on disability and requires administrative bodies and private businesses to provide reasonable accommodation. Through an amendment in May 2021 (Act No. 56 of 2021), the provision of reasonable accommodation by private businesses was strengthened from a "duty to make efforts" to a "legal obligation," and this came into effect on April 1, 2024. Accordingly, higher education institutions, including private universities, which fall under the category of private businesses, now have a clear responsibility to develop and implement internal regulations and operations in line with the spirit of the law. The Cabinet Office has published an overview of the amendment, the effective date, and leaflets for businesses to promote awareness of specific measures.

Table 1: Enactment and Amendment of the Act on the Elimination of Discrimination against Persons with Disabilities and Related Trends[4]

| Year month | Major developments |
|---|---|
| September 2007 | The Japanese government signs the Convention on the Rights of Persons with Disabilities (CRPD). |
| May 2008 | The CRPD enters into force. |
| July 2011 | The amended Basic Act for Persons with Disabilities is enacted and comes into effect on the date of promulgation (with some exceptions). |
| June 2013 | The Act on the Elimination of Discrimination against Persons with Disabilities is enacted. |
| January 2014 | The Japanese government deposits the instrument of ratification of the convention. |
| February 2014 | The CRPD enters into force in Japan. |
| February 2015 | The basic policy for the Act on the Elimination of Discrimination against Persons with Disabilities is formulated. |
| April 2016 | The Act on the Elimination of Discrimination against Persons with Disabilities is enforced. |

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[4] Created by the research team based on the Cabinet Office's "White Paper on People with Disabilities (2024 Edition)"
https://www8.cao.go.jp/shougai/whitepaper/r06hakusho/zenbun/index-pdf.html (accessed September 28, 2025)

| | |
|---|---|
| June 2016 | The Japanese government submits its initial report. |
| February 2019 | Review of the Act on the Elimination of Discrimination against Persons with Disabilities begins. |
| June 2020 | The Cabinet Office's Commission on Policy for Persons with Disabilities compiles a written opinion regarding the revision of the law. |
| May 2021 | The bill to amend a part of the Act for Eliminating Discrimination against Persons with Disabilities is enacted. |
| May 2021 | The basic policy for the Act for Eliminating Discrimination against Persons with Disabilities is revised. |
| April 2024 | The amended Act for Eliminating Discrimination against Persons with Disabilities is enforced, and the revised basic policy is adopted at the same time. |

Source: Created by the research team based on the Cabinet Office's "White Paper on People with Disabilities (2024 Edition)"


Reasonable accommodation refers to individual and specific measures to remove academic barriers, such as ensuring opportunities, adjusting methods of providing information, and devising evaluation methods, in accordance with the condition, characteristics, and educational needs of students with disabilities, to the extent that it does not impose an excessive burden. The Ministry of Education, Culture, Sports, Science and Technology (MEXT) has outlined guidelines for higher education institutions, including the disclosure of admission policies, clarification of procedures from application to decision, and decisions based on internal regulations and constructive dialogue (a process of respecting the individual's decision-making and mutually confirming what is possible and impossible). Universities are required to decide and implement accommodation organizationally by referring to these guidelines. The Japan Student Services Organization (JASSO) also supports standardization and implementation at each university by presenting definitions, operations, and points to note through handbooks, case studies, and training[5].

The interviews in this study also confirmed that the provision of reasonable accommodation has accelerated at various universities, including private ones, following the enactment of this law, and the development of internal systems has progressed. In particular, as the 2021 amendment clarified the obligation to provide such accommodation, universities are now required to base their practices on the premise of "fulfillment" rather than "effort," and the strengthening of the functions of support offices and the process of internal consensus-building are positioned as institutional requirements.


2) The Role of Nationwide Support Organizations such as the Japan Student Services Organization (JASSO)

It can be said that support for students with disabilities in Japan is established not only on the efforts of individual universities but also on the underlying support infrastructure (fact-finding surveys, case

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[5] JASSO "Reasonable Accommodation Handbook (published in FY2018)"
https://www.jasso.go.jp/gakusei/tokubetsu_shien/shogai_infomation/handbook/index.html (accessed September 28, 2025)

collection, information provision, training) provided at the national level by JASSO. This survey also confirmed that JASSO conducts nationwide fact-finding surveys and provides information, and that the formation of inter-university networks, including the system of hub universities, serves as a foundation for nationwide mutual learning.

JASSO also conducts annual training and seminars for practitioners, sharing case studies and operational know-how on reasonable accommodation. The "Seminar on Specialized Themes Related to Support for Students with Disabilities (On-Demand)[6]" co-hosted with Hiroshima University, is designed so that expert lecturers present case studies on reasonable accommodation, allowing participants to learn along the lines of each fiscal year's theme. In addition, JASSO conducts and publishes the "Survey on Support for Students with Disabilities at Universities, Junior Colleges and Colleges of Technology" (hereinafter referred to as the University Survey), visualizing the systems and issues at each university and providing data that contributes to both policy and practice.

Furthermore, the Nationwide Support Center for Students with Disabilities (NSCSD) is another important core organization that supports the Japanese support system. The NSCSD conducts nationwide fact-finding surveys, collects and provides information, and systematically organizes and publishes support case studies and institutional materials for universities and support-related personnel throughout the country. In particular, the nationwide fact-finding surveys conducted by the center are used as a basis for developing support systems at each university and formulating policies at each university and have underpinned the development of Japan's support system for students with disabilities. In addition, the design of the survey questionnaires and data management methods are attracting attention as models that can be applied to system building in other countries and are considered to be applicable to preliminary surveys in Indonesia. Unlike administrative agencies, the NSCSD provides an information infrastructure from a cross-cutting and neutral standpoint, and functions as a hub connecting universities, supporters, and policymakers. For example, NSCSD conducts surveys and shares information on student support through its nationwide network of universities and support personnel, thereby contributing to the promotion of inter-university collaboration. Furthermore, the survey items and case information accumulated and published by the Center function in reference to nationwide surveys conducted by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), JASSO, and other bodies, and constitute an integral part of Japan's information infrastructure for supporting students with disabilities.

Furthermore, building networks with hub universities and cooperating institutions is also one of JASSO's important roles. For example, Hiroshima University, as a JASSO hub university, has received support from MEXT from an early stage and is promoting information sharing and collaboration to build a universal methodology that is not dependent on the size of the region or university. In addition, Tsukuba University of Technology, as a JASSO cooperating institution, is in a position to support other universities, and its role in supporting the entire country through highly specialized consultations and teaching material creation is demonstrated.

In terms of evidence development and policy recommendations, the results of the University Survey conducted and published by JASSO as the main body were also used for policy planning. In addition, JASSO has information on institutional aspects and funding flows, and functions as an information source for universities when referring to public schemes that can be used according to their own circumstances.

3) Government Financial Support Mechanisms

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[6] The seminar concluded its on-demand distribution at the end of May 2025 and is currently no longer available for viewing.

The financial resources for supporting students with disabilities at higher education institutions in Japan are composed of basic current expenditure subsidies (for private institutions, etc.), the basic financial resources of each corporation (operating expense grants for national universities), as well as competitive and selective priority allocations, and theme-specific commissioned and project-based support. A report from a Ministry of Education, Culture, Sports, Science and Technology (MEXT) study group (Third Summary, 2024) states that[7] "Mission Realization Acceleration Expenses" will be included in the operating expense grants for national university corporations to support the development of systems for accepting students with disabilities, and that financial support will be provided for the development of acceptance environments at private universities through the Subsidy for Private University Current Expenses. Utilizing these, each university is continuously working to improve equipment, cover a portion of personnel costs, and develop its systems.

① Private University Reform Comprehensive Support Project

The Private University Reform Comprehensive Support Project, implemented by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), is a system for selecting and prioritizing funding for private universities, junior colleges, and colleges of technology based on indicators for each type (Type 1-4). In Type 4 (Diversity & Inclusion Promotion), funding is allocated based on evaluation criteria for initiatives that contribute to the promotion of support systems for diverse students, including those with disabilities, and an inclusive educational environment. The selection status and score distribution for each fiscal year are made public.

② National University Corporation Operating Expense Grants

Although not a subsidy specifically for supporting students with disabilities, each national university is obligated to allocate a portion of its operating expense grants to provide reasonable accommodation as stipulated by law and to operate support offices. For national universities, the operating expense grants are the basic financial resource, and within that, the necessary expenses for developing a system for accepting students with disabilities are provided.

③ Subsidies from the Promotion and Mutual Aid Corporation for Private Schools of Japan

The Promotion and Mutual Aid Corporation for Private Schools of Japan provides current expense subsidies to private universities and other institutions using funds from the Ministry of Education, Culture, Sports, Science and Technology (MEXT). This subsidy is the core of private school assistance, aiming to improve the quality of education, reduce the financial burden on students, and ensure the sound management of universities. This allows private universities to secure stable operating funds and allocate a portion of them to the continuous improvement of the educational environment, such as developing support systems for students with disabilities.

## 2-2. DSU Operations and Case Studies in Universities

As of May 1, 2024, there are 55,510 students with disabilities, and 1,042 universities, junior colleges, and colleges of technology where students with disabilities are enrolled, which corresponds to 89.1% of the total 1,169 schools. Of these 1,169 schools, 354 have established specialized departments or institutions (such as DSUs or barrier-free support offices) to support students with disabilities, which

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[7] Ministry of Education, Culture, Sports, Science and Technology, "Report of the Study Group on Academic Support for Students with Disabilities (Third Summary) "
https://www.mext.go.jp/b_menu/shingi/chousa/koutou/123/mext_01732.html (accessed September 28, 2025)

is 30.3% of the total. In addition, 782 schools, or 66.9% of the total, do not have a specialized department but provide support for students with disabilities in other departments or institutions. Together, these total 1,136 schools, or 97.1% of the total. Therefore, almost all higher education institutions provide organizational support for students with disabilities[8].

Next, regarding the number of students with disabilities by type of disability, the largest group is those with mental disorders, with 19,440 students (35%), followed by those with developmental disorders, with 11,923 students (21%), and those with frail health, with 10,173 students (18%). These three categories account for 76% of the total. For reference, there are 1,427 students with visual impairments (3%), 2,671 students with hearing/speech impairments (5%), and 1,808 students with physical disabilities (3%), and these three categories combined account for only 11% of the total. It is clear that students with disabilities in Japan are predominantly those with mental, developmental, and frail health conditions.
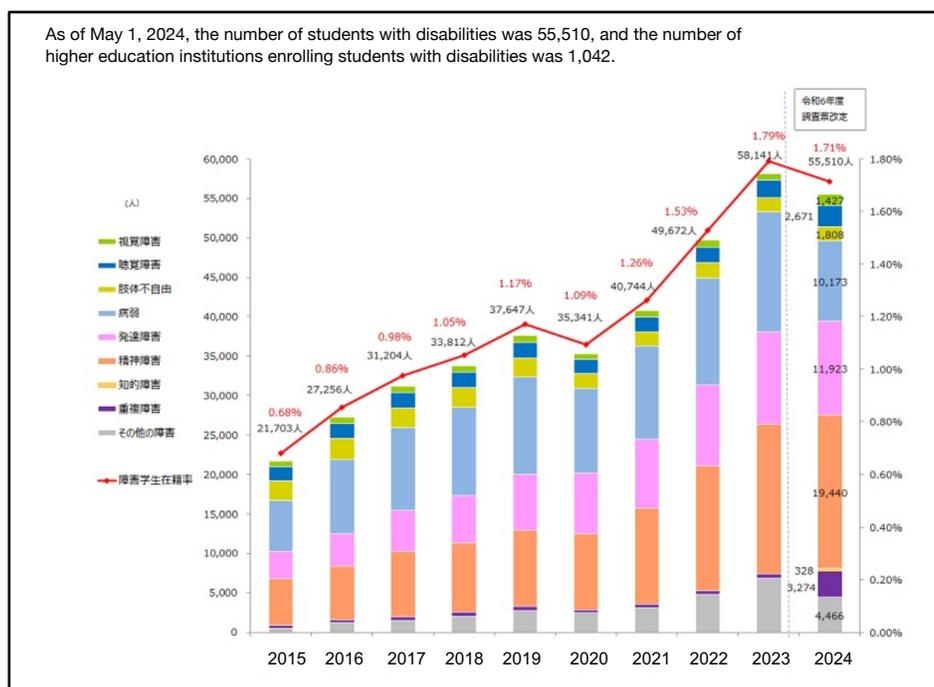


Figure 1: Trends in the Enrollment Rate of Students with Disabilities by Disability Type[9]

[8] JASSO, "Survey on the Current Status of Educational Support for Students with Disabilities at Universities, Junior Colleges, and Colleges of Technology in FY2024,"
https://www.jasso.go.jp/statistics/gakusei_shogai_syugaku/__icsFiles/afieldfile/2025/08/08/2024_houkoku.pdf (accessed September 28, 2025)
[9] Quoted from JASSO, "Summary of Survey Results on Academic Support for Students with Disabilities at Universities, Junior Colleges, and Colleges of Technology in 2024,"
https://www.jasso.go.jp/statistics/gakusei_shogai_syugaku/index.html (accessed September 28, 2025)

Figure 2: Number of Students with Disabilities by Disability Type[10]

1) Support Systems and Operational Know-How of Visited Universities

This survey confirmed that, in addition to the initiatives of individual university support offices, there is a reality of integrated operations, in collaboration with organizations both inside and outside the university, for the entire process from consultation reception to assessment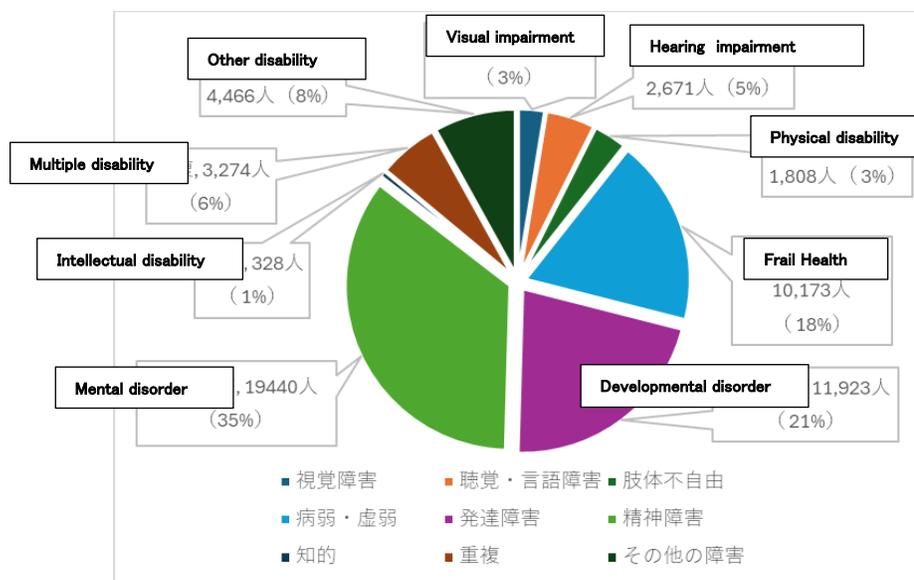, determination of reasonable accommodation, class management, off-campus practical training, and employment support. The initiatives of each university and cross-university support projects are described below based on information obtained from site visits.

University of Tsukuba:

With a policy of "student-centered support," the university established a support office in 2007, followed by the establishment of the Human Empowerment Promotion Bureau in 2023. It has built a one-stop system where the three functions of diversity, accessibility, and career collaborate, with a unified consultation desk that also considers the protection of personal information. In addition, the university has a unique feature in that it has established the "Charter on Support for Students with Disabilities at the University of Tsukuba," [11]which defines the basic mission for all faculty and staff to improve and enhance support for students with disabilities, rather than leaving it solely to specialized departments. The system includes specialized staff such as clinical psychologists and supervisors for each field, as well as a student support team for students with disabilities, with personnel allocated according to the high demand for consultations regarding developmental and mental disorders. As a JASSO hub university, it also responds to consultations from other universities and serves as an educational base capable of providing training for external organizations.

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[10] Created by the research team based on the JASSO "Survey on the Current Status of Educational Support for Students with Disabilities at Universities, Junior Colleges, and Colleges of Technology in 2024" https://www.jasso.go.jp/statistics/gakusei_shogai_syugaku/__icsFiles/afieldfile/2025/10/27/2024_houkoku_2.pdf (accessed September 28, 2025)
[11] "Charter for Supporting Students with Disabilities at the University of Tsukuba" https://www.tsukuba.ac.jp/about/action-disability/ (accessed September 30, 2025)

Tsukuba University of Technology (Visual and Hearing Impairments):

Tsukuba University of Technology is a university for students with hearing or visual impairments. In addition to providing education and conducting research for enrolled students with hearing and visual impairments, it is positioned as a hub university that also supports other universities. The on-campus "Center for Research and Support for Higher Education for Persons with Disabilities" serves both as a research center and a support provider for other universities. As a "cooperating institution" of JASSO, it is requested by MEXT to support other universities and has a system in place to provide external support as a business, along with performance evaluation. In terms of operation, it emphasizes the importance of having a "supporter of supporters" to assist coordinators on the ground and fostering human resources with a problem-solving mindset of "if it doesn't exist, we'll figure it out." In the visual impairment field, it also handles media conversion (such as braille transcription of mathematics) for other universities, functioning as a de facto hub. In the hearing impairment field, it functions as the secretariat for PEPNet-Japan, providing free knowledge, support books, and lending of hearing aids, serving as a nationwide consultation center.

Kyoto University (DRC/DIIN/HEAP):

Under the belief that students with disabilities are not "subjects to be supported" but "subjects of research and learning," the university uses the term "resources" instead of focusing on "care" or "support" to provide various forms of assistance. The Disability Resource Center (DRC) of the Student Support Services Organization handles on-campus matters, while the Disability Inclusion and Innovation Center (DIIN Center) handles off-campus development. The university also utilizes collaborative platforms such as the Higher Education Accessibility Platform (HEAP). To reduce the burden on each university of creating guidelines from scratch, it shares basic guideline templates in an editable format online as "resource sharing," and also provides an English version of the application form with international collaboration in mind. Furthermore, to promote understanding and enhance response capabilities throughout the university, it emphasizes the training of personnel who can handle consultation, coordination, and administrative adjustments, in addition to specialists.

Hiroshima University:

The support office was established in 1997, and its system was strengthened with the acceptance of students with physical disabilities and visual impairments in 2000. Currently, the Accessibility Center, with a full-time staff of about 8, plays a central role in support. As a support process, it has established a standard flow of intake → assessment → issuance of certificate → application to the faculty. In addition, it shares the evaluation results based on its own assessment sheet both on and off campus and has institutionalized coordination with off-campus practical training sites. The recruitment of staff at the Accessibility Center emphasizes administrative processing ability, negotiation skills, and student response ability rather than specialized knowledge, but at the same time, it has a system in place to cooperate with a specialized coordinator when medical cooperation is necessary. As support for faculty members, it provides specific support for class management by presenting the support content and advice required for each student as a "consideration statement." Taking advantage of its position as a JASSO hub university, it is actively promoting the expansion of its network and information sharing by involving elementary and secondary education and companies.

Osaka University:

The Center for Campus Life and Health Support also has a health function, and the consultation and support department within the center is in charge of supporting students with disabilities. As a support

process, it has established a standard process of having an assessment department (assessor) determine the necessity and validity and then proceeding to a review meeting and consensus building (agreement form) with a report from the coordinator and assessor (needs report). For the regular support process, it used to take about one month from the creation of the needs report to the decision on the support content. However, from April 2025, the university has started operating a "quick route" that allows for decisions on accommodations that are not directly related to grades to be made in about two weeks, and it is using this route and the regular route as appropriate depending on the situation. It also conducts awareness-raising activities through FD/SD [12]for new faculty members and general education courses (Co-creative Society and Accessibility) common to all faculties.

Platform of Higher Education and Disability (PHED, The University of Tokyo):
   The Platform of Higher Education and Disability (PHED), a cross-university support base, has 84 universities and about 70 companies participating. It provides a "model" that can be easily implemented even by universities in their early stages, with four pillars: 1) training of specialized personnel (a 4-month training program based on the "Standard for Support for Students with Disabilities" covering 8 areas), 2) specialized consultation (mediation support for complex cases from universities and parents), 3) comprehensive regional collaboration (designing collaborations from university to employment with companies and local governments), and 4) an AT library (free loan of about 200 products). In addition, as a foundation that connects elementary, secondary, and higher education, it is developing comprehensive activities including DO-IT (Diversity, Opportunities, Internetworking and Technology) Japan, the Accessible Educational Material Center (AEMC), and a library consortium for barrier-free reading. In terms of network formation, it has established a complementary relationship with AHEAD JAPAN and a partnership with Kyoto University's Higher Education Accessibility Platform (HEAP). It was confirmed that they are promoting the sharing of know-how tips and videos, as well as the expansion of regional networks and initiatives related to assistive technology (AT). In parallel with the optimization of individual universities, it emphasizes the driving force of a platform-based approach and clarifies its role as a domestic hub.

   2)   Specific Support Content by Disability Type (Practice of Reasonable Accommodation)
University of Tsukuba:
   For students with "developmental and mental" disabilities, the university employs a "difficulty-based" assessment process where an assessor determines the presence of social barriers to learning, regardless of whether a diagnosis or disability certificate exists, thereby visualizing support needs. Based on the results, a combination of course design, exam accommodations, and study skills coaching (scheduling, prioritization, etc.) is implemented, with a cyclical process of interviews, adjustments, and follow-ups to respond to changes in students' support needs. When necessary, the university also provides opportunities to try out and borrow support equipment, and has a system in place to support the implementation of individual reasonable accommodations from an operational perspective. This assessment-centered approach functions as an implementation that prevents students who have difficulty obtaining an official diagnosis or in environments with underdeveloped systems from being overlooked.

Tsukuba University of Technology (Hearing  disability):
   Classes are conducted by full-time faculty who can communicate directly in sign language and by part-time faculty who use voice interpretation. The university provides sign language instruction for

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[12] FD: Faculty Development, SD: Staff Development

students and staff, and also uses handwritten or PC transcription to ensure information accessibility. Support in terms of equipment is also provided, such as the lending of hearing aids.

As a concrete example, at the Amakubo Campus, where many students with hearing impairments study, classes by full-time faculty are based on direct communication in sign language or related methods. In contrast, classes taught by part-time faculty are supported, when necessary, by PC transcription. In addition, the university offers sign language instruction and speech training for students and staff upon request, and provides consultation services related to hearing support.

In the field of support for students with hearing impairments, PEPNet-Japan (Postsecondary Education Programs Network of Japan) plays an important role. Based at Tsukuba University of Technology, this network provides specialized training and teaching materials on information assurance such as sign language interpretation and PC transcription, promotes the formation of inter-university networks, and shares support know-how nationwide. The existence of such a specialized support network supports the development of support systems at each university in terms of technology and human resources, and contributes to raising the level of support nationwide.

Tsukuba University of Technology (Visual disability):
The university provides support for students with visual impairments, focusing on the preparation of teaching materials such as braille transcription, large print, and electronic data, as well as environmental arrangements including safety assurance in experiments and practical training. It responds flexibly to the needs on the ground based on the idea of "if it doesn't exist, we'll figure it out." It also responds flexibly to cases where needs change after enrollment (e.g., a student who initially requested braille transcription of all teaching materials later requests to use a text reader), and emphasizes identifying sustainable accommodations throughout the four years of enrollment.

Kyoto University:
Reasonable accommodation in individual classes is provided on the premise of obtaining the understanding and cooperation of faculty members. The university shares its internal know-how through case studies, manuals, and videos to promote understanding. Its original application form for reasonable accommodation is also available in English.

Hiroshima University:
The university shares information about necessary support both on and off campus through its own assessment sheet and provides it to faculty members as a "consideration statement." To respond to the recent increase in students with mental and developmental disabilities, it combines in-class accommodations (explanation methods, seat assignments, permission to leave the classroom, adjustments for group work) and extensions of exam times. For students who have difficulty obtaining a diagnosis or medical examination, the university conducts repeated interviews and performs assessments in conjunction with objective materials.

Osaka University:
The university does not require the submission of a disability certificate, but instead uses diagnoses, psychological findings, and other information to determine the need for reasonable accommodation through an assessment. Accommodations that affect grades (such as extended exam times or deadlines for assignments) are decided through a formal consensus-building process, while other accommodations are handled quickly through a "quick route."

PHED (The University of Tokyo):

   In providing hands-on support to individual universities, PHED clearly takes the stance of understanding needs starting from "social barriers," and approaches by dispelling the support side's misconceptions and stereotypes such as "support cannot be provided without a medical assessment." In the field, PHED's "Standard for Support for Students with Disabilities" is used as a basis for self-assessment and capacity development. A 4-month training program consisting of 2-week modules in 8 areas is provided for small-scale institutions, offering a practical learning opportunity for operational skills from classes and exams to information assurance and employment collaboration. For highly difficult cases, experts intervene and, if necessary, support the implementation of reasonable accommodation through equipment verification and loans from the AT library. The aim is to secure a learning environment not only at the undergraduate and graduate levels but also by making the preceding stages (textbooks, libraries, reading environment) accessible.

   3)   Peer Support and Other Student-Involved Support Models
University of Tsukuba:

   The university has established a peer tutor system, and tutor qualifications are granted based on whether or not the student has taken a training course created by the university. By providing a system of remuneration and credit awards, the university encourages student participation and ensures the quality of support through coaching and supervision. The number of registered peer tutors is around 170, and student-led support is positioned as an institutional system. Furthermore, as a JASSO hub university, it is prepared to support other universities, accept visitors and trainees, and dispatch lecturers, making it possible to expand its model to other institutions. This model of institutionalizing student-led involvement is considered to be a potential core of a sustainable support system in environments with limited specialized personnel.

Tsukuba University of Technology:

   Students are involved in conducting training for local government officials, thereby expanding the scope of peer activities through outreach to the community. The mechanism that circulates on-campus support practices and community learning contributes to the students' practical skills and a deeper understanding of the individuals involved.

Kyoto University:

   While acknowledging the effectiveness of peer support by students as an "operational unit," the university takes the stance that fostering specialized professionals who can handle consultation, coordination, and environmental adjustments is essential to achieve university-wide awareness and strengthen the support system. It aims to establish a sustainable operational system by clearly dividing the roles of peers and specialized professionals.

Hiroshima University:

   The university launched an accessibility leader training program in collaboration with Microsoft, which later expanded into a council of 29 participating universities with funding from the Ministry of Education, Culture, Sports, Science and Technology (MEXT). The program trains human resources through a certification system, camps, and training. After obtaining certification, graduates are connected to internships and employment as student tutors, thereby securing supporters and creating growth opportunities for students at the same time. Multilingual support is also being promoted, and after 20 years of continuous operation, further expansion is expected. The university also offers the

general education course "Co-creative Society and Accessibility" for students.

Osaka University

As an on-campus awareness-raising initiative, the university conducts FD/SD for new faculty members and offers the general education course "Co-creative Society and Accessibility" for students. This allows both faculty and students to learn, leading to a change in awareness and a strengthening of the support system within the university.

PHED (The University of Tokyo):

While PHED itself, as an inter-university platform, focuses on the training of supporters (faculty, staff, and practitioners), its related project, DO-IT, supports individuals from elementary school to university, fostering their transition to higher education through role models and mentoring. Furthermore, open programs such as the International Symposium on Disability and Inclusion and practical internships provide students with opportunities to learn while interacting with society. In addition, by implementing diverse employment models such as ultra-short-time employment models tailored to disability characteristics with local governments and companies, it presents realistic ways for students with commuting or health-related restrictions to engage with society. Through these "hubs of learning and social participation," it provides resources (teaching materials, videos, self-assessment sites, etc.) that can be brought back to the design of peer support and student participation at each university.

4) **Current Status and Challenges of Student Support in Japan Viewed Through Comparison with the U.S. (Implications for Indonesia)**

In the "Special Event Inviting U.S. AHEAD Experts" held on October 21, 2025, the legal framework and operational realities of support for students with disabilities in the United States were introduced. In the U.S., support for students with disabilities is established not as an act of "benevolence" but as a "legal obligation" under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. regarding the provision of reasonable accommodations, emphasis is placed on consensus building through an "interactive process" between the university and the student. The transparency of this process and its records serve as the basis for judgments in lawsuits and other legal proceedings. Furthermore, support departments are clearly established within universities, and continuous training for faculty and staff is institutionally mandated.

In contrast, while Japan has seen progress in recent years with the Act on the Elimination of Discrimination against Persons with Disabilities and the spread of reasonable accommodations in higher education institutions, challenges remain regarding the level of institutionalization. In particular, it has been pointed out that the development of support systems and faculty training are often left to the discretion of individual universities, and the awareness of support as a legal obligation is not sufficiently shared. Additionally, "reasonable accommodation" is often perceived as an extension of "compassion" or "benevolence," and the weakness of enforcement power and monitoring systems as an institution is also a challenge.

The implications for Indonesia derived from this comparison are significant. When establishing and operating Disability Support Units (DSUs) in Indonesia, it is ideal to incorporate institutional and legal frameworks like those in the U.S. from the initial stage, while also learning from the developmental process of support culture in Japan. However, in reality, challenges abound in terms of institutional infrastructure, human resources, finance, and university autonomy, making the full-scale implementation of the U.S. model likely difficult. Therefore, while referring to U.S. insights as the ultimate goal of the system, taking a phased approach tailored to local realities—specifically, steadily

proceeding with feasible steps such as clarifying on-campus procedures and introducing interactive support processes—would be realistic and serve as the first step toward building a sustainable support system.

## 2-3. Post-Graduation Career Paths and Corporate Initiatives

1) Initiatives by Visited Companies for Supporting and Promoting the Employment of Persons with Disabilities

Mirairo Inc., under its corporate philosophy of "turning barriers into value," focuses on providing universal design (UD) solutions for corporations and local governments, and operating "Mirairo ID," a digital platform for individuals with disabilities. The company's services are not limited to individual measures for recruitment and retention but also involve the parallel development of external functions (training, information assurance, web accessibility, universal design supervision, etc.) to enhance the receiving capacity of companies, and a digital infrastructure (Mirairo ID) that connects individuals with disabilities and companies. Through a menu of services including Universal Manner Training (Levels 3 to 1), training on the revised Act for Eliminating Discrimination against Persons with Disabilities, sign language/text interpretation, web accessibility diagnosis, and supervision of facilities, equipment, and signage plans, the company transfers the practical skills for implementing reasonable accommodation required in the workplace to companies. A key feature is that these services are provided in a way that allows them to be incorporated into operations, rather than being one-off awareness-raising events.

Table 2: Main Services of Mirairo Inc.[13]

| Mirairo ID Digital Disability Certificate | A digital notebook app that allows you to register and display your disability certificate on your smartphone |
|---|---|
| Universal Manners Test | Certification and training system for learning how to interact with people with disabilities, the elderly, and diverse users |
| Mirairo Connect | Providing communication support for people who are deaf or hard of hearing (sign language interpretation, text interpretation, etc.) |
| Mirairo Research | Investigation services, monitoring and data collection from the perspective of the parties involved |
| Universal design supervision and research | Supervision and research on universal design (UD) for products, facilities, and services |
| Sign language and text interpreter dispatch service | Interpretation and information security to eliminate communication barriers |
| Barrier-free guide and map production | Creation of facility guide maps and guides that are easy for people with disabilities and the elderly to use |

In particular, the digital disability certificate "Mirairo ID" is operated as a system that reduces the burden on both individuals (excessive presentation of personal information, deterioration of paper certificates, various standards, etc.) and companies (confirmation and management). The number of users has reached over 500,000, and by linking functions such as discounts, sales, and information distribution on the platform, it simultaneously achieves direct reach for companies and improved convenience for individuals. Furthermore, a use case was presented where it linked with NEC's employee ID to streamline the "Rokuichi Report"[14] on employment status, confirming a concrete vision of data linkage that extends to the back-end of employment management.

Creating points of contact with education and society is also an element that contributes to the reality of employment. For example, Sophia University has introduced the mandatory Universal Manner Test Level 3 for all new students, a case that contributes to mindset formation on both the student and receiving sides. Mirairo has also indicated its intention to provide sign language interpretation services and to work on the use of Mirairo ID by overseas residents in anticipation of inbound tourism. These measures, which span the three aspects of environment, information, and awareness, lower communication barriers before and after hiring and "visualize" accommodation practices, thereby underpinning retention support.

Mirairo combines (1) developing the receiving skills of companies (training, diagnosis, supervision, information assurance), (2) facilitating the smooth presentation of individuals' certificates and attribute information and linking with corporate systems (Mirairo ID), and (3) implementing these across educational settings, communities, and companies (certification, interpretation, accessibility

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[13]Created by the research team based on the Mirairo Corporation website, https://www.mirairo.co.jp/pagecorporateservices (accessed September 28, 2025)

[14] This is the common name for the system under which companies report to the government on the employment status of people with disabilities. The official name is "Disability Employment Status Report." Based on the "Act on Promotion of Employment of Persons with Disabilities," all applicable companies are required to submit this report.

improvements) to build a business model that provides integrated support from the entrance to employment (hiring) to the process of retention and success. This model can also be applied when universities collaborate with companies to make employment support concrete (e.g., accepting visits and training, providing lectures, observing workplaces), and is positioned as a practical partner for collaboration with a view to post-graduation career paths.

2) Employment Support Through University-Company Collaboration

This survey confirmed that a mechanism is in place to support information sharing and consensus building between universities and companies at key points in the transition to employment. Hiroshima University creates its own assessment sheet and shares it with external parties with the individual's consent, and in class management, it provides individual "consideration statements" to faculty members for coordination. This makes it possible to specify arrangements with off-campus practical training and host institutions, and when concerns about fairness with other students arise, the center follows up to build consensus. Furthermore, the university emphasizes a network that involves companies and does not remain confined within the university, and it has organized that dialogue with companies is essential for connecting with society.

In addition, Kyoto University publishes guidelines and forms through HEAP and shares them in an editable format. This can be used by other universities as a template for accommodation explanation forms and consensus-building procedures, and serves as a foundation for enhancing the compatibility of documents when sharing them with external parties.

On the other hand, regarding the enhancement of the receiving capacity of companies, the possibility of utilizing external support such as universal design training, web accessibility improvement, information assurance, and digital certificates (Mirairo ID) has been indicated. The interim report confirmed concrete collaboration proposals with the business sector, such as observing universal manner training and providing lectures on Mirairo ID/Mirairo Research, and pointed out the importance of support that looks ahead to the "post-graduation exit" from education to employment.

[Summary: Discovery of Domestic Best Practices and Implications for Overseas Expansion]

This domestic survey confirmed that the system for implementing reasonable accommodation based on the revised Act for Eliminating Discrimination against Persons with Disabilities and its basic policy is progressing at universities nationwide. JASSO underpins standardization and capacity building through fact-finding surveys, human resource development, and a network of hub universities. Each university is striving to provide support tailored to the needs of students with disabilities by establishing support offices, institutionalizing assessments, and developing procedures for determining reasonable accommodation. In terms of financial resources, a mechanism that combines basic subsidies, selective allocations, and commissioned projects is functioning and contributing to securing funds for equipment and personnel. A characteristic of Japan is that mental and developmental disabilities account for a large proportion of disability types. Each university considers the characteristics of the disabilities and reduces academic barriers by devising evaluations and class management that do not depend on the presence or absence of a diagnosis. The models seen at Tsukuba, Tsukuba University of Technology, Kyoto, Hiroshima, Osaka, and PHED present concrete know-how for nationwide expansion, with collaboration with regions and industries, institutionalization of peer support, and external provision of shared resources at their core. In addition, initiatives in the disability field by private companies such as Mirairo play a bridging role between people with disabilities and businesses, contributing to employment support for students with disabilities and promoting disability understanding and awareness throughout society.

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In other words, Japan's strength lies in a multi-layered structure of "legal basis + standardization platform + university implementation model + industry collaboration." When expanding overseas, it is considered effective to provide integrated support for system design and construction, transfer of human resources and mechanisms, and awareness reform throughout society.

# Chapter 3: Current status and challenges of support for Students with Disabilities in Indonesia

**3-1. National Systems, Policies, and Roles of Related Organizations**

1) Overview of Indonesia

Table 3: Indonesia's Basic Socio-Economic Indicators

| | | |
|---|---|---|
| GDP per capita | US$4,960 | 2024 |
| Unemployment rate (overall) | 4.91% | August 2024 |
| Healthcare (as a percentage of GDP) | 3.4% | 2021 |
| Education (as a percentage of GDP) | 3.4% | 2022 |
| Social welfare (as a percentage of GDP) | 1.1% | 2022 |
| Total population | 281.6 million people | 2024 Predictions |
| Average lifespan (overall) | 72.39 years old | 2024 |
| Education system | | |
| Elementary education | 6 years | |
| Years of compulsory education | Ages 7 to 15 (9 years) | |
| School attendance rate | | |
| Elementary education (overall) | 99.16% | 2023 |
| Secondary education (overall) | 96.1% | 2023 |
| Higher education (overall) | 28.96% | 2023 |

Source: 1) Central Statistics Agency (BPS), 2) Ministry of Finance, 3) Ministry of National Development Planning, 4) World Bank, 5) UNESCO, 6) Asian Development Bank

Indonesia, with its steady economic growth, has reached a GDP per capita of approximately USD 4,960 (2024), making it one of the major ASEAN countries. The population exceeds 280 million, and life expectancy has also surpassed 72 years, indicating a steady improvement in the foundation of national life. In terms of education, while compulsory education is 9 years, the higher education enrollment rate (approximately 29%) remains a major challenge. In addition, public expenditure on social security and healthcare is still developing, at 1.1% and 3.4% of GDP respectively, and poverty reduction continues to be an important policy issue.

Indonesia's public spending on social welfare is 1.1% of GDP (2022)[15], which can be described as vulnerable compared to Japan's mature universal health insurance and pension system, which accounts for about 25% of GDP (FY2022). Thailand's social protection spending is about 2.1% (2023)[16], and Vietnam is also in the process of expanding its system. Indonesia, along with these countries, faces the important challenge of designing a social security system in anticipation of future

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[15] National Institute of Population and Social Security Research
[16] OECD report "Financing Social Protection through General Tax Revenues, Social Security Contributions and Formalization in Thailand"

aging.

Public expenditure on education is 3.4% of GDP (2022), which is not significantly different from Japan's approximately 3.0% (2020)[17], Vietnam's approximately 2.9% (2022)[18], or Thailand's approximately 2.5% (2023)[19]. In addition, the 9 years of compulsory education are almost at the same level as in Japan, Thailand, and Vietnam. On the other hand, the gross enrollment rate in higher education remains at about 29% (2023), which is a large gap compared to Thailand (about 49%) and Japan (about 64%). To further the country's development, it is necessary to further expand access to higher education.

Public expenditure on health and medical care is 3.4% of GDP (2021), which is slightly lower than Thailand's approximately 5.4% (2022)[20] and Vietnam's approximately 4.6% (2022)[21], but the gap is large compared to Japan's approximately 11.1% (2023)[22]. Although the introduction of the national health insurance system (BPJS) has improved access to medical care, life expectancy is about 72 years (2024), which is still shorter than in Thailand (about 79 years) and Japan (about 84 years). Improving the quality of medical services and correcting access disparities in the vast country are the keys to the future.

Table 4: Major Disability-Related Laws in Indonesia

| Law name | Law No. 8 of 2016 Concerning Persons with Disabilities |
|---|---|
| Overview | The Basic Act for Persons with Disabilities provides comprehensive rights and protections for persons with disabilities. Responsibilities of the state, disability certificates (disability identification and access card), support for disability organizations, etc. |
| Law name | Law No. 20 of 2003 on the National Education System |
| Overview | Guaranteeing the right to education for people with disabilities (Article 5) |
| Law name | Law No. 13 of 2003 on Employment |
| overview | The Act provides for the employment and training of people with disabilities. Employers must not discriminate in employment opportunities or labor rights on the basis of disability. It also sets a minimum employment quota of 2% for people with disabilities in the public sector, including state-owned enterprises. |
| law name | Law No. 6 of 2023, Job Creation Law |
| overview | It includes specific provisions governing the rights of people with disabilities and reasonable accommodations. |

Source: Created by the research team based on the Pijar Foundation Report and JICA Indonesia Country Profile

Indonesia's "Law on Persons with Disabilities (Law No. 8 of 2016)," which came into effect on April 15, 2016, marked a historic turning point in the country's disability policy. It represented a major shift from the conventional charity and medical models to a human rights-based approach, positioning

[17] OECD (Organization for Economic Cooperation and Development) Education at a Glance
[18] UNESCO (United Nations Educational, Scientific and Cultural Organization)
[19] UNESCO (United Nations Educational, Scientific and Cultural Organization)
https://www.google.com/search?q=UNESCO%E3%81%AE%E3%83%87%E3%83%BC%E3%82%BF%E3%82%92%E5%9F%BA%E3%81%AB%E3%81%97%E3%81%9FTheGlobalEconomy.com
[20] World Health Organization (WHO) Global Health Expenditure Database
[21] The World Bank TheGlobalEconomy.com
[22] OECD (Organization for Economic Cooperation and Development) OECD Data Explorer

persons with disabilities as subjects of rights and stipulating that the state is obligated to guarantee their dignity and rights. This law incorporates the ratification of the UN Convention on the Rights of Persons with Disabilities (CRPD) (2011) into domestic law and comprehensively guarantees the rights of persons with disabilities in 22 areas, including education, health, employment, accessibility, and political participation. To ensure the effectiveness of the law, several important derivative regulations have been enacted as follows. These form an important basis for translating the philosophy of the law into concrete policies.

[Examples of Derivative Regulations]
①  Government Regulation No. 70/2019: This regulation establishes the framework for the planning, implementation, and evaluation of the respect, protection, and fulfillment of the rights of persons with disabilities. This mandates the central government to formulate a "National Action Plan for Persons with Disabilities (Rencana Aksi Nasional Penyandang Disabilitas - RAN PD)" and local governments to formulate a "Regional Action Plan (Rencana Aksi Daerah - RAD PD)."
②  Government Regulation No. 60/2020: This regulation stipulated the establishment of "Disability Service Units (Unit Layanan Disabilitas - ULD)" in the employment sector. These units are being established within local labor offices as one-stop agencies to provide information, counseling, vocational training, and job placement services for job seekers with disabilities.
③  Government Regulation No. 13/2020: This regulation provides for the provision of reasonable accommodation in the education sector and aims to promote inclusive education[23].

As a result of these laws and derivative regulations, progressive initiatives are being seen in some local governments.
A)  Establishment of Disability Service Units (ULDs): In some regions, such as Boyolali Regency in Central Java and Pekanbaru City in Riau, ULDs have been established and are implementing vocational training and employment support programs for people with disabilities.
B)  Formulation of Regional Action Plans (RAD PD): Provincial governments such as Aceh and East Nusa Tenggara are working with organizations of persons with disabilities and related agencies to formulate action plans tailored to local conditions.
C)  Inclusive Disaster Risk Reduction: With support from the World Bank, JICA, and others, some regions are incorporating the perspectives of persons with disabilities into disaster risk management plans and working to make evacuation shelters barrier-free and improve information dissemination methods[24].

The activities of disabled people's organizations (DPOs) have also become more active. They are said to play an important counterpart role to the government, including participation in the policy-making process, advocacy activities, and monitoring the implementation of laws.
On the other hand, there is still a large gap between the ideals of the law and the situation on the

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[23] Indonesian Government Regulations (Peraturan Pemerintah: PP): PP No. 70/2019 (Rencana, Penyelenggaraan, dan Evaluasi Penghormatan, Pelindungan, dan Pemenuhan Hak Penyandang Disabilitas), PP No. 60/2020 (Unit Layanan Disabilitas Bidang Ketenagakerjaan), PP No. 13/2020 (Akomodasi yang Layak untuk Peserta Didik Penyandang Disabilitas)
https://peraturan.bpk.go.id/ (accessed September 30, 2025)
[24] Replies of Indonesia to the list of issues in relation to its initial report* Convention on the Rights of Persons with Disability - United Nations CRPD Committee

ground. The concluding observations of the UN Committee on the Rights of Persons with Disabilities, issued in October 2022, also point out the following.

While there is some appreciation for the Indonesian government's legislative efforts, such as the enactment of the 2016 Disability Law and related regulations, serious concerns have been raised about their implementation. Overall issues pointed out include discriminatory language remaining in the law, a lack of coordination mechanisms for implementation, and insufficient participation of persons with disabilities in decision-making. Recommendations have been made for legal amendments and the establishment of an effective implementation system.

In the education sector, the delay in inclusive education, as well as the lack of teaching materials and teachers, are serious issues. In light of this situation, there is a strong call for the formulation of a concrete national strategy and the establishment of a support system through the creation of "Disability Service Units" at all levels of education.

Currently, children with disabilities are still predominantly educated in segregated settings such as special schools and special classes, and there is a lack of a system that guarantees equal access to the general education system. Furthermore, educational resources such as accessible materials like braille and sign language, and teachers with specialized knowledge, are severely lacking, especially in rural and remote areas.

In light of these challenges, the recommendations first call for the formulation of an effective national strategy for inclusive education with clear goals, timelines, and budgets. In addition, it is considered important to establish a nationwide support system by setting up "Disability Service Units" in all regions and at all educational levels, providing accessible teaching materials, and strengthening sign language and braille training for teachers.

It is also strongly recommended that policies be developed to address such prejudices and misinformation, and to ensure the school attendance of affected children, in response to reports of discriminatory cases where children are forced to leave school because of leprosy.

In the employment sector, the non-fulfillment of the mandatory employment quota for persons with disabilities in the public sector (2%) and physical and attitudinal barriers in the workplace are major challenges. Therefore, it is recommended that the implementation of the employment quota be promoted, barriers be removed, and discriminatory provisions at the time of hiring be rectified.

Key concerns raised include, first, that the 2% employment quota for persons with disabilities in the public sector is not being fully implemented, especially for people with intellectual or psychosocial disabilities. In addition, it is pointed out that various barriers, both attitudinal, physical, and environmental, still exist, such as negative attitudes of employers, physical barriers in workplaces and transportation, and lack of information accessibility.

Furthermore, the legal provision requiring the submission of a mental health certificate for employment is seen as a discriminatory system that unfairly limits the employment opportunities of people with psychosocial disabilities in particular.

In light of these challenges, the recommendations first call for accelerating the implementation of the 2% employment quota for persons with disabilities in the public sector and for taking concrete measures to eliminate discrimination in the hiring and promotion processes. At the same time, it is considered important to adopt comprehensive measures to remove attitudinal, physical, and informational barriers that hinder access to employment. Furthermore, it is recommended that the legal provision requiring the submission of a mental health certificate be repealed and that non-discriminatory standards be applied in all recruitment processes, and that the law be amended accordingly.

Other important issues pointed out include inadequate legal protection and accessibility[25].

First, although legal protection for the rights of persons with disabilities is stipulated in Law No. 8, its implementation is still insufficient. The legal system also has oppressive aspects, and the rights of persons with disabilities have not yet been actually guaranteed. The government is required to secure the necessary budget and institutional arrangements to effectively promote the respect, protection, and fulfillment of these rights.

In addition, the barrier-free accessibility of physical infrastructure such as public transportation, government buildings, schools, hospitals, and sidewalks is significantly delayed. Furthermore, information accessibility on websites, official information, and broadcasts is also inadequate, and support such as sign language interpretation, subtitles, and text-to-speech functions is not widely available. These delays severely limit the social participation and access to basic services of persons with disabilities.

3) Roles and Challenges of the National Disability Commission (KND) and Related Ministries

Table 5: Roles of the National Disability Commission (KND) and Related Ministries

| Institution Name | overview |
| --- | --- |
| National Committee for Persons with Disabilities (Komisi Nasional Disabilitas- KND)[26] | It plays a strategic role in the monitoring, evaluation, planning and management of disability-related issues, and also makes policy recommendations based on the results of the evaluation.<br>The committee consists of seven members, including the chairperson, vice-chair, and committee members, as well as representatives of people with disabilities, scholars, and experts. |
| Ministry of Social Affairs | The Ministry of Social Affairs provides support to women, the elderly, street children, and people with disabilities. It is responsible for social assistance and social welfare for people with disabilities.<br>The Ministry of Social Affairs plays an important role as a focal point for the following three main roles:<br>- Formulation of development support policies for people with disabilities<br>- Implementing and improving development support programs related to disabilities.<br>- Coordination between related organizations when implementing the above<br>Within the Ministry, the Social Rehabilitation Department is responsible for the disability sector. |
| Ministry of Higher Education, Science, and Technology | It is responsible for regulating inclusive education in higher education and reasonable accommodations for students with disabilities.<br>The Special Education/Special Needs Education Development Agency under the Directorate General of Primary and Secondary Education is responsible for the education of children with disabilities. |
| Ministry of Manpower | It is responsible for legislation relating to persons with disabilities in the employment sector and guidelines for the establishment of DSUs. |
| Disability Services Unit (Unit Layanan | Under Law No. 8 of 2016, all higher education institutions are required to promote the establishment of ULDs (some universities have them as disability service centers (Pusat Layanan Disabilitas - PLD)). |

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[25] Implementation of Law Number 8 of 2016 concerning Legal Protection and Fulfillment of the Rights of Persons with Disabilities in Indonesia (accessed September 30, 2025)

[26] The central agency responsible for issues concerning persons with disabilities, established under Law No. 8 of 2016, has organizational structure, duties, functions and operating procedures stipulated in Presidential Regulation No. 68 of 2020.

| | |
|---|---|
| Disabilitas- ULD)[27] | Government Regulation No. 60 of 2020 stipulates ULDs in the employment sector, which are responsible for inclusive recruitment, providing reasonable accommodations, etc. |

Source: Created by the research team from the Pijar Foundation report and JICA's country information for Indonesia.

Disability-related administration in Indonesia is centrally managed by the Ministry of Social Affairs, which serves as the focal point for policy formulation, program implementation, and coordination among related agencies. On a sectoral basis, the Ministry of Higher Education, Science and Technology is responsible for inclusive education, while the Ministry of Manpower oversees the employment sector. In addition, the National Disability Commission (KND), an independent body, monitors and evaluates disability issues and makes policy recommendations. The establishment of Disability Service Units (ULDs) is legally mandated in each higher education institution and in the employment sector to specifically provide reasonable accommodation and other services.

This time, the survey team visited and held hearings with the National Disability Commission (KND), the Ministry of Higher Education, Science and Technology, and the Coordinating Ministry for Human Development and Cultural Affairs. The content of those hearings is described below.

### A) National Disability Commission of Indonesia (Komite Nasional Disabilitas: KND)

On this occasion, we met with the chairperson and exchanged views on the specific activities of the KND, the current situation and challenges for students with disabilities in higher education institutions, and the possibility of collaboration with the project.

The National Disability Commission (Komite Nasional Disabilitas: KND) is an independent body established in 2021 that is responsible for the Indonesian government's obligations regarding the Convention on the Rights of Persons with Disabilities. Its activities are broadly divided into four areas: advocating for the rights of persons with disabilities, implementing related programs, monitoring and evaluation, and supporting cooperation with other organizations. As a specific authority, it makes policy recommendations to the central and local governments based on monitoring results. Organizationally, it has four departments responsible for advocacy, monitoring, reporting and complaint handling, and data collection, as well as four task forces including a basic rights working group that covers education and health. It also operates a contact center that receives consultations from persons with disabilities and conducts direct rights advocacy activities such as negotiations with universities.

The KND was concerned that the acceptance of students with disabilities at many universities was merely a formality. While many universities claim to be inclusive, discriminatory practices that restrict admission based on specific disabilities remain. Furthermore, post-admission support systems are inadequate, with a lack of reasonable accommodation such as sign language interpretation and a shortage of faculty with experience teaching students with disabilities. As a result, many students are forced to drop out. In response, the KND has formulated a monitoring strategy to evaluate the implementation of inclusive education at universities based on three indicators: "structure," "process," and "outcomes." The KND plans to recommend to the government a series of phased measures, from warnings to revocation of accreditation, for universities that do not comply with the regulations.

The KND expressed strong interest in cooperating with this project, particularly in the preparation and awareness-raising stages. Regarding the selection of pilot schools for the project, there was concrete advice that selecting target universities from the western, central, and eastern regions of

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[27] In Indonesian legal documents, it is referred to as Unit Layanan Disabilitas (ULD), so we have used the abbreviation ULD here, but this is the same as DSU (Disability Support Unit) in this document.

Indonesia would allow for the creation of a nationwide model case. As examples of cooperation, Bandung Institute of Technology and Udayana University were mentioned, and it was suggested that the KND could directly select the universities or that consulting with the Ministry of Education would also be effective. Furthermore, the KND offered to introduce Riparian University, which wishes to collaborate with overseas universities, demonstrating a positive attitude toward actively cooperating in the selection of target universities for the project and in building partnerships by utilizing its own network.

Also, as a reference, three challenges facing the KND were pointed out. First, in Indonesia, disability commissions are only established at the national level, not at the local level[28], which creates a systemic limitation in implementing and monitoring policies in a detailed manner that is tailored to the actual situation in each region. Second, some committee members hold concurrent positions in other ministries and are not always active in the office. This is a constraint on rapid and centralized decision-making and activity development. Third, the strategic plan formulated by the KND has not yet been applied at the ministerial level and is currently in the stage of infrastructure development. Full-fledged recommendations and lobbying to ministries are yet to come, and its influence in promoting policy implementation is still limited.

### B) Ministry of Higher Education, Science, and Technology

The Ministry of Higher Education, Science, and Technology has jurisdiction over the support for students with disabilities in Indonesian universities and implements several support programs. Its main activities include conducting training for faculty members on supporting students with disabilities and creating guidelines that include human resource development and facility improvement. It also has a system for collecting statistical data on students with disabilities (Inclusive Higher Education Information Portal) based on reports from each university. As a result, while some progress has been seen in the improvement of the physical environment (barrier-free access, etc.), overall, it is still in the developing stage.

The challenges recognized by the ministry are wide-ranging. The biggest challenge is the large gap that exists between policy and practice on the university front lines. The establishment of DSUs is limited to about 100 of the approximately [29]4,000 universities nationwide, including top universities, and the system has not spread at all. Universities face a serious lack of budget, infrastructure, and specialized personnel, which is a barrier to the establishment of DSUs. The ministry's own programs also have unimplemented projects due to budget shortages, and it faces the challenge of not being able to formulate effective guidelines due to difficulties in consolidating the opinions of various stakeholders. In particular, the critical shortage of faculty members with the ability to support students with disabilities is recognized as a fundamental problem that hinders the improvement of the quality of support.

The ministry showed a positive and clear intention to cooperate with this project, stating that they "would definitely like to collaborate." They expressed strong expectations that the project will build a sustainable system that allows more universities to properly accept students with disabilities. In particular, they showed high interest in Japan's advanced case studies on mental and developmental disabilities, which account for half of the students with disabilities in Japan (such as the University of Tokyo's assessment system). There was also a shared understanding with the project side on the

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[28] For example, Thailand has a three-tiered structure with committees established at the central level, by issue (physics, information, education, labor, etc.), and local governments. Mongolia also has a three-tiered structure with committees established at the central level, each ministry, and each local government, but Indonesia only has committees established at the central level.

[29] The number of schools in this report varies depending on the source, but generally ranges from 100 to 128.

importance of developing guidelines and creating opportunities for opinion exchange, and it is expected to become an indispensable partner in building a support system for students with disabilities in Indonesia.

[Statistical Information on Students with Disabilities]
(Source: Ministry of Higher Education, Science, and Technology "Inclusive Higher Education Information Portal")

At the beginning of the survey, sufficient statistical information on students with disabilities in Indonesia was not available. However, since 2022, the Ministry of Higher Education, Science, and Technology[30] has been consolidating and publishing related information through a website called the "Inclusive Higher Education Information Portal." This data was collected based on the responses to a questionnaire survey conducted by the ministry to universities. The main information on students with disabilities obtained from this portal is summarized below.

According to this portal, there are 274 higher education institutions in Indonesia with enrolled students with disabilities, of which 112 have established a DSU. In addition, for 71 institutions, information on the disability type and department of enrolled students with disabilities was available. The survey team compiled and organized this information, and the following results were obtained.

The total number of students with disabilities enrolled in the 71 schools is 220. Looking at the breakdown, students with visual impairments are the most numerous, with 61 students (27.7%). This is followed by 54 students with physical disabilities (24.5%) and 48 students with hearing impairments (21.8%). These three types of disabilities total 163 students, accounting for approximately 74.4% of the total.

Among other disability types, there are 24 students with developmental disabilities including autism (10.9%), 16 students with intellectual disabilities (7.7%), and 12 students with mental disorders (5.5%). These results confirm that a certain number of students with developmental disabilities, intellectual disabilities, and mental disorders are also enrolled in Indonesian universities.
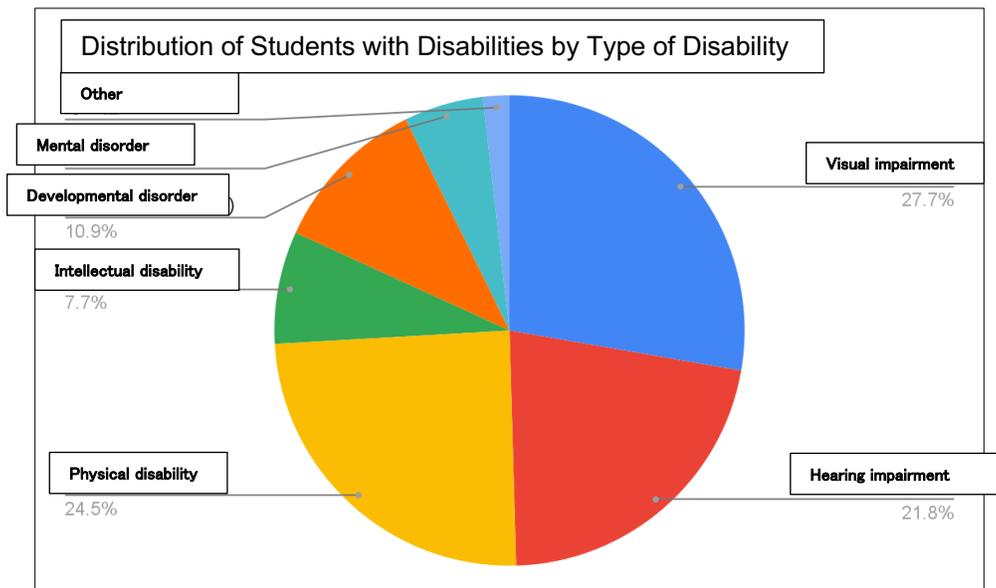


Figure 4: Distribution of Enrolled Students by Disability Type
Source: Created by the research team from the Inclusive Higher Education Information Portal

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[30] https://ptinklusif.kemdiktisaintek.go.id/ (accessed September 27, 2025)

Next, regarding the faculties to which students with disabilities belong, the most common is the Faculty of Education, with 74 students with disabilities enrolled. This is followed by Social Sciences with 34 students, Arts and Design with 29 students, Humanities with 25 students, and Science and Engineering with 24 students. The Faculty of Education has a relatively high number of students with visual, hearing, and physical disabilities on average. The Social Sciences faculty has many students with visual and physical disabilities, and the Arts and Design faculty has many students with hearing impairments. In hearings with students with disabilities and disability organizations, it was mentioned that there are cases where students with disabilities are not allowed to enter their desired faculty and are forced to choose another faculty. However, the statistics confirm that students with disabilities are studying in a variety of faculties.

Table 6: Disability Type and Faculty of Students with Disabilities

| Disability type | Social science | Humanities | Science and Engineering | Information science | Educational science | Medicine/Health related | Art and Design | Others | Total |
|---|---|---|---|---|---|---|---|---|---|
| Visual impairment | 11 | 12 | 1 | 3 | 25 | 5 | 2 | 2 | 61 |
| Hearing impairment | 2 | 4 | 4 | 3 | 18 | 1 | 15 | 1 | 48 |
| Physical disability | 13 | 4 | 7 | 6 | 16 | 4 | 4 | | 54 |
| Intellectual disability | 3 | 2 | 3 | 2 | 4 | 2 | 1 | | 17 |
| Developmental disorders (Autism, etc.) | 2 | 3 | 3 | 1 | 7 | 1 | 7 | | 24 |
| Mental disorders | 3 | | 5 | | 2 | 2 | | | 12 |
| Others | | | 1 | | 2 | 1 | | | 4 |
| Total | 34 | 25 | 24 | 15 | 74 | 16 | 29 | 3 | 220 |

Source: Created by the research team from the Inclusive Higher Education Information Portal

Of the 71 schools, there were 9 universities with 10 or more students with disabilities. The total number of students with disabilities belonging to these 9 universities was 153, which means that about 70% of the total are concentrated in the top 9 universities. The largest number of enrolled students was at Surabaya State University with 31, followed by Jakarta State University with 23.

On the other hand, since information is not available for universities that did not respond to the ministry's questionnaire survey, it is difficult to say that these figures accurately reflect the total number of students with disabilities in Indonesia. For example, Sunan Kalijaga State Islamic University, which was visited this time, has 98 students with disabilities and a DSU, but information on this university was not included in this portal.

Table 7: Universities with 10 or more confirmed students with disabilities, number of students with disabilities, and number of departments

| | University name | Number of students with disabilities | Number of Departments |
|---|---|---|---|
| 1 | Airlangga University (C. Muryoreho Campus) | 21 | 15 |
| 2 | Ibn Khaldun University Bogor | 12 | 7 |
| 3 | Lambung Mangkurat University | 17 | 12 |
| 4 | State University of Jakarta | 23 | 22 |
| 5 | Malang State University | 10 | 7 |
| 6 | State University of Surabaya | 31 | 22 |
| 7 | State University of Yogyakarta | 16 | 13 |
| 8 | Pamlang University | 11 | 9 |
| 9 | Indonesia University of Education | 12 | 10 |
| | Total | 153 | |

Source: Created by the research team from the Inclusive Higher Education Information Portal

This portal also explains the following 10 types of disabilities, and it is thought that the Ministry of Higher Education, Science, and Technology is collecting data based on these 10 disability types.
① Visually Impaired
② Hearing Impairment
③ Physical Disability
④ Intellectual Disability
⑤ Emotional and Behavioral Disorders
⑥ Communication Disorders
⑦ Mental Disorders
⑧ Attention Deficit Hyperactivity Disorder
⑨ Specific Learning Disabilities
⑩ Autism Spectrum Disorder (ASD)

**C) Coordinating Ministry for Human Development and Cultural Affairs**
The Coordinating Ministry for Human Development and Cultural Affairs plays a command role in coordinating, integrating, and managing policies among Indonesian ministries. In the higher education sector, it is responsible for the overall coordination of university policies that span multiple ministries, such as the Ministry of Higher Education, Science, and Technology and the Ministry of Religious Affairs. It is currently developing a nine-stage national strategy targeting 28 provinces. From 2023, it has launched a new flagship program, "Unguul Education," which clearly positions "marginalized education," including students with disabilities, as a priority area in addition to the education of talented children. This indicates that the government as a whole is committed to supporting students with

disabilities.

The Ministry clearly recognizes that the biggest challenge is the "implementation" of policies. In the higher education sector, it recognizes as serious challenges the series of barriers faced by students, such as the low adoption of DSUs, universities' reluctance to accept applications from students with disabilities at the admission stage, unequal treatment in the use of scholarships and dormitories after admission, and a lack of employment support after graduation. Furthermore, the fact that approximately 9.9 million young people (20.31%) aged 15-24 are in a NEET (Not in Education, Employment, or Training) state is also a major national human resource development challenge that the ministry must address.

The Ministry expressed high interest and potential for cooperation with this project. It stated that the project's objectives are in line with the ministry's policy, as support for students with disabilities is included in its priority measure, the "Unguul Education" program. As specific areas of cooperation, it listed policy formation, capacity building, and social awareness campaigns, and showed a willingness to proceed with (1) amending regulations, (2) implementing regulations, and (3) applying the Japanese DSU model, with reference to Japanese case studies. Furthermore, it also expressed concrete support by offering to provide a "list of universities with enrolled students with disabilities" that would contribute to the selection of collaborating universities. As the ministry is responsible for inter-ministerial coordination, its collaboration with this project suggests the possibility of building a more effective system that cuts across multiple related ministries, such as the Ministry of Higher Education, Science, and Technology and the Ministry of Religious Affairs.

### 3-2. Current Status and Advanced Case Studies of DSUs in Universities

The survey team visited the following universities during this survey and conducted hearings on the current status and challenges of their DSUs. The survey results for each university are described below.
1) Jakarta State University (UNJ)
2) UNU Yogyakarta (Nahdlatul Ulama University Yogyakarta)
3) UIN Sunan Kalijaga University

1) Jakarta State University (UNJ)

The DSU at Jakarta State University, established in 2017 in compliance with the Disability Law (Law No. 8 of 2016), is one of the pioneering organizations in Indonesia. With only 128 universities[31] in the country having a DSU, it plays a leading role in advising other universities and has contributed to the promotion of DSU establishment nationwide by creating its own guidelines that incorporate international case studies.

Its support system is consistent, from the acceptance of students with disabilities to their post-graduation careers, and its characteristics are evident from the entrance examination stage. It has a dedicated admission program for students with disabilities and also hears from parents about their children's situation at home, creating individual support plans from the time of admission. To date, it has accepted 160 students with various disabilities, including physical, visual, and autism. For reference, the portal site of the Ministry of Higher Education, Science, and Technology lists 23 students with disabilities enrolled at the university.

On campus, in addition to offering sign language classes for student volunteers and faculty, it

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[31] Information from hearings with universities. This differs from information from the Ministry of Higher Education, Science and Technology.

practices a wide range of reasonable accommodations, including the introduction of universal design learning, converting text information into audio for students with hearing impairments, and providing a "micro-teaching room" that can be used for small-group instruction. It has also established a peer support system, with approximately 60 student volunteers organized into departments such as advocacy and public relations, who support the learning and mobility of students with disabilities.

The university is also focusing on career support. In the past, it implemented a career transition program with a grant from The Nippon Foundation, and it is also planning training to promote independence for graduating students. Furthermore, it has a track record of faculty training in collaboration with Kagoshima University and has formed a consortium with other universities. It actively collaborates with domestic and international institutions to constantly improve the quality of its support. These activities demonstrate that the university is organizationally providing comprehensive support for each student with a disability, looking not only at providing learning opportunities but also at a smooth transition to society.

While the university's DSU is implementing advanced initiatives, it faces several challenges. The biggest challenge mentioned was how to effectively fulfill its role as a "coordinator" that adjusts social relationships both inside and outside the university. This suggests the organizational difficulty of positioning support for students with disabilities not only within the university but also in collaboration with the wider society. A lack of physical resources is also a serious issue, with a shortage of necessary equipment for support and a lack of faculty with specialized knowledge constraining its activities. Furthermore, the fact that many students are unable to keep up with classes after admission and end up dropping out is also seen as a problem, indicating the need for more in-depth support that assists with academic ability and adaptation to the environment.

The university was very positive about cooperating with this project. It expressed strong expectations, particularly for collaboration with Japan. The head of the DSU expressed a desire to promote understanding of reasonable accommodation and to realize Japan's advanced barrier-free environment in Indonesia. The DSU establishment guidelines that the university is already creating include Japanese case studies, and the university is positive about introducing the Japanese knowledge and training programs provided by this project in a way that is tailored to the Indonesian context. It also agrees with the importance of "awareness reform," which is a basic principle of the project, and showed a willingness to create opportunities for collaboration with young Japanese researchers. As a pioneer in DSU establishment and a member of the national DSU establishment promotion team, it was suggested that the university could become a partner that plays a central role in the selection of pilot schools for the project and in the expansion of the project to other universities in Indonesia.

   2)  Nahdlatul Ulama University Yogyakarta (UNU Yogyakarta)

Nahdlatul Ulama University (UNU) Yogyakarta, despite being a relatively new university, is taking a remarkably progressive approach to supporting students with disabilities, with its Gender Equality, Disability, and Social Inclusion (GEDSI) Center at the core.

The university has established a special admission quota to ensure that students with disabilities have the opportunity to receive an education, and at the time of admission, it strives to understand each individual's needs in detail through interviews with the student and their parents. Currently, seven students with disabilities (hearing, visual, and physical) are enrolled, and more than 40 student volunteers provide organized support. In addition to academic support and psychological support in collaboration with the on-campus clinic, the university actively supports the acquisition of the government's ADIK scholarship and scholarships from YAKUM (a Christian NGO), thereby helping to

reduce the financial burden.

The university is promoting improvements in physical and informational accessibility, such as renovating toilets on campus, preparing braille materials, and providing sign language interpretation during exams and presentations. In addition, faculty members practice various reasonable accommodations in class, such as adjusting the sound system, distributing materials in advance, and utilizing the translation and voice conversion functions of smartphone apps.

To improve the quality of support, the university is conducting an 11-part series of specialized training sessions with experts from NGOs as lecturers. In addition, it offers sign language classes for volunteers and students with hearing impairments in collaboration with a local specialized organization, and has introduced inclusive education as a compulsory subject in the elementary education department, thereby focusing on the training of future teachers. Furthermore, it is noteworthy that the university is actively engaged in advocacy activities, having disseminated 158 pieces of content through social media.

In collaboration with the IT department, the university has independently developed "DiafMap," a transportation and emergency support app to assist with the mobility and safety of students with hearing impairments. This can be considered a groundbreaking system that notifies users of bus arrivals with vibrations and can report to the university or police in an emergency. In addition, the university works closely with NGOs such as OHANA Indonesia, the government, and the National Disability Commission (KND), and makes policy recommendations to local governments, thereby extending its influence beyond the campus and contributing to the promotion of inclusive education throughout Indonesia.

While UNU is making progressive efforts, it faces several challenges. The biggest challenge is that there is no special budget from the university to strengthen the Gender, Equality, Disability and Social Inclusion (GEDSI) unit, and many of its activities depend on external funding such as from the British Council. This creates difficulties in formulating a roadmap for building an inclusive campus and in developing sustainable activities. In addition, the support system relies heavily on the goodwill of student volunteers, and ensuring professionalism and continuity is a challenge. Furthermore, it is recognized that post-graduation employment transition support is insufficient, and that the development of internship and corporate collaboration programs is an urgent task.

UNU has shown extremely high interest and potential for cooperation with this project. In particular, it has expressed its intention to support budget allocation for strengthening the disability student support unit and developing an inclusive curriculum. It also hoped to develop internship and corporate collaboration programs to solve the difficulty of finding employment after graduation. As it is already playing a leading role in Indonesia, such as by introducing its case studies to other universities in collaboration with the British Council, it is expected to become a pilot school for this project and a partner for disseminating the results to other universities in the country.


   3)  Sunan Kalijaga State Islamic University (UIN Sunan Kalijaga)

Support for students with disabilities at Sunan Kalijaga State Islamic University began in 2005, sparked by a single student with a visual impairment. Initially operating as an NGO without a university budget and sustained by support from organizations like The Nippon Foundation, it was officially recognized as a university organization in 2013 and developed into the Disability Service Center. Its activities are wide-ranging and serve as a model for inclusive education in Indonesian universities.

Currently, 98 students with various disabilities are enrolled, and the university provides consistent support from admission to graduation. A noteworthy feature is the unique admission system called "Disability Portfolio," which is separate from the regular national unified entrance examination. This

system flexibly accommodates students' needs by, for example, providing the exam in audio or braille formats. In addition, a quota system has been established with the goal of accepting 15 students with disabilities each year at the rector's discretion. At the time of admission, a specialized team conducts an assessment through interviews with the students and their parents. The support system is robust, with graduates also joining the support team as specialists.

The university goes beyond simply providing services and plays the role of an intellectual hub for disability-related information. It publishes practical guides for inclusive education and teaching method guides for faculty, and also issues a peer-reviewed open-access journal. Furthermore, it hosts the "ICODIE (Indonesian Conference on Disability Studies and Inclusive Education)," one of the largest international conferences on disability studies and inclusive education in the country, and accumulates and disseminates knowledge through collaboration with domestic and international researchers, the government, and NPOs. Based on the Islamic spirit of "learning together" (tadarus)[32], the university actively leads social awareness reform by sharing articles on disability on social media every week[33].

The university's practices are not limited to disability. Spurred by the experience of accepting a transgender Christian student with a hearing impairment, the university recognized the importance of truly inclusive education that also includes religious and sexual minorities. Five years ago, it began accepting non-Muslim students, which is unusual for an Islamic university, and is trying to create an environment where students from diverse backgrounds can coexist. It also focuses on empowering individuals with disabilities, for example, by successfully holding a five-day "Disability Festival" planned and managed mainly by students with disabilities, thereby achieving both fundraising and social awareness.

The university has organized a large-scale student volunteer group of 600 members and teaches them note-taking and sign language through weekly training sessions three times a week. For students with hearing impairments, it provides sign language interpreters dispatched from an external center and peer support from student volunteers. It has also prepared braille materials in the mosque and library and arranged for sign language interpretation for mosque sermons, thereby guaranteeing accessibility in places of worship.

On the other hand, the university's progressive initiatives are constantly faced with the major challenge of unstable financial resources. Due to a significant government budget cut in 2025, the university's budget was cut off, and its activities have once again returned to a vulnerable state, relying on external fundraising and event revenues. This budget cut has led to 30% of the specialized staff leaving their jobs, making it difficult to maintain the expertise and know-how accumulated over many years. In addition, support equipment such as braille printers is expensive and limited in number, and the university is unable to meet the needs of all students. The fact that the overall employment environment for persons with disabilities in Indonesia remains harsh is also a social challenge that the university faces.

Given its leading position in supporting students with disabilities in Indonesia, the university has expressed strong interest in collaborating with this project. It is frequently asked for advice on establishing DSUs from other universities, and has expressed its intention to share its own experiences while also gaining valuable knowledge from the project, such as advanced case studies from Japan. Due to its history and track record, it has a deep understanding of the challenges faced by Indonesian universities (especially budget instability), and it is expected to become an indispensable partner in verifying the effectiveness of the model to be developed by this project and

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[32] In Islam, "tadars" refers to the activity of gathering together multiple people to read, recite, and learn the meaning of the Quran.
[33] https://www.youtube.com/@plduinsunankalijaga/videos

in expanding it to other universities in the country.

[Supplement: Training Materials and Guidebooks by the University's DSU]

During the visit to Sunan Kalijaga State Islamic University, we obtained two books about the DSU. One is the "Inclusive Campus Guidebook (2018)," and the other is the "Learning Model for an Inclusive Campus (2012)." Both booklets can be described as practical and effective guidebooks that include many case studies, going beyond just the philosophy of an inclusive campus.

The "Panduan Kampus Inklusif (Inclusive Campus Guidebook 2018)" seems to be an extremely important guide for the future construction of a support system for students with disabilities in Indonesia. This book was written by the founders of the university's support office, and it condenses the experience and philosophy of building a support system from scratch.

A noteworthy feature of this book is that it does not stop at explaining the philosophy, but systematically summarizes extremely practical know-how. It clearly establishes the "social model of disability," which views disability not as an individual problem but as something that exists on the side of society and the environment, as its clear ideological foundation, and provides an internationally accepted universal perspective. The content is broadly divided into two parts. The first part explains concrete methods for recruiting, training, and organizing student volunteers who will be responsible for support. The second part explains specific practical items that universities should work on, from understanding the characteristics of each disability type to reasonable accommodation in classes and exams, and improving physical accessibility.

For many Indonesian universities, where the lack of concrete operational know-how is a challenge despite the existence of legal systems, this book can serve as a "textbook" for establishing and operating a DSU. Utilizing this book, which covers everything from the spirit of peer support to specific support techniques, in accordance with the circumstances of each university will directly lead to raising the nationwide support level. This can be said to be a valuable volume that can be used as a basic resource for training materials in future projects.

The only thing to be desired is the lack of visual aids such as diagrams, photos, and illustrations to supplement the rich text information. It is believed that the reader's understanding would be further deepened by providing concrete images of advanced support equipment and an accessibly improved campus, or by illustrating the complex support system. When revising the book in the future or creating new training materials for this project, supplementing these visual elements would be effective for dissemination to a wider audience.

If the previously introduced "Inclusive Campus Guidebook" is an operational manual that shows the overall picture of the support system, then "Model Pembelajaran Kampus Inklusif (Learning Model for an Inclusive Campus 2012)" can be said to be a more concrete book on educational practice that focuses on "learning" itself in the university. This book deeply explores the challenges faced by students with disabilities, student volunteers who provide support, and faculty members in actual classes and learning activities, and presents solutions.

The greatest value of this book lies in the fact that it uses the method of participatory action research to construct a learning model based on the "raw voices" of the people involved. For each specific learning theme, such as English, sign language, and assistive technology (computers), the process of trial and error is recorded: "what students with disabilities stumble on," "how supporters get involved," and "what kind of ingenuity faculty members can make." For example, specific examples such as the difficulty students with hearing impairments have in acquiring academic vocabulary and how inaccessible teaching materials deprive students with visual impairments of learning opportunities present the necessity of reasonable accommodation not as a theory but as a real problem.

This book strongly suggests that inclusive education is not simply "acceptance," but a "transformation of educational methodology" that attends to the learning of each and every student. In the current situation where Indonesian university faculty have little experience in teaching students with disabilities, the concrete teaching methods and communication techniques presented in this book will be hints that can be put into practice immediately.

This book is considered to play an indispensable role in the "human resource development" that this project aims for. By using it as a teaching material for faculty training, it is possible to view students with disabilities as "subjects of learning" and to disseminate an educational approach to maximize their potential. However, this book also does not include visual aids such as diagrams, photos, and illustrations.

For a Japanese summary of both booklets, please refer to Attachment 3.

### 3-3. Case Studies of Collaboration between Higher Education and Employment

Parakerja Disabilitas Bisa, an employment support organization for university students with disabilities, participated in the Focus Group Meeting on the final day of the survey. The following is a description of their activities, achievements, and challenges, based on the minutes of that meeting.

Parakerja Disabilitas Bisa is a social enterprise specializing in services for companies aimed at promoting the employment of persons with disabilities. Its activities are not limited to simple recruitment but also involve comprehensive support for creating an inclusive employment environment.

A major activity is its training program for companies. In collaboration with BPJS (the social security administrative body) and over 90 financial institutions, including banks, it conducts widespread training on specific methodologies and awareness-raising for working with people with disabilities. It also collaborates with university career centers to support internships for students with disabilities, creating opportunities for students to gain experience in the real world.

Furthermore, it also works with educational institutions themselves, and capacity development support for university faculty and lecturers is one of the pillars of its activities. These activities aim to build a consistent ecosystem where students with disabilities can receive an appropriate education at university and smoothly transition to employment after graduation. In 2024, it has a track record of collaboration with JICA (Japan International Cooperation Agency), and its expertise and network are highly regarded both domestically and internationally.

Through its activities, Parakerja has identified several structural challenges surrounding the employment of people with disabilities. First is the lack of reliable data. It is extremely difficult to collect accurate data on the number and abilities of students with disabilities, which is a barrier to planning effective support measures and making proposals to companies.

Second is the shortage of highly skilled human resources. In particular, there are few people with disabilities who hold bachelor's or master's degrees, creating a large gap with the needs of companies (especially foreign-affiliated companies) seeking specialized professionals. Third is the lack of support and job preparation at universities. In addition to the lack of support within universities to fully develop students' abilities, many students with disabilities have not acquired basic job-hunting skills such as using LinkedIn. Parakerja analyzes that one reason for this is the lack of university budgets for training faculty to support students with disabilities.

Parakerja has expressed interest in collaborating with this project. In particular, it is conceiving a new project called "One Company, One Disabled Employee," and hopes to create opportunities for many companies to learn concrete know-how by accumulating employment case studies. This concept is likely to be highly compatible with the model building that this project aims for. In addition, the points

that the organization raises as challenges, such as "accurate data collection," "improving students' abilities through collaboration with universities," and "faculty capacity building," match the areas where this project can contribute. By combining Parakerja's corporate network and training know-how with this project's university support model, there is a possibility of building a more effective collaborative system that facilitates the transition from education to employment.

**3-4 Focus Group Meeting on Support for Students with Disabilities in Indonesian Higher Education Institutions**

The Focus Group Meeting (FGD) was held on the final day of the survey, hosted by the Pijar Foundation, with the participation of 10 university officials and representatives of disability organizations. The discussions revealed that although progress has been made in ratifying the Convention on the Rights of Persons with Disabilities and establishing related laws and regulations, a serious gap exists between the ideals and the actual implementation on the ground. In particular, the following challenges were pointed out regarding ensuring educational opportunities and improving the quality of education for students with disabilities in higher education.

1) Structural Issues at the Institutional and Policy Levels

① Extremely Low Rate of DSU Establishment

- The establishment rate of DSUs in all universities[34] is only 2.3%, and the dissemination of the institutional foundation for inclusive education is significantly delayed.
- Despite the Ministry of Higher Education providing incentives, some universities are not even aware of the existence of the relevant regulation (Ministerial Regulation No. 48).

② Budget Shortfall

- A lack of budget underlies all the challenges. In particular, a dedicated budget for hiring sign language interpreters and specialized support personnel is not secured by either the government or universities.
- There are cases where universities have notified students that the cost of sign language interpretation should be covered by their scholarships, creating a situation where students who cannot obtain scholarships cannot receive support.

③ Weak Effectiveness and Binding Force of Regulations

- Although there are regulations that mandate inclusive education (such as PP 13/2022), their implementation at the university level is delayed, and refusal of admission and discrimination continue. The KND has proposed that the regulations should be a binding policy.

2) University Management and Support System Challenges

① Lack of Teacher Capacity and Discriminatory Instruction

- The lack of capacity of university human resources (faculty and lecturers) is one of the biggest challenges. Many faculty members lack understanding of disability characteristics and appropriate teaching methods, and students face discriminatory treatment and inappropriate instruction, leading to learning difficulties.
- There are cases of discrimination that infringe on the freedom of choice of faculty, such as advising students with hearing impairments to choose an "easier faculty."

② Lack of Support Needs Assessment

- University assessments of students with disabilities are limited to a simple survey asking "whether they have a disability or not," and no assessment of disability type or detailed support needs is conducted at all.
- The lack of assessment makes it impossible to provide reasonable accommodation, and support for students with "invisible disabilities" such as cognitive and developmental disabilities is almost completely ignored.

③ High Dropout Rate and Failure to Achieve Learning Outcomes

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[34] FGD participant information

- Because appropriate support is not provided, many students fail their final exams or are forced to drop out. Statistics also show that the graduation rate for students with disabilities is only 8%, indicating that opportunities and quality of education are not being ensured.

④ Disparities by Region and Disability Type

- Support is even more delayed in regions outside of Java and in universities under the jurisdiction of the Ministry of Religious Affairs. There is a lack of response to the needs of each disability type, such as sign language interpretation for students with hearing impairments and support for ICT skills acquisition for students with visual impairments.

3) Elementary, Middle, and Career Formation Challenges

① Lack of Preparation in Basic Education

- Inclusive education is insufficient from the elementary and junior high school levels, and students with disabilities have not adequately acquired basic academic skills and ICT skills (such as PC operation) before advancing to higher education.
- Because special needs schools are more like vocational training schools, there is a lack of academic education for university entrance.

② Disconnect Between Education and Employment

- Many students with disabilities are unable to find employment even after graduating from university (e.g., there is a university where 100 graduates are unemployed). DSUs should focus not only on education but also on employment.
- There is a shortage of people with disabilities who have bachelor's or master's degrees, and there is a large gap between this and the needs of companies for highly educated personnel.

③ Lack of Collaboration with Families

- DSUs should collaborate with the families of students with disabilities, but at present, they are unable to meet the expectations of parents because the university does not have sufficient information. Collaboration with families from before admission is important, especially for the environmental adaptation of students with autism and other conditions.

While these challenges were pointed out, the participants also made the following concrete proposals to overcome them.

1) Awareness Reform and Human Resource Development

① To promote social recognition for understanding the social model of disability not only within universities but also throughout society, with reference to Japanese case studies.

② To introduce a training program for coordinators to operate DSUs and training for faculty members.

2) System Construction and Data Maintenance

① To build a sustainable system within the university to sustain support and training.

② To build a detailed assessment system at the time of university admission and create a mechanism to understand the necessary support.

3) Collaboration and Expansion

① To select target universities for each region (west, central, and east) and build model cases throughout Indonesia.

② To include universities outside of Java and universities under the jurisdiction of the Ministry of Religious Affairs as targets of the project.

③ To create an inter-university peer group for universities to share how to implement DSUs.

④ As a corporate collaboration, to promote the "one disabled person per company" project and

accumulate employment case studies.

[Summary: Current Status, Challenges, and Prospects of Support for Students with Disabilities in Indonesia]

In Indonesian higher education, a significant gap remains between the establishment of systems and the actual practice of supporting students with disabilities. In terms of statistics, while the government portal has made it possible to grasp the situation at some universities, a nationwide survey has not yet been conducted, and a comprehensive understanding of the enrollment status of students with disabilities and the support system has not been achieved. The establishment of DSUs is also limited, and there is a large disparity in the level of support among universities. On the institutional side, while the ratification of the Convention on the Rights of Persons with Disabilities and the legal framework are being developed, budgets, implementation systems, faculty and staff training, and the provision of teaching materials and equipment are not sufficient, and a gap exists between ideals and operations. Furthermore, delays in infrastructure development, such as physical and informational barriers and the fragility of support in rural areas, have also been highlighted as challenges.

On the other hand, among the universities visited, some advanced initiatives were confirmed where DSUs are at the center of actively promoting the development of accessible teaching materials and training for students, faculty, and staff, while utilizing networks both inside and outside the university. In these universities, practices that connect education and employment support are also emerging, and the possibility of expanding activities through collaboration with other institutions has also become apparent. These good practices can serve as an important foothold for future system development and policy deployment.

In the future, it will be necessary to accurately grasp the situation of students with disabilities by conducting a nationwide comprehensive survey, and to systematically promote the establishment of DSUs, budget allocation, faculty and staff training, development of teaching materials, and elimination of physical and informational barriers. At the same time, it is important to promote collaboration between universities and regions with advanced universities as hubs, and to build a comprehensive support ecosystem that connects education to employment, thereby creating an environment where students with disabilities can demonstrate their abilities and smoothly transition to society.

# Chapter 4: Comparative Analysis Based on Survey Results and Identification of Project Needs

**4-1. Comparative Analysis of Support Systems in Japan and Indonesia**

    1)   Comparison of Statistical Information on Students with Disabilities in Japan and Indonesia
To objectively understand the current state of support for students with disabilities in Japan and Indonesia as revealed by this survey, we will compare and organize statistical information on students with disabilities in both countries. A simple comparison is not possible because the data collection methods and definitions differ, but from this, we can read the differences in the stages of the support systems in both countries.

①Statistical Information on Students with Disabilities in Japan
   The data for Japan is based on a comprehensive annual survey of all higher education institutions conducted by the Japan Student Services Organization (JASSO), and is therefore extremely comprehensive.
    A)  Enrollment and Enrollment Rate (2024):
- Number of students with disabilities: 55,510
- Percentage of total students: 1.71%
- Percentage of schools with enrolled students with disabilities: 89.1%

   B)  Disability Type (2024):
    A prominent feature in Japan is that students with "invisible disabilities" that are not apparent from their appearance, such as mental disorders (35%), developmental disorders (23%), and frail health (18%), account for about 76% of the total. This can be said to be the result of the maturation of the medical and welfare systems, which has enabled students with previously latent difficulties to advance to university and seek support. For reference, students with visual, hearing, speech, and physical disabilities account for only 11% of the total.

②Statistical Information on Students with Disabilities in Indonesia
   The data for Indonesia is limited, based on responses from some universities published on the portal site of the Ministry of Higher Education, Science and Technology. A nationwide comprehensive survey has not yet been conducted, and a complete picture has not been obtained.
    A)  Number of enrolled students identified (data as of 2024):
- Number of universities confirmed to have enrolled students with disabilities: 274.
- Of these, the number of enrolled students at 71 universities for which detailed data is available: 220.
    * (Note: This does not include the 98 students at UIN Sunan Kalijaga, which was visited during the survey, and the actual total number is thought to be significantly higher).

    B) Disability Type (breakdown of the 71 schools for which data is available):
The highest proportions in the Indonesian data are for traditional, more easily recognizable disability types such as visual impairment (27.7%), physical disability (24.7%), and hearing impairment (21.9%). This suggests that support in Indonesia is still in its nascent stage, with priority being given to physical access and communication support. It is highly likely that students with mental and developmental disabilities, who make up the majority in Japan, are not yet sufficiently identified or

supported.

③Differences in Support Phases Revealed by Data

The statistics of the two countries symbolize the difference in the "phase" of support for students with disabilities in each. Japan is in a "mature and advanced" stage where almost all universities accept students with disabilities, and their needs are diversifying and becoming more complex. On the other hand, Indonesia is in a "dawning and dissemination" stage where the total number of students with disabilities has not yet been grasped, and the focus is on basic access guarantees. Recognizing this statistical gap is the starting point for considering support that is appropriate for the current situation in Indonesia.

2) DSU Support Content

①Philosophy and Overview of Support for Students with Disabilities in Japanese Universities

A) The foundational philosophy of support: "The Social Model of Disability"

The most important foundation for understanding support for students with disabilities in Japanese universities is the concept of the "social model of disability," which is in line with the principles of the UN Convention on the Rights of Persons with Disabilities. This is a perspective that does not view disability as a problem of an individual's physical or mental functions, but rather as a difficulty caused by various barriers that exist in society. Many of the universities and support organizations visited share this philosophy, and the attitude of "arranging the environment" to guarantee the right of students to learn equally with other students, rather than viewing them as "subjects of support," is the foundation of the entire support system. This philosophy is legally guaranteed by the "Act for Eliminating Discrimination against Persons with Disabilities" and leads to the concrete practice of providing "reasonable accommodation" at each university.

B) Support (Reasonable Accommodation) Generally Provided at Japanese Universities

Support for students with disabilities in Japan is based on the legal obligation to provide "reasonable accommodation" under the "Act for Eliminating Discrimination against Persons with Disabilities." A summary of the university hearing results from this survey shows that many universities organizationally provide the following types of support according to the type of disability.

➢ Information and Communication Support:
  • Hearing Impairment: Note-taking (transcription of lecture content), PC transcription, placement of sign language interpreters, subtitling of lecture videos, etc.
  • Visual Impairment: Conversion of teaching materials to text data, braille transcription, magnification, loan of support equipment (magnifying readers, braille displays, etc.).
➢ Accommodation in Classes and Exams:
  • Consideration of seating arrangements in the classroom (securing front-row seats, etc.).
  • Extension of exam time, taking exams in a separate room, changes in answering methods (use of a PC, oral answers, etc.).
  • Extension of report submission deadlines.
➢ Mobility and Facility Use Support:
  • Support for moving around campus, accompanying between classrooms.
  • Provision of study spaces equipped with support equipment and specialized software.
  • This support is generally provided based on a request from the student. A coordinator from a specialized department (such as DSU) interviews the student (assessment) and creates an individual support plan before the support is provided.
C) Case Studies of Universities with Unique Features

This survey also confirmed that each university has established a unique support system based

on its own philosophy and strengths. The following are examples that are considered to have high potential for application in Indonesia.

University of Tsukuba: Student-led "Peer Tutor System"

The greatest feature is the establishment of a "peer tutor system" where students support other students as an official university system. By providing remuneration and credits for their activities, rather than just treating them as volunteers, the university achieves both continuity of support and high quality. This model of drawing out students' autonomy and developing it as a system is an excellent example that can be introduced even with limited resources.

Kyoto University: From "Object of Support" to "Subject of Learning"

The university has a clear philosophy of viewing students with disabilities not as "objects to be supported" but as "subjects of research and learning." The role of the support office is defined not as "care" but as providing the resources (information assurance, mobility support, etc.) necessary for students to learn independently and on an equal footing. This shift in thinking is considered extremely important in reducing the stigma of the students themselves and promoting their empowerment.

Hiroshima University: Flexible "Assessment Function" not reliant on disability certificates

Regardless of whether a student has a disability certificate, the university issues its own "assessment sheet" based on the student's own "sense of difficulty," with experts judging the necessity of support through objective evidence and hearings. This allows for flexible support to be provided to students who do not have a diagnosis or who are facing temporary difficulties. This is an advanced system that can be introduced even in situations where the system is not yet fully developed. For reference, other universities such as the University of Tsukuba and Kyoto University also responded flexibly by establishing their own assessments and standards without relying on disability certificates.

Tsukuba University of Technology: Institutional role as a "hub university"

As a national university specializing in visual and hearing impairments, it is designated by the government as a "hub university" and officially provides consultation to other universities and lends expensive support equipment as part of its "duties." This model, where a hub university with concentrated expertise raises the support level nationwide, could be an extremely effective strategy in the vast country of Indonesia.

②Current Status of Support for Students with Disabilities in Indonesian Universities
  A) Foundational Philosophy of Support: A Transitional Period from a Human Rights Model to a Social Model

The philosophy of supporting students with disabilities in Indonesia is legally based on the 2016 "Law on Persons with Disabilities" and the UN "Convention on the Rights of Persons with Disabilities," and the idea of viewing the right to education for persons with disabilities as a "human right" is shared by the government and some progressive universities. However, it cannot be said that this philosophy has permeated society as a whole or many university campuses, and the transition from the "medical model," which views disability as an individual problem, to the "social model," which views it as a barrier on the part of society, is still underway. Although inclusive education is legally mandated, the provision of reasonable accommodation is not sufficiently implemented in actual university operations, and a large gap exists between philosophy and practice.

B)  Enrollment Status of Students with Disabilities: The Big Picture from the Data

According to the information portal of the Ministry of Higher Education, Science and Technology, it can be officially confirmed that at least 274 universities have enrolled students with disabilities. However, it should be noted that this data is based on self-reporting and does not cover the entire picture, as it does not include advanced schools like Sunan Kalijaga University. From the data of 220 students with disabilities at 71 universities that could be identified, the following trends can be read.

- Disability Type:

While visual impairment (27.9%), physical disability (24.7%), and hearing impairment (21.9%) account for the majority, a certain number of students with developmental disabilities (11.0%) and mental disorders (5.5%), which are a high proportion in Japan, are also enrolled. This is important data that visualizes the existence of students with disabilities that have been difficult to see until now.

- Affiliated Faculty:

Overall, the largest number of students are enrolled in the Faculty of Education, but they are studying in a wide range of academic fields, including social sciences, humanities, science and engineering, and information science, regardless of whether they are in the arts or sciences.

- Uneven distribution among universities:

Students with disabilities tend to be concentrated in specific universities, and the data shows that about 70% of the total are enrolled in the top nine universities. This suggests that students may concentrate in a small number of universities with well-developed support systems.


C)  Support Provided at Indonesian Universities

According to the information portal, there are 112 universities that have established a DSU, but the level of activity and content of support are thought to vary from university to university. Integrating the field survey and information portal data, the support provided can be summarized as follows.

- Ensuring Admission Opportunities:

Some universities have special admission quotas or quota systems for students with disabilities. This is a mechanism not seen in Japan, where the educational environment is relatively well-established. However, in the current situation in Indonesia, where many people with disabilities do not have sufficient educational opportunities at the primary and secondary levels, it may be evaluated as having a certain role as an affirmative action measure to correct inequalities of opportunity.

- Human Support (Mainly Student Volunteers):

At universities where DSUs are functioning, it is common for student volunteers to provide sign language interpretation, note-taking, and mobility support. However, professionalism, continuity, and incentives for activities are issues. In addition, methods such as granting credits were not confirmed in this survey.

- Physical and Informational Assurance:

At advanced schools, progress is being made in making campuses barrier-free and introducing support equipment, but many universities have not been able to keep up due to a lack of budget, and older national universities, for example, are not equipped with elevators.

- Financial Support:

There are scholarship programs for students with disabilities provided by the government and NGOs. In general, support in Indonesia is at a stage where some advanced universities are building practical models through trial and error, and standardized support is not yet provided nationwide. The reality is that many students are studying in an unstable support environment that depends on the efforts of universities and individual students.

3)  Inter-University Networks and the Presence of Public Support
①Networks and Public Support that Underpin Support for Students with Disabilities in Japan
Support for students with disabilities in Japanese universities is characterized not only by the efforts of individual universities but also by a multi-layered network that supports and enhances these efforts nationwide, as well as institutional and financial support from the government. These provide extremely important suggestions for considering the construction of a support system in Indonesia.

A)  A multi-layered inter-university network of diverse actors
The greatest strength of the Japanese support system lies in the fact that each university is not isolated, but rather that a multi-layered network has been formed in which organizations with diverse expertise collaborate and share knowledge and resources.
➢  University- and research institution-led networks:
•  Platform of Higher Education and Disability (PHED): Led by the University of Tokyo, this serves as a nationwide platform connecting universities, companies, and local communities. It plays a central role in standardizing the quality of support across the country by providing mechanisms that can be used even by universities with limited resources, such as the formulation of the "Standard for Support for Students with Disabilities" and the "AT Library," which lends assistive technology (AT) devices free of charge.
•  DO-IT Japan: Also led by the University of Tokyo, this is an industry-academia collaboration initiative that promotes leadership development for young people with disabilities and the use of technology.
➢  Specialized networks of persons with disabilities and their supporters:
➢  Nationwide Support Center for Students with Disabilities: This is run primarily by individuals with disabilities and provides information and consultation from a student's perspective.
•  Postsecondary Education Programs Network of Japan (PEPNet-Japan): Specializing in support for students with hearing impairments, this network promotes specialized training and network building related to information assurance (sign language interpretation, PC transcription, etc.).
➢  Council of University Support Staff: Association on Higher Education and Disability - Japan (AHEAD JAPAN): This is an important forum for disability support staff from universities nationwide to gather, share practical issues and know-how, and improve their expertise.
➢  Regional wide-area networks: There are also models of collaboration between geographically close universities, such as the network in the Chugoku-Shikoku region (UE-Net) centered on Hiroshima University.

In this way, diverse actors such as universities, research institutions, disability organizations, and supporter councils' function in a complementary manner, each leveraging their own expertise, thereby making Japan's support for students with disabilities multi-faceted and robust.

B)  The "Hub University" System for Consolidating and Disseminating Expertise
A major pillar of Japan's support system is the official designation by the government of universities with high expertise and achievements in specific fields as "hub universities," and the commissioning of support for other universities as a "duty." As the case of Tsukuba University of Technology shows, hub universities function as "resource centers," providing consultation to other universities, training specialized personnel, and managing and lending expensive support equipment. This allows for the

efficient dissemination of specialized know-how nationwide. This is a model that would be extremely helpful in a vast country like Indonesia.

    C) Institutional and Financial Support from the Government

Government support that encourages university initiatives is mainly provided from the following two aspects.

> ➢ Legal and Institutional Support: The "Act for Eliminating Discrimination against Persons with Disabilities," which came into effect in 2016, legally obligates all universities to provide "reasonable accommodation," and has become a major driving force for each university to establish a DSU and respond organizationally.

> ➢ Financial Support: The Japan Student Services Organization (JASSO) plays a central role in developing the overall infrastructure for supporting students with disabilities in Japan through nationwide surveys and training programs. From a financial perspective, the national government provides funding mechanisms such as operational grants to national universities and the Private University Reform Support Program for private universities. These schemes form the financial basis that enables individual institutions to secure budgets for disability student support.

②Current Status of Inter-University Networks and Public Support for Students with Disabilities in Indonesia

    While support for students with disabilities in Japan is underpinned by a multi-layered network of the government, universities, and various support organizations, similar mechanisms in Indonesia are still in the early stages of development. However, the field survey revealed the beginnings of and strong expectations for future collaboration.

A）Inter-university networks: A nationwide, constantly functioning inter-university platform like Japan's PHED does not yet exist in Indonesia. However, there are signs of progressive universities individually seeking collaboration.

> ➢ Consortiums by advanced universities: Jakarta State University mentioned that it has formed a consortium with other universities where students with disabilities are enrolled, indicating a movement for advanced universities to act as hubs and share knowledge.

> ➢ Recognition of the need for peer support and information sharing: In discussions with the Coordinating Ministry for Human Development and Cultural Affairs, a statement was made that "a mechanism is needed to create peer groups and share how to implement DSUs among universities," indicating that government officials also recognize the importance of inter-university collaboration.

> ➢ Challenges: These collaborations are still sporadic initiatives among a few motivated universities and have not yet led to nationwide information sharing or standardization of know-how. Mitra Netra, a local NGO (supporting visually impaired people), also made a strong request to "build a peer support system among universities."

B）Public Support: The Gap Between Top-Down Policies and On-the-Ground Reality

    The Indonesian government is attempting to promote the inclusion of universities through laws and ministerial ordinances, but universities on the ground face major hurdles in terms of financial resources and personnel, creating a large gap between policy and practice.

> ➢ Government-led programs and grants:

> • The Coordinating Ministry for Human Development and Cultural Affairs launched a support program in 2022 that provides a grant of approximately 135,000 yen per year to each of 20 selected universities.

- The Ministry of Higher Education, Science and Technology also implements a program that provides incentives to 50-70 universities each year to promote the establishment of DSUs.
➢ The role of policy-making and monitoring bodies:
- The National Disability Commission (KND), established in 2021, plays an important role in monitoring and evaluating policies related to persons with disabilities and making recommendations. It aims for top-down reform, such as recommending phased measures like warnings and revocation of accreditation for universities that do not comply with laws and regulations.
- Related ministries are also working on developing guidelines for supporting students with disabilities, but it has been pointed out that many universities are not even aware of their existence.

C）Challenges:

The field survey reveals a situation where the government's top-down initiatives have not sufficiently permeated the universities on the ground. Although grants exist, their amounts are limited, and many universities cite "lack of budget" and "lack of human resources" as the biggest obstacles to establishing DSUs. The KND also perceived from a practical standpoint that public support is still insufficient. The current situation in Indonesia can be described as a state where the "intermediate support (middle layer)" that connects the two is critically lacking between the top-down "institutionalization" by the government and the bottom-up "practice" of each university.

The government mandates the establishment of DSUs by law, but it is unable to provide universities with operational know-how, human resource development, and sufficient financial resources to support their operation. On the other hand, there is no mechanism for the practical knowledge of progressive universities to be reflected in national policy. This structural disconnect is the biggest factor that has led many universities to a stalemate of "we are obligated to establish a DSU, but we don't know how." Therefore, it is extremely significant for this project to play the role of a "catalyst" that connects the disconnected top and bottom while utilizing Japan's knowledge. The core role that this project should play, and the indispensable responsibility for opening up the future of each and every student with a disability, is to raise the level of the entire support system in Indonesia in a sustainable manner through the provision of specific know-how, the promotion of inter-university network formation, and the sharing of successful case studies.

4）Current Status and Challenges of Primary and Secondary Education
①Current Status of Support in Japanese Primary and Secondary Education

The enhancement of support for students with disabilities in Japanese higher education is closely related to the development of an inclusive education system at the primary and secondary education levels, which forms its foundation. As PHED points out, "support at the primary and secondary education levels is an essential prerequisite for support in higher education," and the quality of support at this stage greatly influences the future possibilities of university admission and social participation.

A major characteristic of Japan is that a variety of "learning environments" are institutionally provided according to the individual needs of each child and student with a disability.

A）A Variety of Learning Environment Options:
- Special Needs Schools: Schools that provide specialized education according to the type of disability.
- Special Needs Classes: Classes established within elementary and junior high schools where children and students with disabilities learn in small groups.
- Resource Room Instruction: A system where students receive most of their instruction in

regular classes, but for a few hours a week, they receive individual instruction in a separate classroom according to their disability.

- Regular Classes: Students learn in their enrolled class while receiving "reasonable accommodation" according to their individual educational needs.

B）Promotion of an Inclusive Education System:

The Japanese government (Ministry of Education, Culture, Sports, Science and Technology) is currently promoting the establishment of an "inclusive education system" that aims for children with and without disabilities to learn together in the same environment as much as possible[35]. As a result, the number of children and students with disabilities learning in "resource rooms" and "regular classes," in addition to special needs schools and special needs classes, is increasing year by year. This is a manifestation of the government's strong will to realize a symbiotic society that respects diversity from the educational setting, without segregation based on the presence or absence of disabilities.

②Main challenges

While various learning environments are being developed, there are also some challenges to making inclusive education a high-quality one.

A）Teacher expertise and workload: In order to respond to the diverse needs of students in regular classes, theoretically, all teachers are required to have specialized knowledge and teaching skills in special needs education. However, the number of teachers with expertise is still not sufficient, and the creation of individual support plans and the implementation of accommodations in addition to regular duties are adding to the teachers' workload.

B）Regional and inter-school disparities in the provision of reasonable accommodation: Although the law mandates the provision of reasonable accommodation, the specific content and quality vary depending on the financial situation of the local government, the school's system, and the awareness of administrators and teachers. There are not a few cases where necessary resources such as the introduction of ICT equipment and the placement of support staff are not sufficiently secured.

C）Challenges in the transition to higher education: A system for smoothly transferring information about the support received in primary and secondary education and individual characteristics to the university after graduation has not yet been sufficiently established. This creates a "transition" problem where students have to seek appropriate support from scratch after entering university, which is one of the reasons why students stumble in the early stages of their university life. In response to this challenge, the case of Hiroshima University building a collaborative network (UE-Net) with primary and secondary educational institutions is attracting attention as a progressive initiative toward a solution.

③Support for Children with Disabilities in Indonesian Primary and Secondary Education: The Challenge of a Disconnect with Higher Education

The discussion of support for students with disabilities in Indonesian universities cannot be separated from the serious challenges that exist at the prerequisite primary and secondary education levels. As one participant in the field survey stated, "A child will drown if not taught how to swim. Without appropriate support from basic education, they will face difficulties in higher education." This reflects the reality that many children with disabilities are isolated within the education system and

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[35] Ministry of Education, Culture, Sports, Science and Technology "The Status of Special Needs Education in Japan" "Special Needs Education Materials" etc.

have their future possibilities closed off before they can even reach the "great sea" of university.

A) Current Support: Coexistence of Segregated and Inclusive Education

The learning environments for children with disabilities in Indonesia are broadly divided into two categories.

- Special Schools (Sekolah Luar Biasa - SLB): These have traditionally been the center of education for children with disabilities, but many of them have a very strong character as "vocational training schools." The emphasis is on acquiring basic life skills and specific vocational skills, and an academic curriculum that presupposes university entrance is not provided. As a result, it is extremely difficult for students who have graduated from an SLB to go on to university.
- Inclusive Schools (Sekolah Inklusi): Since the enactment of the Disability Law in 2016, the government has been promoting inclusive education, and the number of regular schools accepting children with disabilities is increasing. However, it is necessary to be aware that, as was pointed out in the Focus Group Meeting of this survey, there are cases where children are simply "enrolled" but are left behind in their studies without receiving appropriate support, or suffer from inappropriate evaluation methods (e.g., a child who cannot run being evaluated in a running competition).

B) Serious Challenges: The "Wall" to Higher Education

Although inclusive education is promoted at the institutional level, many challenges are piling up at the field level, and these are becoming a high "wall" to university entrance.

- Lack of teacher expertise and resources: The biggest challenge is the lack of expertise on the part of the teachers who provide instruction. Many teachers have not received training on teaching methods for children with disabilities and do not know how to interact with them or teach them. In addition, there is an overwhelming lack of physical resources such as sign language interpreters, braille teaching materials, and ICT equipment, creating a wall that cannot be overcome by the goodwill of the field alone.
- Lack of academic achievement guarantees: In an environment without specialized instruction and appropriate teaching materials, the basic academic skills of children with disabilities do not develop sufficiently. The Focus Group Meeting in this survey also reported cases of students who had difficulty writing papers at university because they did not receive sufficient grammar education in special needs classes, and visually impaired students who could not keep up with university classes because they did not have the opportunity to learn PC skills in high school. This highlighted the reality that the "learning delay" at the primary and secondary education levels is directly closing the path to higher education.
- Social and cultural barriers: Social prejudice and stigma against disability are also deeply rooted, and there are still cases where parents hesitate to send their children to school or schools refuse to accept them. This means that many children are unable to even stand at the starting line of education.

Overall, primary and secondary education in Indonesia is in a transitional period where, while embracing the ideal of inclusion, the human resources, resources, and social understanding necessary for its practice have not caught up. The "discontinuity of learning" that is occurring at this stage is the fundamental cause of the extremely low university entrance rate for persons with disabilities, and is the most important issue that cannot be ignored when discussing support systems at the university level.

5) Employment Status and Corporate Collaboration

①Employment Support and Corporate Collaboration for Students with Disabilities in Japan

Support for students with disabilities in Japan is positioned not only to guarantee their studies at university but also to see their career path, especially social participation through "employment," as an important goal. As Mirairo emphasized the importance of "the perspective of the 'post-graduation exit'" in this survey, various initiatives to organically link learning and employment are being promoted by universities, companies, and the nation as a whole.

A）Promotion of Employment of Persons with Disabilities Based on the Legal System

At the core of Japan's employment support is a strong legal framework called the "Act on Promotion of Employment of Persons with Disabilities."

- ➢ Statutory Employment Rate System: The national government, local public bodies, and private companies of a certain size are obligated to employ a number of persons with disabilities equal to or greater than the number obtained by multiplying the number of their regularly employed workers by a certain rate (the statutory employment rate). As of 2024, the statutory employment rate for private companies is 2.5%, and this rate is scheduled to be raised in stages. This system provides one incentive for companies to work on hiring people with disabilities.

B）Employment Support in Universities

At each university, specialized departments (career centers and DSUs) collaborate to provide support tailored to individual needs so that students with disabilities can proceed smoothly with their job-hunting activities in the same way as other students.

- ➢ Individual Career Counseling:
  A dedicated counselor provides individual support for self-analysis, industry/company research, resume and cover letter review, and interview practice.
- ➢ Information Provision and On-Campus Information Sessions:
  In addition to providing consolidated job postings and internship information for students with disabilities, the university holds on-campus joint information sessions with companies that are actively hiring people with disabilities.
- ➢ Coordination of Reasonable Accommodation:
  In cases where reasonable accommodation is required for recruitment exams and interviews, such as alternatives to written exams (PC input or oral), extended time, or the placement of a sign language interpreter, the university acts as an intermediary between the student and the company to make arrangements.

C）Diverse collaborations with companies

In addition to support within universities, various companies and organizations collaborate with universities to support the employment of people with disabilities throughout society.

- ➢ Collaboration with the business sector: There are private companies like Mirairo Inc. that promote diversity and inclusion in companies by leveraging the perspectives of people with disabilities. The "Universal Manner Training" provided by the company is an effective program for not only business people but also university faculty and students to learn how to view disability in society.
- ➢ Collaboration through a wide-area network: In the case of Hiroshima University, the university has built a wide-area network involving local companies, and is developing internship destinations for students and exchanging information on post-graduation careers.

In this way, in Japan, on the institutional foundation of the "statutory employment rate," each

university provides individual employment support, and various companies collaborate, thereby creating an ecosystem for students with disabilities to smoothly transition from learning to employment.

②Employment Support and Corporate Collaboration for Students with Disabilities in Indonesia: A Disconnected Career Path

One of the biggest walls that Indonesian students with disabilities face is "employment" after graduating from university. This survey also provided a glimpse of the serious reality that even if they are able to overcome difficulties and graduate from university, their learning is not connected to social participation or economic independence. In the absence of a strong legal framework like Japan's "Act on Promotion of Employment of Persons with Disabilities" and systematic collaboration between universities and companies, many graduates have their career paths cut off.

A) Current Situation and Serious Challenges
  ➢ The reality of "graduation = unemployment": This survey also confirmed the difficulties faced by students with disabilities after graduation. In particular, the National Disability Commission (KND) cited the shocking case of "one university where 100 graduates are unable to find jobs," pointing out the reality that university education is not leading to careers. GERKATIN, an organization for the deaf, also stated that "many students with disabilities cannot find jobs even after graduating from university," suggesting that this problem is not limited to specific universities or regions but is a structural issue.
  ➢ Lack of understanding and discrimination in hiring on the part of companies: The biggest barrier is that companies lack understanding and know-how regarding the employment of people with disabilities. "Parakerja," a social enterprise that specializes in supporting the employment of people with disabilities, is conceiving a project called "one disabled person per company" to solve this problem. This, in turn, tells the story of the current situation where hiring people with disabilities is still a "special thing" for many companies, and they are hesitant because they do not know how to accept them. Furthermore, discrimination at the institutional level is still deeply rooted. One university graduate with a hearing impairment shared his experience: "I wanted to become a civil servant, but I was told, 'We accept people with physical disabilities, but not with hearing impairments,' and I was rejected." This is clear evidence that employment opportunities are being unequally taken away depending on the type of disability.

B) Seeking Corporate Collaboration and Advanced Initiatives
Even in this difficult situation, there are signs that universities, companies, and specialized agencies are collaborating to connect this broken career path.
  ➢ The role of specialized agencies (social enterprises): Parakerja plays an important role as a "bridge" between universities and companies, much like Mirairo in Japan. It is promoting a change in awareness and the development of a receptive environment on the corporate side through concrete actions such as supporting internships in collaboration with university career centers and conducting training on the employment of people with disabilities for companies in cooperation with more than 90 financial institutions.
  ➢ Initiatives by advanced universities: Some advanced universities have started on-campus employment support programs. Jakarta State University is implementing an employment support project aimed at promoting the independence of students with disabilities and training for graduating students. UNU Yogyakarta also clearly recognizes the difficulty of finding employment after graduation and has set "development of internship and corporate

collaboration programs" as a future priority.

## 4-2. Reorganization of Challenges Faced by Indonesia

The comparative analysis with Japan in section 4-1 revealed that support for students with disabilities in Indonesia is in a "dawning and dissemination" stage. Behind this lies not a single, but multiple interconnected structural challenges. This section reorganizes these challenges from four perspectives: "awareness and understanding," "human resources and know-how," "systems and experience," and "collaboration and networks."

1) Awareness of Support and Understanding of Disability
In Indonesia, the 2016 Disability Law and the ratification of the UN Convention on the Rights of Persons with Disabilities have legally initiated a shift toward a "social model" that recognizes the rights of persons with disabilities as "human rights" and advocates for the removal of societal barriers. However, the reality is that this philosophy has not yet deeply permeated university officials or society as a whole.
    A)  Lack of permeation of the "social model":
Many universities and faculty members still operate within the "medical model" or "charity model," which views disability as an individual problem, and there is a lingering tendency to see support as "special consideration" or "pity." This prevents the "right to learn," which students should inherently have, from being guaranteed, and as a result, leads to discrimination and loss of learning opportunities. This is in contrast to the situation in Japan, where the social model is the legal foundation and "environmental arrangement" is viewed as a university-wide responsibility.
    B)  Lack of understanding of disability:
In particular, there is a marked lack of understanding of "invisible disabilities" such as mental and developmental disorders. The low percentage of students with these disabilities in statistical data suggests that their difficulties are not being recognized and that they are being excluded from support.

2)  Lack of Support Know-how and Specialized Personnel
Even if the establishment of DSUs is legally mandated, there is an overwhelming lack of concrete know-how to actually operate them and of personnel with expertise.
    A)  Absence of specialized professionals (coordinators):
There is no institutionalized system of specialized professionals (coordinators) who play a central role in support at Japanese universities, assessing students' needs and coordinating with relevant departments within the university. As a result, support becomes ad hoc and organizational response is difficult.
    B)  Lack of training for faculty and supporters:
There is almost no systematic training on effective teaching methods and communication methods for students with disabilities. Human resources such as sign language interpreters and note-takers are also extremely scarce, and the reality is that support relies on the goodwill of student volunteers.

3)  Implementation Experience, Lending of Support Equipment, and Establishment of a Support System
Even if there is a philosophy and knowledge, the experience, systems, and physical resources to put them into practice as concrete support are lacking.
    A)  Lack of a systematic assessment function:
There is no "assessment" mechanism like the one in Japanese universities that objectively evaluates

a student's difficulties and determines the need for support, regardless of whether they have a disability certificate. As a result, support is left to the judgment of individual faculty members, and fairness and consistency are not guaranteed.

      B)  Lack of support equipment and resources and absence of a sharing system:

  Assistive technologies (AT) such as text-to-speech software and braille printers are expensive, and many universities are unable to introduce them due to a lack of budget. In addition, there is no mechanism for sharing and lending expensive equipment among universities, like the "hub university" role played by Tsukuba University of Technology in Japan.

      C)  Lack of experience in operating DSUs:

  With the exception of a few advanced universities that have established DSUs, most universities have no experience in operating a support office. Therefore, even if the establishment of a DSU is mandated by law, they are in a state of stagnation, "not knowing what to do or how to start."

4)  Underdeveloped Collaboration and Network Systems between Universities and between the Public and Private Sectors

  The collaborative system to support the efforts of individual universities and raise the support level of the entire country is extremely fragile.

      A)  Absence of intermediary support organizations:

  There are no nationwide "intermediary support organizations" like JASSO or PHED in Japan that promote collaboration between universities and accumulate and provide shared assets such as guidelines and survey data. This forces each university to work in isolation and build up know-how from scratch, which is an inefficient situation.

      B)  Limited inter-university collaboration:

  Although there is some sporadic collaboration among a few advanced universities, such as the consortium at Jakarta State University, it has not developed into a nationwide network.

      C)  Disconnect between top-down and bottom-up approaches:

  The government mandates the establishment of DSUs by law, but it is unable to provide sufficient financial support and specific know-how to support their operation. On the other hand, there is no mechanism for the practical knowledge of universities to be reflected in national policy, and top-down policies and bottom-up practices are disconnected.

  These challenges indicate that Indonesia's support system still relies on the efforts of individual points (universities and organizations), and that the institutional and structural foundation for connecting them to function as a "plane" is underdeveloped.

**4-3. Identification of Priority Needs for the Project**

  The four structural challenges reorganized in the previous section, in turn, indicate the specific needs that this project should focus on to advance support for students with disabilities in Indonesia. The key to the project's success will be to meet these needs by maximizing the use of existing resources in Indonesia, in addition to the advanced knowledge and experience of Japan.

1)  Need 1: Improving Awareness of Support and Understanding of Disability

  At the root of the problem is a lack of awareness and understanding of disability throughout society. Therefore, the top priority should be awareness-raising activities to convey and instill the philosophy of the "social model," which is the foundation of Japanese universities, in a way that is adapted to the cultural and social context of Indonesia.

A) Top-down approach to university executive and administrative staff:

First, it is necessary to promote the understanding among university decision-makers, such as presidents and deans, that "reasonable accommodation" is not a charity but a legal responsibility, and an important management issue that is also linked to the university's international reputation.

B) Bottom-up approach to faculty, staff, and students:

With reference to practical programs such as the Disability Equality Training (DET) that JICA is developing internationally and the "Universal Manner Training" provided by Mirairo in Japan, provide opportunities for faculty, staff, and general students to learn specific ways of interacting and communicating with students with disabilities. It is also important to deepen understanding of mental and developmental disabilities, which are not yet well understood in Indonesia.

2) Need 2: Transfer of Support Know-how and Development of Specialized Personnel

Even if a DSU is created as a "vessel," it will not function without the "people" and "know-how" to operate it. It is essential to share the role of the specialized personnel who are the core of Japan's support system and the methods for their training.

A) Introduction of the specialized position of "coordinator":

A training program is needed to communicate the importance of a "coordinator" who acts as an intermediary between the student and the university, consistently handling everything from needs assessment to the coordination of reasonable accommodation, and to train personnel to take on that role. The practices of Japanese universities serve as an ideal model for this.

B) Providing practical support skills training:

Provide practical manuals and training content accumulated at Japanese universities on specific support techniques such as note-taking, sign language interpretation, and text conversion of teaching materials. In addition, actively utilize the excellent guidebooks created independently by advanced Indonesian universities such as UIN Sunan Kalijaga as valuable teaching materials that are in line with the local context, and provide opportunities for student volunteers and support staff to acquire skills.

3) Need 3: Building a Practical Model and Creating a Mechanism for Resource Sharing

To avoid the inefficiency of each university starting to provide support from scratch through trial and error, and to quickly establish high-quality support, the introduction of a concrete "model" and a "mechanism" to effectively utilize limited resources is required.

A) Support for the introduction of an on-campus assessment model:

To enable each university in Indonesia to introduce a flexible on-campus assessment mechanism that can also accommodate students without a disability certificate, like the "assessment sheets" used in Japanese universities, share specific procedures and formats and support their introduction.

B) Proposal of a "hub university" model:

In the vast country of Indonesia, it is unrealistic for all universities to have advanced support equipment and specialized personnel. With reference to the case of Tsukuba University of Technology in Japan, propose to the Indonesian government and university officials the construction of a wide-area collaboration model in which universities with strengths in specific regions or disability types are positioned as "hub universities (resource centers)" and provide specialized advice and lend expensive support equipment to surrounding universities.

4) Need 4: Promotion of Collaboration and Network Building between Universities, Government, and the Private Sector

The most important key to expanding the efforts of individual universities from points to lines, and

then to a plane, and to continuously improving the support level of the entire country is to build a network that connects isolated universities.

    A)  The "Catalyst" Function of this Project:

Drawing on the roles played by JASSO and PHED in Japan, this project itself will act as a "catalyst" to connect universities, government agencies, NGOs, and companies in Indonesia, and will establish a forum for regular information exchange and joint training.

    B)  Support for the Establishment of a National Platform:

  In the future, with a view to the network created by this project developing independently into Indonesia's own national council for supporting students with disabilities (the Indonesian version of AHEAD JAPAN), its establishment and operation will be actively supported.

  These needs are interrelated, and a comprehensive approach is essential. This project is intended to strongly support the process by which Indonesian universities and the government find and build the form of support that is most suitable for their country's situation, by presenting Japan's diverse success stories as "options."

# Chapter 5: Support Project for Students with Disabilities in Indonesia-Final proposal

Based on the comparative analysis of Japan and Indonesia so far, and the organization of the structural challenges faced by Indonesia, a concrete project to develop support for students with disabilities in the country in a sustainable manner is proposed below.

**5-1. Overall Project Vision**

This project aims to build an inclusive higher education environment where students with disabilities can receive a quality education and fully develop their potential, with a focus on strengthening the functions of DSUs in Indonesian universities and promoting collaboration.

Overall Goal:

Indonesian universities will be able to autonomously build and develop an inclusive educational environment where all students can learn easily, regardless of whether they have a disability.

Project Purpose:
To build a model of a DSU that utilizes Japan's advanced knowledge at selected partner universities, and by forming an inter-university network with these as hubs (resource centers), to establish a system in which DSU initiatives in Indonesia can develop and become established autonomously.

**5-2. Project Phase Setting (6-Year Plan)**

This project consists of two phases, with each phase lasting three years.

Phase 1 (Years 1-3):
Building Model Hub Universities and a Foundational Infrastructure
Goal: To establish a DSU model based on advanced Japanese case studies at about 5 partner universities and build a foundation for their autonomous operation.
Activities: Focusing on the four pillars of awareness reform, human resource development, support practice, and system building, we will conduct intensive technology transfer and hands-on support to strengthen the support systems and human resource base within the universities.

Phase 2 (Years 4-6): Nationwide Expansion of the Hub University Network and Promotion of Autonomy
Goal: The hub universities trained in Phase 1 will form and develop a nationwide inter-university network, and a system will be established in which DSU initiatives in Indonesia can develop and become established autonomously.
Activities: Through the implementation of regional block training by hub universities, support for the establishment of a nationwide DSU network, and the practice of policy recommendations, we will work to establish a system in which the government and universities can autonomously promote support for students with disabilities.

**5-3. Major Activity Plan (Phase 1)**

In Phase 1, the following activities will be implemented in an integrated manner to directly address the four needs identified in Chapter 4.

Table 8: Major Activities for Each Priority Need in Phase 1

| Priority needs | Main activities |
|---|---|
| **1. Awareness reform (Awareness of support and understanding of disabilities)** | **1-1. Implementing educational seminars and training and disseminating information to society**<br>・ We held a top seminar to convey the importance of inclusive education to university decision-makers (presidents and deans) and administrative officials.<br>・ Training based on Japan's "Disability Equality Training (DET)" and "Universal Manners Training" will be conducted for DSU staff, faculty, staff, and students to spread the idea of the "social model" and to understand the basics of consideration and behavior toward diverse people, including people with disabilities .<br>・ By actively sharing information about the cutting-edge initiatives of partner universities and interviews with students with disabilities who are learning independently with support, we hope to bring hope to children with disabilities, their families, and society as a whole that going to university can be a realistic goal. |
| **2. Human Resource Development (Support know-how and specialized personnel)** | **2-1. Implementation of training in Japan (fellowship program)**<br>・ Decision-makers, DSU officials, and administrative officials from partner universities will be invited to Japan. Through visits to leading universities and training at specialized institutions (JASSO, PHED, etc.), this training will provide participants with a systematic understanding of not only individual support skills but also the philosophy that supports support for students with disabilities in Japan, the legal system, the university's organizational support system, and the overall picture of the network that connects various actors. Participants will be able to apply this knowledge in the Indonesian context and build a foundation for building a support system at their own universities.<br>2-2. Development and implementation of domestic training programs<br>・ By combining Japanese training content with guidebooks created by leading Indonesian universities, we will develop and continuously implement "DSU Coordinator Training" and "Student Supporter Training" programs that can be implemented domestically. |

| | |
|---|---|
| **3. Building a practical model** (Implementation experience, support equipment, system construction) | **3-1. Strengthening** DSU **management and practical support at partner universities**<br>・ DSUs already established at each university. Experts will make regular visits and, while referencing advanced Japanese examples (assessment sheets, individual support plans, etc.), will help resolve various issues faced on-site. Through this practical process, each university will be supported in improving and developing support activities such as creating individual support plans and providing reasonable accommodations, and in accumulating its own experience and know-how.<br>3-2. Establishment of an assistive device library<br>・ We will provide basic support equipment (PCs, scanners, IC recorders, etc.) and establish an on-campus lending system.<br>3-3. Promoting institutionalization within the university (clarifying the official status of DSU)<br>・ Each university will clearly state the role and management structure of DSU in its school regulations and internal rules, and establish its official position as a university organization.<br>・ We will support the independence of the system, including securing budgets within the university, allocating staff, and granting credits for student supporter activities.<br>3-4. Introduction of a complaint/feedback mechanism for students with disabilities<br>・ We will establish a system that allows students with disabilities to anonymously submit requests for support and areas for improvement, and create a system in which DSU will respond and report on these requests on a regular basis. |
| **4. Networking** (Inter-university and public-private collaboration) | **4-1. Establishment of a project steering committee**<br>・ A steering committee consisting of partner universities, relevant government agencies (Ministry of Higher Education, KND, etc.), the Pijar Foundation, and Japanese experts will be established to manage the progress of the entire project and share information.<br>4-2. Formation of a network among partner universities<br>・ Partner universities will meet regularly to hold joint workshops to share their current practices and challenges, fostering a nationwide collaborative foundation.<br>4-3. Providing policy recommendations and reports to the government (once a year)<br>・ The project's results and challenges will be reported annually to government agencies, and recommendations will be made for system improvements and budgeting. |

**5-4. Expected Outcomes and Performance Measurement Indicators**

The activities of this project directly correspond to the four priority needs identified in Chapter 4, and its outcomes and progress will be measured by the following indicators. The specific indicators (numerical values) will be discussed and finalized by the relevant parties immediately after the project begins.

Table 9: Expected Outcomes and Performance Measurement Indicators for Each Priority Need
(Phase 1)

| Priority needs | Expected outcomes | Indicators for measuring effectiveness |
|---|---|---|
| 1.Awareness reform | Result 1: Decision-makers, faculty, staff, and students at partner universities will understand the "social model," leading to the formation of an organizational consensus for promoting inclusive education. Furthermore, through public relations activities using social media, studying at university will become a realistic option for children with disabilities and their families, fostering momentum for supporting inclusive education throughout society. | - Number of university personnel (by position) who attended awareness seminars/training.<br>- Results of a survey conducted before and after the training on participants' understanding of disabilities.<br>- Number of followers and engagement rate for posts on the official project social media accounts (or Pijar Foundation, AHDC).<br>- Number of appearances in the media (newspapers, web news, etc.). |
| 2.Human Resource Development | Output 2: Specialist staff (coordinators) who will be responsible for the operation of DSU and student supporters who will support students will be trained, and a system will be established to put support into practice on campus. In addition, the training program will be localized and continued, making it possible to conduct training at the university. | - Number of coordinator candidates who have completed training in Japan and in Japan.<br>- The number of students who have taken the student supporter training and are actually engaged in support activities.<br>- Evaluation of training participants' satisfaction and skill acquisition.<br>- Number of in-house training sessions held at each university. |
| 3. Building a practical model | Output 3: The functions of DSUs at partner universities will be strengthened, and high-quality support practices based on individual assessments for students with disabilities will be established. In addition, the institutional position of DSUs within the university will be clarified, and a complaint/feedback mechanism will be established to reflect the voices of those involved. | - The number of universities where DSU management systems (personnel, budget, internal regulations) have been strengthened.<br>- The number of students with disabilities who have been assessed and have had individual support plans created.<br>- The specific details and number of reasonable accommodations provided.<br>- The number of universities that clearly state the role of DSU in their university regulations. |

| | **Output 4:** A foundation for collaboration among partner universities, government agencies, and NGOs is established, and a formal agreement on a cooperative framework for a future national network is reached. Furthermore, through regular policy recommendations and the sharing of results with the government, an environment for policy advocacy is fostered to promote the institutionalization and sustainable development of support for students with disabilities. | -Number of sessions held for the Project Steering Committee (PSC) and joint workshops among partner universities.<br><br>-Number of annual policy recommendations and reports submitted to relevant government agencies. |
|:---|:---|:---|
| 4.Network Formation | | |

This project proposal is not about unilaterally transferring a Japanese model, but rather about a process of collaboration and empowerment, where we think and practice together with partner universities within the Indonesian context, and then Indonesia spreads it nationwide with its own hands. This is what we value most.

In addition, as we transition to Phase 2, the following outcomes will be used as a standard to objectively confirm at the end of Phase 1. These standards are an extraction of the achievement points, particularly regarding "institutionalization," "human resource retention," and "government commitment," from the outcome indicators shown in Table 9.

Table 10: Outcome Confirmation Criteria for Transitioning to Phase 2 (at the end of Phase 1)

| Priority needs | Milestone Outcomes | Verification Indicators |
|:---|:---|:---|
| 1. Awareness reform | At partner universities, university officials, including presidents and deans, understand the "social model of disability," and an organizational consensus has been formed to promote support for students with disabilities. | ・Number of awareness seminars/training sessions held and number of participants (by position)<br>・Improvement results of the comprehension survey<br>・University support policy |
| 2. Human Resource Development | DSU coordinators and student supporters are being trained at each university, and support activities are being carried out on an ongoing basis within the university. | ・Coordinators will be assigned to all partner universities<br>・Number of student supporter training graduates and number of support activities |
| 3.Building a practical model | Each university has established a DSU management system, and the provision of individual assessments, support plans, and reasonable accommodations has become established. | ・All five schools have clearly stated the role of DSU in their internal regulations<br>・Number of individual support plans created and record of providing reasonable accommodation |

| 4. Networking | A collaborative system has been established between partner universities and with the government, and relevant ministries and agencies have expressed their intention to support the formation and institutionalization of the network. | ・Joint workshops to be held at least twice a year ・Support statement issued by the Ministry of Higher Education or KND ・Proven track record of policy recommendations at project steering committees |
|---|---|---|

### 5-5. Activity Plan (Phase 1: FY2026–FY2028)

The first phase of this project will run for three years, from April 2026 to March 2029, and aims to establish a DSU model at partner universities through the stages of "foundation building," "practice and establishment," and "development and independence." The activities will be systematically implemented along the four pillars of "awareness reform," "human resource development," "practical model building," and "network formation" as follows.

Table 11: Main Activity Plan for Each Outcome

| Season | Results | Main activities |
|---|---|---|
| **Year 1 (2026)** [Foundation building period] April 2026- March 2027 | **Consciousness reform** | - Holding an opening seminar (April-May): To publicize the start of the project and get stakeholders involved.<br>・Awareness Seminar ①② (April and October): Share the concept of the "social model" with each partner university.<br>・Start of public relations activities (year-round)：Open official project social media accounts and begin communicating the objectives and progress of the activities to society. |
| | **Human Resource Development** | - Development and translation of training materials (April-July): Complete initial training materials that combine Japanese knowledge with the Indonesian context.<br>- First training in Japan (late August): This training is aimed at university decision-makers and potential DSU personnel, who will then prepare a draft plan for establishing a DSU at their respective universities upon returning home.<br>- Coordinator/supporter training (year-round): Using the developed teaching materials, we have begun domestic training for DSU staff and student supporters. |
| | **Building a practical model** | Strengthening DSU management and practical support (starting September): Participants in the training in Japan will take the lead in strengthening the functions of existing DSUs at each university. Japanese experts will provide logistical support for improving the initial consultation system and formulating management plans through monitoring and advice once or twice a year. |
| | **Network formation** | ・Conclusion of agreements with partner universities (April-June)<br>・Project Steering Committee ①② (May and October): Reach consensus among stakeholders and share progress.<br>・Start of policy recommendations and exchange of opinions with government agencies ( October onwards): Share the project objectives and collaboration policy. |
| **Second year (2027)** [Practice and establishment period] April 2027 - March 2028 | **Consciousness reform** | ・Awareness Seminars 3 and 4 (April and October): Continue holding seminars by deepening themes (e.g., developmental disorders) and expanding the target audience.<br>- Strengthening public relations activities (all year round): Actively disseminate specific support cases at partner universities and the voices of students with disabilities to raise public awareness. |
| | **Human Resource Development** | - Full-scale coordinator/supporter training (year-round): Using the developed teaching materials, we have begun full-scale domestic training for DSU staff and student supporters.<br>- Second training in Japan (late August): Training will be conducted for core coordinators and administrative officials to learn more specialized assessment methods and support techniques. |

| | | |
|---|---|---|
| | **Building a practical model** | - Full-scale provision of reasonable accommodations (from September): In time for the new semester, we will create individual support plans based on assessments and begin providing specific support in earnest, such as note-taking and the lending of assistive devices.<br>・Start of establishment of an internal system (from October): Strengthen efforts to institutionalize the system within the university, including formalizing DSU, securing a budget, and granting credit recognition for student supporter activities.<br>・Trial of a Complaint/Feedback Mechanism (all year): Build a system to collect requests and complaints from students with disabilities and reflect them in improvements. |
| | **Network formation** | ・Project Steering Committee ③④ (April and October): Evaluate the activities of the first year and discuss plans for the second year.<br>・Start of workshops between partner universities (year-round): Provide a forum for each university to share progress and challenges and learn from each other.<br>・Regular policy recommendations to the government (October): Document proposals regarding university support policies and budgeting. |
| **Third year (2028)** **[Development and independence period]** **April 2028 - March 2029** | **Consciousness reform** | ・Awareness Seminars ⑤⑥ (April and October): In addition to themes of employment support and corporate collaboration, awareness-raising activities will be carried out with a view to connecting with society.<br>- Culmination of public relations activities (year-round): Create and distribute content (videos and articles) that convey the results of the past three years, and strengthen collaboration with the media. |
| | **Human Resource Development** | - Localization of training (year-round): Support the transition to a system where training can be conducted within the partner university, with the coordinator from the partner university acting as the instructor.<br>・Third training in Japan (late August): This training will be conducted for next-generation leader candidates who will play core roles in the second phase. |
| | **Building a practical model** | - Establishing a support system and starting employment support (year-round): Promoting the independence of DSU management and starting employment support such as internships in collaboration with career centers, etc.<br>・Summary of results (October onwards): Compilation of the results of three years of activities into the "Indonesian Version of the Disability Student Support Guidebook."<br>・Establishment of an internal system (all year): Recognition and positioning of DSU as an official organization under university regulations.<br>・Establishment of the Complaint/Feedback Mechanism (year-round): Regular monitoring is carried out by relevant parties both inside and outside the university. |

| | | ・Project Steering Committee ⑤⑥ (April and October): Summarize the first phase and formulate a plan for the second phase.<br>・Holding a results report seminar (January-February): Gathering a wide range of university-related people from Japan, sharing the project results and the guidebook, and encouraging participation in Phase 2.<br>・Holding preparatory meetings (throughout the year) for the establishment of a national DSU network/council.<br>- Establish a sustainable collaborative system that includes the government, universities, and NGOs. |
|---|---|---|
| | Network formation | |

## 5-6. Project Implementation Structure

This project will be implemented through a Japan-Indonesia collaborative system, with The Nippon Foundation as the donor, the Pijar Foundation in Indonesia as the main contractor for on-site implementation and coordination, and AHDC as the specialized organization providing technical cooperation.

    1) Division of Roles of Each Organization

    A) Pijar Foundation (Indonesian side project implementation and coordination body):

As the main body responsible for project implementation in Indonesia, it will be in charge of overall project management, including communication and coordination with government agencies and partner universities, management of local activities and progress, accounting, and report preparation. It will also oversee practical matters on the ground, such as reviewing the training content developed by AHDC, securing local instructors, conducting public relations activities in the country, and selecting participants for the training in Japan and handling their travel arrangements.

    B) AHDC (Japanese side technical cooperation hub):

As a specialized organization for technical cooperation to transfer Japan's specialized knowledge to Indonesia, it will be responsible for supporting the project's technical aspects and the logistics and coordination of training in Japan. It will mainly support the Pijar Foundation in the following tasks: 1) selecting and coordinating the dispatch of Japanese university experts (short-term experts), 2) developing and providing training programs and materials suitable for the Indonesian context, 3) planning and operating the training program in Japan, and 4) reporting progress to The Nippon Foundation.

    2) Japan's Domestic Collaboration System

To effectively utilize the knowledge of various universities and specialized institutions in Japan, we will consider establishing a loose "Japanese side support network (tentative name)" under the coordination of AHDC. This will not be a fixed committee, but a cooperative system that flexibly collaborates according to each activity of the project. This network is expected to include the participation of the University of Tokyo (PHED), Kyoto University, the University of Tsukuba, Tsukuba University of Technology, Hiroshima University, JASSO, the Center for Students with Disabilities, etc., and is expected to play an important role in supporting the project from a professional standpoint, such as providing expert advice on the development of training programs, recommending short-term experts to be dispatched to Indonesia, and providing sites for visits during the training in Japan.
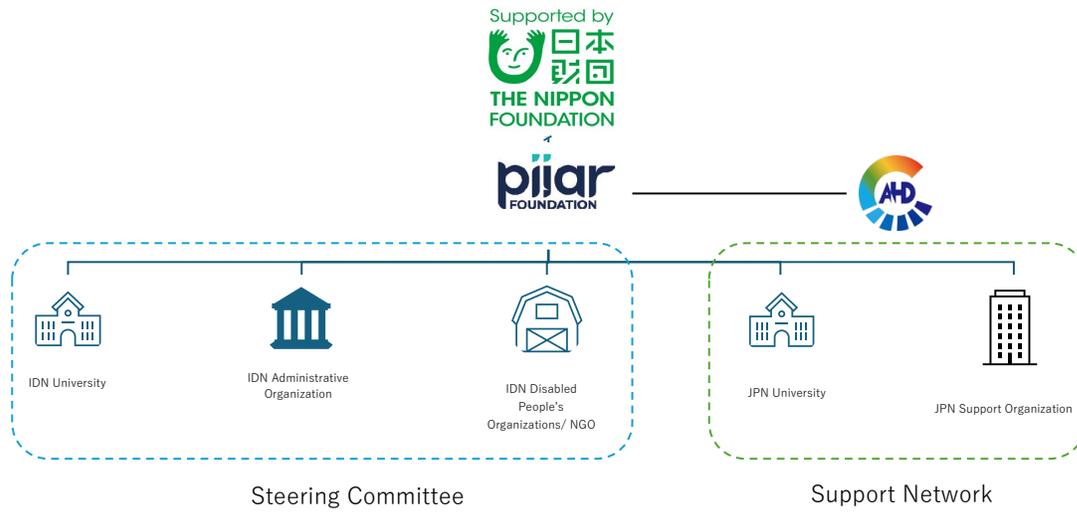
# Project Implementation Structure



Figure 3: Project Implementation Structure