THE IMPORTANCE OF PROMOTING INTERNATIONAL COOPERATION FOR THE IMPLEMENTATION OF INCLUSIVE EDUCATION IDEAS IN DEVELOPING COUNTRIES: WITH REFERENCE TO THE CASE OF INDONESIAN EXPERIENCE

Abin Syamsuddin Makmun
Indonesia University of Education

Asian Conference on mental Retardation XVII
Concerted Effort for the Welfare on Mental Retardation
Yogyakarta - INDONESIA
2 0 0 5
THE IMPORTANCE OF PROMOTING INTERNATIONAL COOPERATION FOR THE IMPLEMENTATION OF INCLUSIVE EDUCATION IDEAS IN DEVELOPING COUNTRIES: WITH REFERENCE TO THE CASE OF INDONESIAN EXPERIENCE

Abin Syamsuddin Makmun
Indonesia University of Education

Abstract

Inclusive Education (IE) is an excellent innovative paradigm from perspective of educational development strategies to support the successful implementation of the Education for All (EFA) program in line with the principle of Human and Child Rights.

Putting the IE into practice, however, is not an easy task due to the varied conditions of different countries throughout the world, especially developing countries. Differences may be closely interrelated to the various constraints concerning socio-cultural (attitudinal), socio-economical (lack of resources), and leadership-managerial (policy and institutional) factors in the respective country. Nevertheless, results of various previous studies have indicated that the implementation of the IE idea has to some extend and lesser degree, contributed significantly to the better achievement of educational (EFA) objectives, in both developing and modern countries.

Recently (2004-2005) an evaluate study has been conducted, under the auspicious of Indonesia University of Education, concerning the effectiveness of various pilot projects leading to the implementation of IE in Indonesia. Those projects have been organized under the sponsorship and cooperation between the Indonesian Government and Braillo Norway in addition to CRICED University of Tsukuba Japan. Results of the study essentially tend to support the success of IE as previously mentioned. This implies that the international cooperation should be urgently promoted, and the sharing of successful IE experiences among countries is thus very important.

Key words: Inclusive Education, Developing Country, International Cooperation.
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>i</td>
</tr>
<tr>
<td>Table of content</td>
<td>ii</td>
</tr>
<tr>
<td>A. Background and Problem Statement</td>
<td>1</td>
</tr>
<tr>
<td>B. Conceptual Framework and Basic Assumption</td>
<td>4</td>
</tr>
<tr>
<td>1. What is really IE ideas about?</td>
<td>4</td>
</tr>
<tr>
<td>2. Where does originally IE ideas come from?</td>
<td>5</td>
</tr>
<tr>
<td>3. What are some major philosophical principles underlying the existence</td>
<td>6</td>
</tr>
<tr>
<td>of Inclusive Education (IE)?</td>
<td></td>
</tr>
<tr>
<td>4. How should the plan for sustainable IE implementation?</td>
<td>6</td>
</tr>
<tr>
<td>C. Contextual Setting and Methodology</td>
<td>7</td>
</tr>
<tr>
<td>D. Findings and Discussion</td>
<td>9</td>
</tr>
<tr>
<td>1. Findings at the national and strategic level towards IE implementation</td>
<td>9</td>
</tr>
<tr>
<td>2. Findings at the level respective initial pilot project</td>
<td>10</td>
</tr>
<tr>
<td>a. The Inclusive Education pilot project in Bandung, West Java Province</td>
<td>10</td>
</tr>
<tr>
<td>b. Master Degree Program in IE and SEN</td>
<td>12</td>
</tr>
<tr>
<td>c. Tunas Harapan: an Inclusive Primary School Model</td>
<td>13</td>
</tr>
<tr>
<td>d. Center for Child Development (CCD) leading to IE</td>
<td>13</td>
</tr>
<tr>
<td>e. The extension of initial IE</td>
<td>14</td>
</tr>
<tr>
<td>E. Concluding Remarks and Implications</td>
<td>16</td>
</tr>
<tr>
<td>References</td>
<td>17</td>
</tr>
</tbody>
</table>
A. Background and Problem Statement

This paper examines the extent of relative effectiveness of international cooperation (IC) performance in the implementation of inclusive education (IE) ideas leading to achieve the education for all (EFA) objectives in the light of human and child rights in developing countries with reference to the case of Indonesian experience.

In the last two decades there is a new trend in the policy on social affairs, i.e., there is increasing in human participation and integration as well as against exclusionary and discriminatory practices. Inclusion and participation henceforth constituted essential factors for the enhancement of human dignity and make people possible for enjoying and practicing their own fundamental rights as human being (UNESCO, 2001). In education systems, it is indicated by the development of strategies leading to the provision of really equal opportunity for all people to access the learning and educational services with taking into account the wide diversity of different needs characteristics (UNESCO, 2001). Such strategies recently identified as IE ideas which to some extent and lesser degrees differs from either the segregated or integrated approach (Makmun, 2003). This ideas has been internationally enshrined since the declaration of Salamanca Statement (1994). It outlines among others the following fundamental underlying principle:

“Article 7; The fundamental principle of the inclusive school is that all children should learn together whichever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different style and rates of learning” (UNESCO, 2001).
This article tends to define IE in terms of school-based orientation in nature so that in many cases it could not be appropriately implemented due to the lack of required resources and the other conditional factors. Fortunately, however, another flexible alternative principle is available:

“Article 10; Experience suggest that inclusive schools, serving all of the children in a community, are more successful in eliciting community support and in finding imaginative and innovative ways of using the limited resources that are available” (UNESCO, 2001).

The later principle indicates that IE ideas actually can be flexibly implemented. Essentially, the similar principle has also been shown in both the UN Standard Rules (1989) and the Dakar Framework for Action (2000).

In line with the principles mentioned above, various actions have been organized in many countries leading to IE implementation. Most people assumed that IE is the most effective means of combating discriminatory attitudes, creating welcoming communities, building inclusive societies and achieving EFA; moreover, it provides an effective education to the majority of children and improves the efficiency, and ultimately the cost effectiveness of the entire education system (UNESCO, 2001).

In reality, experiences of several countries tend to vary in their performances on the IE implementation. Stubbs (2002) indicated several samples of the varied experiences:

- Children with intellectual disability being included in mainstream at kindergarten, primary, secondary, and higher education (UK);
- Disable children being included in schools with over 100 children per class (Lesotho);
- Disable children being included in schools in poorest communities in the world (Dountza, Mali);
- Transformation rigid systems towards child-focused flexible methodology (China); and
- School improvement leading to IE at teacher training level (Laos).

It is worth noticing, however, that most of the samples mentioned above are still in the initial pilot projects status. On the other side, some observers found
that the implementation of IE in may respects are still less successful, and eventually tend to failures. The UN instruments have been a reality check by international NGO’s who claim that relating IE to EFA performance has not satisfactorily work yet, and will not work unless there is more grass root participation and real allocation of resources (Stubbs, 2002). Results of Eleweke and Rodda studies (2002) tend to in line with UNESCO’s instrument findings. They stated: “Evidence, however, indicates that IE is not being properly implemented in most DC. Factors such as the absence of support services, relevant materials, inadequate personnel training programs, lack of funding structure, and the absence of legislation are the major problems of effective implementation of IE”. Additionally, Nakata (2003) said that for encouraging the nations around the world in the implementation of IE, there should be a proper IC networking. He proposed, therefore, a model of Asia Networking of IE as sponsored by the CRICED (Center for Research on International Cooperation in Educational Development) of the Tsukuba University in Japan. He claimed that the Regional-based International Cooperation (IC) model will be definitely contributable to the effectiveness of UNESCO in leading IE implementation all over the world.

Regarding both success and failure of IC and hence EFA implementation, they will essentially be valuable lesson for the future action plan. The two types of information are actually only indicators of the same function as the criterion of relative effectiveness in evaluating the performance of IE implementation. Based on the results of reflective evaluation of IE implementation in other countries as previously mentioned, this study is trying to get actual information relevant to answer the following major question: “What is the relative effectiveness of various initial projects under the auspicious of IC in Indonesia?” The reason for asking this question is mainly that the Government of Indonesia (GOI) tends too slowly respond to the implementation of IE ideas. It needs for more than seven years since the Salamanca Statement (1994) and about a decade from Jomtien Declaration (1990) up to the beginning with initial stage for IE implementation under the auspicious of IC (2001) in this country. Such information relevant to answer the proposed question will be definitely very useful as valuable inputs to the most responsible stakeholders leading to encourage the accelerative movement
for IE implementation in this country, in spite of the purpose for sharing information internationally with other countries.

B. Conceptual Framework and Basic Assumption

Various major proponents (Makmun, 2003) are of the opinion that speaking about IE is not just concerning with the practical and technical affairs of placement all children in ordinary classroom to learn together, but it also related to the most essential philosophical and conceptual principles underlying the IE ideas. Prior to discuss about methodology or procedure relevant to answer the proposed question, therefore, it will be reasonable to criticize the possible answer to the following preliminary essential questions.

1. What is really IE ideas about?

Referring to the previous discussion, IE ideas might conceptually be viewed as a new fundamentally changing trend, if not as a revolution, in the thought system of human life and human right in general and in the education system for human being in particular. IE ideas as a conceptual framework accordingly may be defined in various ways. In a limited narrow sense, it can be defined as education system within a school-based setting. Whereas in a broaden sense, it may be defined as education within a community or societal based settings.

In terms of school system, Mittler (2000) stated that there is no single agreed official definition of Inclusive School, but there is a growing consensus that it should comprise the following:

- all children attending their local school, in the regular classroom and with appropriate support;
- all schools restructuring their curriculum, pedagogy, assessment arrangement to ensure access and success for all children in the community;
- all teachers accepting responsibility for the teaching and learning of all children; receiving support from the principal, colleagues and the community; having access to continuing relevant staff development.

In terms of broaden comprehensive education system, the concept of inclusion has been depicted clearly by Stubbs (2000) into three circles of inclusion within a societal context:
Inclusive School (the smaller but inner-base circle) characterized by: flexibility; child centered teaching; all pupils valued; responsive to diversity; and disabled teachers welcomed;

Inclusive Education (the middle circle) characterized by: district resource teams and centers; parent involved; DPOs involved; families supported; signing groups and Braille centers; early childhood education, non-formal programs; CBR programs; home-based education;

Inclusive Society (the broaden and outer circle) characterized by: difference valued (gender, age, disability, ethnicity, other groups); active participation by all (stakeholders); and discrimination not tolerated.

In reality, both limited and broaden IE conceptual definitions are still existing complementary one another. For the purpose of this study, this writer henceforth may infer that IE is concerned about all people possibly getting access to learning and educational services appropriately in any time and at any place, but as far as possible in particular proper time and at regular school with appropriate support.

2. Where does originally IE ideas come from?

This writer is of the opinion that there are, at least, four emerging forces that make IE possible exist: first, the school improvement movement with it major concern to make a school system really responsive to children as they are in their communities, inevitably make it more capable of being responsive to disabled children. It is not about adapting the children to the system, but adapting the system to all children. Stubbs (2002) said: “The school improvement movement is an excellent proper preparation for IE, but often falls short or forgets the actually including the most marginalized groups. Second, the special needs education or special educational needs (SEN) with it major concern to provide appropriate support system to those having learning problems and difficulties, due to their problems, physically handicapped, mentally retarded, visionary and/ or hearing and speech impairment, emotionally disturbed, and socially maladjustment. The “Warnock Report” (1978) indicated that 20% of children had some sort of special need at some point in their schooling, and that this children were part of mainstream
schools. Stubbs (2002) said that SENN has provided some IE converts who make very strong advocates, but also be an obstacle to accelerate the implementation of IE”. Third, the Human and Child Rights enforcement’s groups movement (disabled people, parents, women’s association) with their major concern to include all children in mainstream schools with appropriate support. Forth, experiences from developing countries that successful achieving IE although with limited available resources (Stubbs, 2002). This writer is of the opinion that the four emerging forces constituted the strong basis for empowering the existence of IE and its implementation.

3. What are some major philosophical principles underlying the existence of Inclusive Education (IE)?

Referring to UNESCO document, Mittler (2002) indicated the following philosophical values and principles relevant to IE:

- Everyone has a right to education;
- Human differences are normal;
- Inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights;
- Ordinary schools (as well as other relevant institutions) must recognize and respond to the diverse needs of their students or learning participants;
- Regular schools (and other relevant institution) with inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving EFA;
- IE provides an effective education to the majority of children and improve the efficiency, and ultimately the effectiveness of the entire education system.
- Government should adopt as a matter of law or policy the principles of IE, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise.

4. How should we plan for sustainable IE implementation?

Conceptualizing the IE as an organism being, Stubbs (2002) indicated that there should be three major components to make it well working and sustainable existing. They are: (1) skeleton (a strong framework); (2) flesh (implementation
local culture and context); and (3) life-blood (ensuring active, on-going and effective participation of all key groups).

The *first* component requires that IE at any level and any unit of working group should have had, first of all, a set of properly identifiable and defined values and beliefs, principles and indicators of success. The *second* one, IE needs for a realistic orientation about factors relevant to practical situation, resources and cultural settings. Whereas the *third* one, IE should be well organized; who should be involved; and where, when and in what things they should be involved.

There are two more things prior to put IE into practice: (1) the levels of working groups, and (2) the stages or steps of operation to be undertaken.

According to Salamanca Statement and Framework for Action (1994), the first thing to be taken into consideration (level of working group) usually constituted of the following: (1) At the National level including; (a) governmental legislation and policy, (b) governmental organization, (c) community factors, (d) school factors, (e) knowledge, skills and information, and (f) resources; (2) At the broaden setting, i.e. international (e.g.) IC relevant to IE implementation. Whereas the second thing to be taken into account for IE implementation (stages or steps) basically consisting of: (1) analyzing what (internally and externally) already exist; (2) starting with the initial of IE operation; (3) applying support system properly; (4) conduct monitoring and evaluation appropriately.

Based on this conceptual framework and assumption, relevant approach and methodology leading to answer the proposed question will be discussed appropriately in the following paragraph.

**C. Contextual Setting and Methodology**

This study conducted during January-April 2005 in Indonesia with regarding its own unique characteristics. Indonesia is a developing nation country consisting of 200 million and more citizens living in about 13 thousand and more islands that situated in south-east Asia. Approximately 80 percent of the Indonesian territory is water, that is why Indonesia belonging to a maritime nation country. The population consisted of hundred ethnics (e.g. Javanese, Sundanese,
Malaynesse, etc) with their own respective indigenous sub-cultures and languages. Nevertheless, they are basically agreeing the Indonesian Language as their formal and common language; additionally they are also respecting the philosophical wisdom unity in diversity as declaring by their founding fathers (MOAC, 1993; Makmun, 2003). Educational provision has essentially also been organized since the previous eras (Ancient, Hindu’s Kingdom, Islamic’s Sulthanic, Dutch’s Colonial, Japan’s Occupation) until the emerging spirit for Declaration of Independence on August 17, 1945. It is worth noting that the provision of education for children with special needs has been institutionally organized since 1901 by non-governmental organizations (NGOs) in Bandung, West Java. The typical format of those institutions are basically identifiable as segregated special education with boarding system. Afterwards, in 1970 an integrated model in several public schools has been introduced by the governmental initiative. Until the present time both segregated special education (more than one thousand) and integrated public school (about 200) are still in operation in addition to ordinary or regular schools (thousands) throughout this country. It is in this contextual condition the IE ideas being recently introduced.

Regarding the conceptual framework and contextual setting previously discussed, the operational design of this study has been outlined as the following:

- **Focus;** including several pilot projects towards IE implementation, e.g.:
  - IE pilot project Bandung, Indonesia (GOI and UNESCO);
  - MA degree program in IE and SEN (GOI/ UPI and Braillo Norway/ Oslo University);
  - CCD (Child Center Development) relevant towards IE (GOI/ UPI and Tsukuba University, Japan);
  - Tunas Harapan Inclusive School (GOI-Braillo Norway);
  - Others.

- **Method;** evaluative study by applying emergent research design (Hill, et al, 2003), interviewing relevant responsible persons, studying and analyzing relevant documents, visiting and observing relevant objects and events; and hence internet search and library studies to get the needed relevant data/information.
• Criteria for evaluating the effectiveness of project performances (McMillan and Schumacher, 2001), among others:
  - appropriateness of achievement/observed realities and objectives/requirements;
  - impact/benefit from the output;
  - sustainability/feasibility for further action;
  - others.

Analyzing the available relevant information to the respective project under investigation, appropriate inferences have been drawn leading to answer the major proposed question representing the findings of this study as indicated in the following section.

D. Findings and Discussion

1. Findings at the national and strategic level towards IE implementation

The findings being reported in this section is actually beyond the fact of specific projects as previously identified, but it has been emerging in the actual process of discussion with several key persons whose responsible for the future of national education system in this country. The significant inferred findings concerning the future IE are:

(1) Legal aspect of IE and SEN has been officially established

The ideas and concepts of IE and SEN have been stated in the Act No.20 of 2003 on National Education System (NES):

(a) “Special (needs) education” is the provision of education for the students having problems and difficulties in their learning process, due to their physically, mentally, emotionally and socially handicapped or disabilities and/or having potential intellectually gifted (Act 20: 32).

(b) Special (needs) education is the provision of education for the students with disabled and/or gifted which is organized “inclusively” or special educational units at the level of primary and secondary education.

Both SEN and IE stated in the Act of NES should be definitely underlying basic principles for organizing the future education of this country. This is quite
in line with what has been happened in English Law: The 2001 Act of SENDA (Special Educational Needs and Disability) (CSIE, 2003).

(2) The Bandung Declaration on the Indonesian Inclusion Charter of 2004

This charter resulted from the National Forum on Inclusion which attended by the significant stakeholders representing the national and provincial educational authorities, academic and relevant universities, professional associations, political parties, societal and non-governmental agencies whose concerned with IE. They all signed the charter indicating their commitment to IE ideas and its implementation. This is, henceforth, the second pillar of the future IE implementation in this country. This charter is quite in line with the Six Points of UK Inclusion Charter (CSIE, 2002) and the Charter Schools and Students with Disabilities of the USA (1998).

The success of the establishment both pillars on IE, the 2003 Act of NES and the Bandung Declaration of Indonesian Inclusion Charter, are significant indicators of the effectiveness of initial Indonesian action facilitated by international support (e.g. UNESCO, Braillo Norway) leading to the future IE implementation.

2. Findings at the level of respective initial pilot projects

a. The Inclusive Education Pilot Project in Bandung, West Java Province

This pilot project had been launched by the Ministry of NES (2001). It was sponsored by the GOI and West Java Province, UNESCO and Braillo Norway. There are two reasons for choosing Bandung, the capital city of West Java Province, to organize this project. First, the responsiveness of the local government to IE ideas. And second, due to significant historical background of education for children with SEN in Indonesia started from this Afro-Asian city. The project focused on the children with disabilities and come from poor home backgrounds. It was planned by a working team in 2001 and tried out in 2003-2004.

The objectives of this projects are mainly:
- to provide inclusive learning environment for all children;
• to help teachers create a learner friendly environment, develop flexible curriculum and apply appropriate teaching methods for all children;
• to find out the barriers to learning of children with SEN in IE settings and possible ways to reduce them;
• to support appropriate policy development for IE further implementation.

Accordingly main planned activities in this pilot project of IE implementation include:
• to organize workshop on IE for teachers and educational planners;
• to organize training for teachers in special and regular schools and others for supporting children with SEN.
• to implement with intensive monitoring of IE implementation in pilot school;
• to evaluate and make appropriate recommendation on policy guide line for further dissemination.

The results of this pilot project can be briefly summarized among others:
• there is a growing needs to develop and to strengthen and understanding about IE at all levels, including the DPO’s, parents, other NGOs to support the IE future implementation;
• it is essential to monitor seriously the process of transition from conventional special education to IE for meeting the needs of all children;
• for promoting the practice of IE in the future the human capacity building should be encouraged by calling for more comprehensive cooperation at the local, national and international levels;
• teachers and other staff need to be involved in the school development process and they therefore need for improving teaching skills, better planning and organizing of resources, as well as for the changing of attitudes;
• comparative study should be systematically organized to learn IE program in various successful countries.

Comparing the notes of available information concerning the results of pilot project to its proposed objectives, it can be tentatively stated that to some
and lesser degrees the effectiveness of initial project performance leading to further IE dissemination can be reasonably accepted.

\subsection*{b. Master Degree Program in IE and SEN}

This is an international joint project in meeting the needs for advance professional human resources, as well as for systematically scientific development relevant to promoting IE ideas and SEN. It is being organized at the Indonesia University of Education (UPI) in the light of cooperation between Braillo Norway/ University of Oslo and GOI/ Directorate of Special Education/ UPI. The program has been launching since 2003 beginning with the first cohort of 15 selected student of 65 applicant coming from the school-center of IE in eight provinces and several universities which developing IE and SEN in this country.

The program, mainly the curriculum jointly designed by the university of Oslo and the UPI. Both universities UON and UPI provide also the relevant senior academic staff and cooperatively run the education system. Whereas the GOI c.q. Directorate of Special Education and Braillo Norway responsible mainly for the monitoring and evaluation.

The program has been running for the first three year, even though Braillo will only provide allowance for the first two cohort of students. In reality, however, the number of applicant tends to constantly growing. At the end of the 2004-2005 academic year all of the first cohort have been successfully graduated.

Referring to the available information above mentioned, it can be inferred that this program tends to be highly effective. Prospectively, the MA degree program in IE and SEN being run at the UPI will be able to make significant contribution to the implementation of IE as indicated by the Campus Friends program at Saint Mary’s College, Notre Dame, Indiana (Turner, 2003).
c. *Tunas Harapan: An Inclusive Primary School Model*

Tunas Harapan Regular Primary School, in Bandung municipality, supported by West Java Education Office through Bandung Resource Center for Inclusion and Special Needs Education in Citeureup, Cimahi Municipality, since 2003 beginning with the implementation of IE system. Several children with disabilities learn together in regular classroom with appropriate support from special teacher and those regular ones.

After implementing the IE system during a couple year at school level, the above actions have encourage some school culture changes, such as: (1) both children with and without disabilities socially did getting along harmoniously one another; (2) parents’ motivation of children with disabilities were stronger to include their children into the inclusive school; (3) special and regular teacher were encouraged to work as a team; (4) children with and without encouraged disabilities shown the empathy to each other. The most amazing efforts shown by the mothers of children with impairments to get appropriate support from various possible education agencies. It worth noting, however, some worries come up from regular teachers due to their less of knowledge and skills on how to deal with children with SEN in their classrooms of 40 students (Rigmalia, 2003).

Relating the findings above mentioned to the mission and philosophical principles of IE, it can be tentatively stated that the pilot of Tunas Harapan Inclusive School has been successful, in spite of reminding to whom it may concern that appropriate implementation of IE system needs a proper preparation and a planned systematic steps to be taken in advance.

d. *Center for Child Development (CCD) leading to IE*

The establishment of CCD at the Special Education Department of the Indonesia University of Education (UPI) in cooperation with CRICED of the Tsukuba University, Japan, has been decidedly importance. The CCD will be able to promote scientific research and development on special needs education and IE. It will also, additionally, make a valuable contribution to put the SEN and IE into practice in both school and society (Alimin, et al, 2003).

Strategically, objectives of CCD are:
to develop educational services models for children with SEN;
- to develop the concept of SEN based research;
- to provide children with SEN getting appropriate access to regular schools as well as other educational settings;
- to prepare and provide data and information needed by teachers, parents, society, government and others about SEN and IE;
- to provide appropriate training programs for teachers, parents and others;
- to provide more opportunities for the students of SEN and IE in training and practicing their professional skills in actual settings as well as research and development.

Operationally, the main activities of CCD include:
- research and development on the characteristics of children with SEN and effective alternative interventions relevant to Indonesian contextual settings;
- training the teachers on teaching skills, guidance and counseling as well as the training for parents on skills of caring their children with SEN in daily life activities;
- providing of consultation services in educational and social matters relating to educational testing and measurement, guidance and counseling, and so forth;
- publishing journal and other publication concerning SEN and IE.

After being operation during the first about four years, CCD has been able to publish a major professional journal on SEN and IE, identified as JASSY that means my beloved child, extending various research-based information. Additionally, appropriate professional services have been provided to relevant stakeholders (parents, students, etc.).

Regarding the appropriateness of predetermines objectives, program of activities and results of CCD, above mentioned, it can be inferred that the pilot project of CCD has been effectively organized.

e. The extension of initial IE implementation to other provinces

Regarding the successful of initial IE implementation in Bandung and other municipalities and institutions in West Java, GOI c.q. Directorate of Special Education has undertaking initiative to extending the relevant pilot projects in
other conducive provinces, such as: West Sumatra, Central Java, East Java, Bali and West Nusa Tenggara and South Sulawesi. Accordingly, several relevant information will be briefly highlighted.

Dewi Marza (2005) reported that a training for trainers’ programmed has been appropriately organized at Payakumbuh City on 25-27 April 2005 attending by selected participants from West Sumatra regencies. She also said that these will an International Symposium on Inclusion and the Removal of Barriers to Learning, Participation and Development on 26-29 September 2008 in West Sumatra, the western region of Indonesia.

Muchlis and Patawiri (2005) reported from South Sulawesi that various has been taken towards IE implementation, such as: (1) a TOT program for 25 resource teachers; (2) a training program for 45 regular classroom teachers; (3) a workshop program on environment and friendly learning to be attended by 40 teachers and 10 supervisors; (4) providing block grand to pilot primary inclusive schools; (5) and many others.

Wijayanto and Trimulyana (2005) reported from West NTB, south eastern region of Indonesia, that a training for trainers program has been organized appropriately in Lombok City, on April 11-13 of 2005 and attended by 10 selected participants representing respective regencies of West NTB province.

Indriyati and Sumadi (2005) reported from the province of Central Java that a program of TOT on Inclusion has been organized properly at LPMP Sron dol Semarang on 4-6 April 2005, attended by selective participants representing the respective regencies. The training materials have been focused on how to organize an inclusive classroom learning, to create an environmental and friendly learning, and how to evaluate learning in IE system.

Referring to information above mentioned, it can be stated that effective various initial efforts leading to the implementation of IE ideas in this country is getting gradually extended as being encouraged by the GOI and international support e.g. UNESCO, Braillo Norway and many others.
E. Concluding Remarks and Implications

Relating the proposed major question of this study to the actual relevant findings just mentioning, it can be then tentatively stated that essentially all of the initial pilot projects towards IE implementation - under the auspicious and cooperation of GOI with its NGOs and international agencies – have been effectively and appropriately well done, though in spite of many strengths and successful respects, there are also some weaknesses and constraining ones.

Both success at the national level, legal and political aspects of IE and SEN in the 2003 Act of NES as well as the 2004 Bandung Declaration of Indonesian Commitment on IE, they constituted the fundamental pillars underlying the future actions towards IE implementation in this country.

The establishment of MA degree program and CCD at the UPI will be definitely significant national assets to support both the scientific research and development of IE and SEN as well as the practical aspects of IE and SEN implementation in realistic and contextual conditions of Indonesia.

The actual significant experiences in the efforts of transition from segregated and integrated traditional approaches to the gradually implementation of IE systems as found in several pilot inclusive primary schools, e.g. Tunas Harapan in Bandung, will become benchmarking model for the other ones, in spite of powerful motivating factor for the future implementation IE system in the country.

Finally, the growing extension of initial step towards IE in several other provinces will be the significant signals and encouragement to accelerate the IE implementation throughout the Country.

All in all, however, the supports of international agencies (UNESCO, Braillo Norway, CRICED Japan, etc.) have been the push-factors towards IE implementation in this country, in spite of its own spiritual and socio-cultural systems as well as its potential existing resources. The implication is that the International Cooperation (IC) towards IE implementation should be definitely promoted.
References


CSIE: The Center for Studies on Inclusive Education. www.inclusion.uwe.ac.uk


The Constitution of Republic of Indonesia 1945.


Participant Information (CV)

Abin Syamsuddin makmun is a professor of Education majoring in Educational Planning and Management / Special needs Education / Educational Psychology / Head of Special Needs education and Inclusion Program at Post Graduate School of Indonesia University of Education, Bandung, Indonesia.