

Improving access and participation of People with Disabilities (PWDs) in Vocational Higher Education in Indonesia: challenges and policy options

A. Introduction

The Skills for Prosperity Programme delivered by the ILO and funded by the UK Government aims to improve the national skills system and policies, taking targeted action to support women and men – including those from disadvantaged groups – to access skills and decent work in Indonesia's growing maritime sector.

People with Disabilities (PWDs) are one of the groups that experience disadvantages in Indonesia, being significantly underrepresented in employment, education and statistical reporting.¹ Indeed, the baseline study for the Skills for Prosperity Programme undertaken in March 2020² reported that there were no students with disabilities registered in the participating polytechnics.

It is estimated that 16% or one in six people experience disability worldwide.³ When extrapolated to Indonesia's population of approximately 280 million, that would indicate that over 44 million Indonesians are living with a disability.

The ILO publication Mapping Workers with Disabilities in Indonesia 2022⁴ estimates that 70%–80% people with disabilities only achieve elementary education. This is approximately double the figure for people without disabilities, which represents a huge challenge for disabled people to secure decent work and participate in the economy.

Improving inclusion for DWPs is referenced across the Sustainable Development Goals (SDGs), specifically under Quality Education (Goal

4), Decent Work and Economic Growth (Goal 8), Reduced Inequalities (Goal 10), Sustainable Communities (Goal 11), as well as Strengthening Global Partnerships (Goal 17).

The Government of Indonesia has signalled a clear commitment to greater inclusion of PWDs through Law No. 8/2016 on People with Disabilities; the Presidential Regulation No. 68/2020 on the National Committee for Disabilities; and most recently through the G20 Presidency and the Joint Commitment to promote inclusive, decent work for people with disabilities in Indonesia⁵ signed by the ILO and the National Commission for Disability (KND) in February 2022.

In order to support this government priority, and to explore the challenges for PWDs in accessing higher level vocational education, the Skills for Prosperity Programme collaborated with INKLUSI, the Australian-Indonesian Partnership Towards and Inclusive Society⁶ and SIGAB (Sasana Inklusi & Gerakan Advokasi Difabel or Inclusion Center & Disability Advocacy Movement).⁷

Working with the four partner polytechnics of the Skills for Prosperity Programme – State Polytechnic of Shipbuilding Surabaya (PPNS), State Maritime Polytechnic Semarang (Polimarin), State Polytechnic of Batam (Polibatam) and Manado State Polytechnic (Polimanado) – the collaboration delivered a series of capacity-building events for both staff and students, and facilitated a self-assessment as a guide to describe each institution's readiness to enrol and provide reasonable adjustments to support students with disabilities. This considered policies and regulations on disability inclusion as well as facilities, services and infrastructure. Each

1 United Nations. 2022. <https://indonesia.un.org/en/209911-un-report-highlights-disability-data-gaps-indonesia>.

2 ILO. "Skills for Prosperity, Gender and Social Inclusion (GSI) Baseline Study" (2020).

3 World Health Organization. 2023. <https://www.who.int/news-room/fact-sheets/detail/disability-and-health>

4 ILO. "Mapping Workers with Disabilities in Indonesia" (2022). https://www.ilo.org/jakarta/whatwedo/publications/WCMS_836028/lang-en/index.htm.

5 ILO. "ILO and Indonesia's National Commission for Disability join forces to promote inclusive workplaces" (2022). https://www.ilo.org/jakarta/info/public/pr/WCMS_837289/lang-en/index.htm#:~:text=E2%80%9CThe%20signing%20of%20the%20Joint,of%20lives%2C%20including%20employment.%22.

6 INKLUSI. "Australia-Indonesia Partnership Towards an Inclusive Society" (2022). <https://www.dfat.gov.au/publications/development/australia-indonesia-partnership-towards-inclusive-society-investment-design-document>.

7 Sasana Inklusi & Gerakan Advokasi Difabel (SIGAB). <https://www.sigab.or.id/en>.

polytechnic was then provided with recommendations intended to help remove barriers for PWDs in accessing higher-level vocational education in these institutions.

Ultimately the initiative aims to provide a replicable model that – backed by appropriate policies and regulations – can support more People with Disabilities in accessing a wider range of higher-level vocational qualifications, and can also bring about their progression into inclusive workplaces that benefit from a highly-skilled workforce.

B. Policies on disability equality

In Indonesia, the following regulatory framework guides national initiatives related to the promotion of disability equality and non-discrimination:

1. **UN Convention on the Rights of Persons with Disabilities (2006)**
2. **ILO code of practice: Managing disability in the workplace ILO Convention No. 159 and ILO Recommendation No. 168 on Vocational Rehabilitation and Employment (Disabled Persons), 1983**
3. **ILO Convention no. 111 and ILO Recommendation No. 111 on Discrimination (Employment and Occupation) Convention, 1958**
4. **National Law No. 8 Year 2016 on People with Disabilities** (in Indonesian) with the following relevant implementation regulations concerning people with disabilities in education:
 - a. Government Regulation (PP) No. 70 of 2019 on the Planning, Budgeting and Evaluation of the Respect, Protection and Fulfilment of the Rights of Persons with Disabilities
 - b. Government Regulation (PP) No. 13 of 2020 on Reasonable Accommodation for Students with Disabilities
 - c. Government Regulation (PP) No. 42/2020 on Accessibility to Settlements, Public Services, and Protection against Disasters for Persons with Disabilities

- d. Government Regulation (PP) No. 60/2020 on Employment Service Unit for People with Disabilities
- e. Government Regulation (PP) No. 67/2020 on Terms and Procedures for Giving Awards in Respect, Protection, and Fulfilment of the Rights for People with Disabilities
- f. Ministry of Public Works and Public Housing (PUPR) Regulation No. 14/2017 on building amenity requirements. ""

Details on standards and regulations are available on the ILO website.⁸

C. Disability Inclusion Capacity Building and Self-Assessment for four Indonesian Polytechnics

There can be some variation in defining disabilities, so this report is aligned with the terminology used by National Law No. 8/2016, which refers to persons with disability in terms of *physical, intellectual, mental and/or sensory limitations for a longer period hindering their full and effective participation in society on an equal basis with those without disability*.⁹

Under this law, government regulation (PP) No. 13 / 2020 on Reasonable Accommodation for Students with Disabilities, was issued in February 2020. This regulation *aims to ensure the provision of reasonable accommodation in the education system through the implementation and/or facilitation of education for students with disabilities by the national and regional governments which are carried out in all pathways, levels and types of education either inclusively or specifically*.¹⁰

Polytechnics as vocational higher education institutions should comply with this regulation, but many polytechnics in Indonesia are not yet ready to implement it due to limitations in their internal policies, facilities, infrastructure, curriculum, learning processes and support services, as well as their human resources capacity.

⁸ ILO. "Indonesia Business and Disability Network", <https://www.ilo.org/jakarta/whatwedo/projects/ibdn/lang-en/index.htm>. THIS URL IS INCORRECT

⁹ UNCT. "Disability Data in Indonesia" (2021). NEEDS URL, NOT LOCAL FILE
file:///C:/Users/kent/Documents/Reading/UNCT,%202021%20Disability%20Data%20in%20Indonesia.pdf

¹⁰ Article 5 of the regulation states that provision of budget and/or funding supports as referred to in article 4 paragraph (1) letter a is provided through allocations of national and/or regional budgets in accordance with statutory provisions and state or regional financial capacity.

Thus, in order to develop this capacity and assess institutional readiness to enrol and support students with disabilities within the four programme polytechnics, a capacity building workshop including a self-assessment exercise was delivered to a team of teachers and leaders from the four polytechnics as follows:

- Polimarin - Semarang 17–18 and 20 October 2022
- Polimanado - Manado 25–26 November and 1 December 2022
- PPNS - Surabaya 29–30 November and 2 December 2022
- Polibatam - Batam 16–17 and 19 January 2023

The workshops were facilitated by SIGAB and were structured through seven sessions:

- 1) Changing Disability perspective: The session aimed to change perspectives of participants from a negative perspective (impairment) into a positive perspective ('Difable' – differently-abled people). The participants were also introduced to relevant definitions and concepts on PWDs.
- 2) Inclusive Polytechnic: The session introduced participants to the concept of inclusion in vocational education institutions and how to promote inclusion and remove barriers to access education and training for PWDs.
- 3) Disability Inclusion Assessment for the Polytechnic: The session introduced a self-assessment tool which participants could use for improving infrastructure, facilities, learning materials, pedagogical approaches, policies

and activities related to disability inclusion in their institutions.

- 4) Universal design: The session introduced a concept for universal and inclusive design according to national regulations, mostly on infrastructure and facilities for PWDs.
- 5) Disability Assessment for Campus Facilities exercise: This session aimed to test the tools to assess infrastructure and facilities of the campus including non-technical issues like design and implementation of policies, programmes, and activities related to PWDs. The participants were divided into different groups to assess buildings and facilities, and hold discussions with campus management.
- 6) Assessment Result Presentation based on the self-assessment exercise: Each group presented the result of the assessment for further discussion and development of action plans.
- 7) Follow Up Action: This session facilitated the development of action plans, including short- to long-term goals on promoting social inclusion for PWDs that need follow-up action by the institutions.

Each session was delivered through a participatory approach including games and self-assessment exercises, with the ultimate objective of facilitating development of action-oriented plans for implementation in each polytechnic.

Based on the evaluation conducted (Table 1) before and after the capacity development sessions, the level of understanding about the concept of disability among the participants increased significantly.

Table 1.

Level of understanding	PPNS		Polimarin		Polibatam		Polimanado	
	before	after	before	after	before	after	before	after
1	8	0	3	0	16	0	8	0
2	6	0	2	0	7	0	6	0
3	4	0	1	1	0	0	4	0
4	2	0	2	2	3	0	2	0
5	2	0	1	2	0	0	2	0
6	4	4	1	2	2	9	4	0
7	0	2	0	2	1	12	0	4
8	0	5	1	1	0	2	0	8
9	1	7	0	0	0	3	1	7
10	0	9	0	0	0	3	0	5
Total participation	27	27	11	10	29	29	27	24

A positive perspective on disability becomes critical to improve social inclusion in accessing vocational higher education for PWDs. After changing disability perspectives from negative to positive, the participants reviewed and identified the existing study programmes

that might facilitate access and participation of individuals with certain kind of disabilities, and proposed adjustments to remove barriers for PWDs in accessing and participating in education. The results of the discussions conducted in the assessed Polytechnics were as follows:

Polytechnic	Study Programmes that can be adapted for PWDs	Proposed Adjustment
PPNS	1. Manufacture Design Engineering: Person who walks with crutches and Person who is deaf; not for Person with a visual impairment or hand disability. 2. Design Engineering and Ship Construction: Person who walks with crutches; not for Person with a visual impairment or hand disability. 3. Automatization Engineering: Person who walks with crutches and Person who is deaf; not for Person with a visual impairment or hand disability. 4. Waste Management Engineering: Person with a physical disability. 5. Ship Electrical Engineering: Person who walks with crutches and Person who is deaf; not for Person with a visual impairment or hand disability. 6. Piping Engineering: Person who walks with crutches and person who is deaf; not for Person with a visual impairment or hand disability. 7. Ship Machine Engineering: Person who walks with crutches and person who is deaf; not for Person with a visual impairment or hand disability. 8. Business Management: Person with any type of physical disability; not for Person with an intellectual disability.	• Improve policies and regulations • Adapt curriculum • Adapt infrastructure and facilities - access to classroom, laboratories, toilet, library • Raise awareness on disability perception among academic community
Polibatam	1. Machine engineering: Person who is hearing-impaired (HoH) and Person who walks with crutches. 2. D3 Accounting: Person with a physical disability, Person who is deaf, Person with a visual impairment, Person who is blind, Person with a learning disability. 3. D4 Accounting Management: Person with a physical disability, Person who is deaf, Person who is blind, Person with a learning disability. 4. D4 International Trade & Logistics: Person with a physical disability. 5. D4 Applied Business administration: Person with a physical disability.	• Adapt regulations and policy management • Improve facilities and infrastructure such as lifts, toilets, entrance gates, ramps, guiding blocks, signage and car parks • Improve capacity for lecturers and staff to communicate with PWDs • Provide screen-reader or magnifier for Persons who are blind or have limited vision • Provide disability service centre

Polytechnic	Study Programmes that can be adapted for PWDs	Proposed Adjustment
	6. D2 fast track of good distribution: Person with a physical disability. 7. D3 Informatic Engineering: Person with a physical disability, Person who is deaf, Person who is blind, Person with a physical disability. 8. D3 Geomatic Technology: Person with a physical disability, Person who is deaf. 9. D4 Animation: Person with a physical disability, Person who is deaf, Person who is blind, Person with a physical disability. 10. D4 Multimedia engineering and networking: Person with a physical disability, Person who is deaf, Person who is blind, Person with a physical disability. 11. D4 Cyber Security engineering: Person with a physical disability. 12. D4 Software engineering: Person with a physical disability.	
Polimarin	So far, most study programmes in Polimarin are not able to receive PWDs due to occupational safety standards, except for the Sea Transportation study programme of the Maritime Business Department and Seafaring Management; these are suitable for Person with a physical disability, Person who is hearing impaired, Person with a visual impairment.	• Provide accessible facilities & infrastructure for PWDs: wheelchair access, guiding block, lifts, toilets, special transportation, adequately equipped accommodation • Improve capacity of lecturers and admin staff to interact with PWDs • Improve policies and regulations • Provide affirmation (special allocation) and adjustment treatment for PWDs
Polimanager	All departments can accept persons with disabilities (PWDs) as students with adequate accommodation: • Civil Engineering (D4 Road and bridge engineering, D4 Building construction, D3 Civil engineering and D4 Housing and settlement engineering) • Electrical engineering (D4 Electrical engineering, D4 Informatic engineering, D3 Electrical engineering and D3 Computer engineering) • Mechanical engineering (D3 Machine engineering and D4 Production and maintenance mechanical engineering) • Accounting (D4 Finance accounting, D3 Taxation and D3 Accounting) • Business Administration (D4 Business management, D3 Business administration and	• Provide accessible facilities and infrastructure (wheelchair line and guiding blocks, elevators, accessible toilets for PWDs, intra-campus transportation & dormitories for PWDs) • Improve capacity of lecturers and staffs to communicate with PWDs • Adjust academic policies • Provide affirmation (providing a special quota) by adjusting the selection model/test for prospective PWDs during enrolment process

Polytechnic	Study Programmes that can be adapted for PWDs	Proposed Adjustment
	D3 Marketing management) • Tourism (D4 Hospitality management, D3 Hospitality, D3 Underwater ecotourism and D3 Travel agent)	

D. Assessment results

In each polytechnic the workshop session was similar. When changes of perspective on disability among participants were achieved, the participants were grouped to conduct a self-assessment of their institutions on disability inclusion based on the readiness of physical and non-physical components (such as policy, learning process, facilities, infrastructure and human resources).

To indicate the value of disability inclusion, SIGAB developed a scoring tool from 1 to 3 applying to 18 components as follows:

- score 0 = not inclusive at all
- score 1 = some inclusiveness criteria have been fulfilled
- score 2 = most inclusiveness criteria have been fulfilled but not all
- score 3 = criteria completely fulfilled/inclusive

Based on the results of the self-assessment, SIGAB conducted a validation exercise to assess the readiness of the Polytechnics in the assessed areas for disability inclusion and to provide a score for each polytechnic. The results were as follows:

Indicator	PPNS	Polibatam	Polimarin	Polimando
I. Policy and Disability Conversation				
a. Vision and mission statement as well as values of inclusion for all individuals including PWDs are present.	1	0	0	2
b. Disability inclusion is regularly discussed among academic community in campus.	3	2	1	1
II. Administrative Empowerment				
a. Policy, regulation, procedures and practices are regularly reviewed to remove barriers and raise inclusivity of people with different characteristics including PWDs.	2	1	0	1
b. High-level management, lecturers, administrative staff, student organizations are trained and empowered to take action for universal design and adequate accommodation for PWDs.	2	2	1	1
c. PWDs are visible and represented in the campus organization including in power positions/having authority (lecturers, administrators and student organizations).	1	0	0	1

Indicator	PPNS	Polibatam	Polimarin	Polimando
III. Disability Inclusion in all aspects				
a. Budget allocation reflects costs of universal design for learning (UDL) principles and provides adequate accommodation for PWDs (lecturers, students, admin staff and visitors).	1	2	0	2
b. Student evaluation criteria (retention, course completion, graduation, etc.) are equal for all students including PWDs.	2	3	0	3
c. Publications, marketing activities and public relations materials include images and content related to disability.	0	0	0	0
d. Publications and websites including web-based courses comply with disability accessibility standards.	0	1	0	1
e. There is no bullying of vulnerable groups including PWDs.	3	2	1	1
f. Disability issues are included in the curriculum.	1	1	0	1
IV. Disability Service Centre and Facilities				
a. Campus has a Disability Service Centre with professional staff and student volunteers including a sign language interpreter.	0	0	0	1
b. Campus facilities are physically accessible (ramps, handrails, lift, accessible toilets on all floors and disability parking).	1	1	1	2
c. Disability-accessible library provides digital books, journals and digitalization services, and a Disability Corner provides adaptive technology like screen readers and magnifiers.	0	0	0	0
d. Classrooms, ballroom and theatre with stage and chairs are accessible for PWDs (with ramps).	2	2	0	2
I. Lectures and Campus events				
a. Lectures involving PWDs are held in accessible classrooms.	1	3	0	2
b. Campus events (such as arts, academic activities, study tours) both outdoor and indoor are accessible for all including PWDs.	2	2	0	2
c. Event Programmes provide disability companion and a sign language interpreter.	0	0	0	0
Total Score for accessibility and Inclusivity Index (1-3)	1.33	1.22	0.22	1.39

Notes:

- Score 0-0.9: Not Inclusive Campus
- Score 1-1.9: Pre-Inclusive Campus
- Score 2-2.9: Inclusive Campus
- Score 3.0: Totally inclusive campus

E. Recommendations

Based on the assessment conducted, SIGAB made the following recommendations to become an inclusive polytechnic:

Area of Improvement	PPNS	Polibatam	Polimarin	Polimando
1. Disability inclusion on campus shall be explicitly stated in the mission, vision, and values of the institution.	√	√	√	√
2. Topics on disability shall be discussed more often, including inclusive education.	0	√	√	√
3. Policies, procedures, and practices shall be regularly reviewed to remove barriers and provide inclusivity for people with diverse characteristics, including PWDs.	√	√	√	√
4. Leadership/management, administrative staff, lecturers and student organizations shall improve their capacity to act around universal design and decent accommodation for PWDs.	√	√	√	√
5. Opportunities for PWDs as students shall be expanded in all study programmes, including for lecturers and student organizations.	0	√	√	√
6. Budget allocation shall reflect disability inclusion costs to implement universal design and learning principles and to provide decent accommodation for the PWDs (students, lecturers and all polytechnic employees).	√	√	√	√
7. As an inclusive campus, the measurement of performance (such as retention, course completion and graduation) shall provide data for all students, including PWDs.	√	0	√	0
8. Disability accessibility and inclusion shall be promoted throughout the campus through marketing activities, publications and communication campaigns.	√	√	√	√
9. All publications, online platforms and digital courses shall be accessible for PWDs.	√	√	√	√
10. Zero tolerance for bullying on campus shall be maintained and staff educated about different perspectives on disability inclusion.	0	√	√	0
11. Disability inclusion shall be integrated as a component of the curriculum, learning process, research and community service.	√	√	√	√
12. A Centre for Disability Services (PLD) shall be established by employing professional staff and student volunteers including a Sign Language Interpreter (JBI).	√	√	√	√

Area of Improvement	PPNS	Polibatam	Polimarin	Polimanado
13. All physical facilities shall be adapted and made accessible for PWDs, including ramps, guiding blocks, handrails, elevators, toilets and reception desks.	√	√	√	√
14. Digital books/journals shall be accessible in the library with a book digitization service and a disability corner with adaptive technology such as screen readers and magnifiers.	√	√	√	√
15. Theatrical spaces shall be equipped with ramps.	√	√	√	√
16. Learning processes involving PWDs shall be held in the integrated learning building.	√	0	√	√
17. All events (art, academic, recreational) on campus shall be held in accessible places for everyone, including PWDs.	√	√	√	√
18. All events shall ensure there are companions for PWDs and JBI.	√	√	√	√
19. Industry partners will be engaged to promote placement of graduates with disabilities.	√	√	√	√

Remarks:

√ need for some improvements

0 need to maintain or advance

F. Current challenges

Several ongoing challenges were found during the assessment and following discussions with staff and students in the four polytechnics, including the following:

► Universal design

‘Universal design’ refers to the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.¹¹

To implement the National law No. 8 Year 2016 on People with Disabilities, the Ministry of Public work and public housing released Ministerial regulation no 14/2017 on building amenity requirements. This regulation provides technical guidance for realizing accessible buildings for all people including PWDs as stated in the learning facilities and infrastructure design standards in higher education.

However, the four polytechnic partners still need to make adjustments for physical accessibility to facilitate universal use, particularly for PWDs. Although three polytechnics have new buildings with reasonable facilities to support the PWDs in accessing the building such as guiding blocks, lifts, ramps for wheelchairs, special toilets, parking areas for PWDs and signboards, there is still a need for additional improvements.

At each polytechnic, assessments were conducted in the main buildings of the campus, including classrooms, theatre rooms, parking areas, libraries, laboratories and public facilities.

► Standard competence

In vocational higher education, acquisition of occupational competencies is key to successfully transitioning from school to the labour market as reflected in the national competency standards (SKKNI), as certified by the National Professional Certification Body (BNSP). In spite of the urgent need to facilitate transition of PWDs to the labour market, particularly in the maritime

¹¹ Definition taken from “UN Convention on the Rights of Persons with Disabilities”, <https://social.desa.un.org/issues/disability/crpd/article-2-definitions#collapse-disability>

sector occupations, PWDs are still facing several challenges to meet the SKKNI due to differences in the standards for PWDs.

- ▶ Work-based learning (apprenticeship and internship programmes)

Students with disabilities face various challenges when accessing apprenticeship and internship programmes due to unavailability of adequate facilities and tools at industry partner workplaces, and also the limited number of human resources personnel who understand the needs of PWDs. Because of this, PWDs have different work-based learning experiences compared to students without disabilities.

- ▶ Employability

According to National law no. 8/2016 on people with disabilities, it is compulsory that at least 1% of the total workforce at private sector enterprises are PWDs – and 2% in state owned companies (BUMN). Due to various challenges related to the level of competencies and work-based learning experience as well as the existence of adequate facilities in industry workplaces, however, PWDs still face challenges when entering and transitioning in the labour market. Because of this, it is important for industries to better understand and change their perspective on disability, ultimately strengthening linkages with inclusive polytechnics with the objective to provide decent employment for PWDs.

Conclusions and next steps

Conclusions

- The assessed buildings at three polytechnics – PPNS, Polibatam and Polimando – are in the pre-inclusive category, while the assessed building at Polimar is categorized as non-inclusive. The three polytechnics have new buildings that are compliant with PUPR regulation no. 14/2017.
- The tools can be used to assess all buildings and facilities at each Polytechnic.
- Polimar will construct a new building that should comply with PUPR regulation no. 14/2017 and will use the assessment report for new buildings with all technical recommendations for universal access.
- PPNS signed an MoU with SIGAB to support capacity building on disability inclusion at PPNS and also their partners.
- The four polytechnics developed an action plan to follow up on the findings and recommendations of the disability inclusion assessment with further support from INKLUSI.

Next Steps:

- Conduct a national workshop with participation of representatives from relevant industries and polytechnic partners on employment disability inclusion, including the National Agency for Profession Certification (BNSP) Include disability inclusion in the advisory board meeting in PPNS as a pilot model on employment disability inclusion
- Extend the existing MoU signed with SIGAB to the three remaining polytechnics with the objective to mainstream their disability inclusion Encourage the polytechnics to become members of the Indonesia Business and Disability Network (IBDN). For more information see: <https://www.ilo.org/jakarta/whatwedo/projects/ibdn/lang--en/index.htm>

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