

**SECURITY  
HUMAN RIGHTS  
INTERNATIONAL RELATIONS**

**TOM VI**

**WYDAWNICTWO UNIWERSYTETU RZESZOWSKIEGO**

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**editors**

**Mira Malczyńska-Biały  
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**WYDAWNICTWO  
UNIwersytetu Rzeszowskiego  
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# PREFACE

The link between security and human rights is undeniable. Security is usually defined as freedom from phenomena such as war, threat, danger, vulnerability, force and attack. Specialists distinguish different types of security, such as international security, national security or human security. Academic definitions of human security range from those that focus on physical integrity or a limited number of threats to those that also include psychological and emotional aspects of security. Human rights, on the other hand, are most often defined as a set of fundamental, inalienable and universal rights enjoyed by human beings, regardless of race, colour, gender, language, religion, belief, national or social origin, property status, birth, health status and the like. They are inherent in human nature.

Security including human security is connected to international human rights law and human rights. The tragic experience of the Second World War and the period immediately preceding it made it clear to the international community that there is a close link between respect for human rights and world peace. Indeed, every conflict begins with a violation of human rights. Thus, respect for human rights prevents conflict and insecurity. It is reasonable to conclude that human rights constitute the conceptual and normative foundation of human security, are the basis for living in dignity, well-being and security, and define human security. Furthermore, respect for human rights promotes harmonious social relations and thus inter-social security. On the other hand, the concept of human security initiates the debate on human rights and addresses issues such as the protection of human rights in the event of their violation. Human security also allows us to look at other threats to human rights. Finally, an analysis of security, including human security, may allow for a better explanation of why human rights are violated.

The topic of security and human rights is up to date and important, and experts are constantly looking for more and more effective ways to guarantee humanity's security and respect for human rights. The book, titled "Security. Human Rights. International Relations," is the result of the International Congress on Human Rights, organized by the University of Rzeszow in Rzeszow. Prominent scholars and practitioners of security and human rights from Indonesia,

Nigeria and Poland were invited to collaborate on the publication, presenting various issues concerning security and human rights in different countries.

Anna Adamus Matuszyńska writes about how human rights were respected in Asian countries during the COVID-19 pandemic. Without a doubt, the COVID-19 pandemic created an unpredictable global health, social and economic crisis. Initially, governments enacted emergency laws, blockades and restrictions to respond to the challenges posed by the pandemic. With the subsequent waves of the pandemic in 2021 and 2022, the return of many of these measures led to lasting impacts on citizens' daily lives, the economy and the protection of human rights. The author explains how the pandemic was used as a means of containment, the application of oppression and the abuse of power.

Henryk Chałupczak's article is an analysis of human rights in the discussion of contemporary concepts of Poland's migration policy. It includes a discussion of the Documents "Migration Policy of Poland - current state and postulated actions" of 31 July 2012 and "Migration Policy of Poland, Draft of 10 June 2019 and "Migration Policy of Poland - direction of action 2021-2022". The conclusions resulting from the analysis and considerations presented above are not optimistic. Both in the context of human rights protection and their role in the concepts of Polish migration policy.

Ebobo Urowoli Christiana and Aje-Famuyide Olufunke Ayilara's article focuses on the exposure of the health rights of pregnant female prisoners as well as their unborn and newborn children in Nigeria with particular reference to the Female Custodial Centre, Kirikiri, Lagos State. The rights referred to here are those that are both innate and those protected by the letter and the spirit of the law. The article seeks to analyze experiences and interactions to identify disparities in legislation and health policy implementation.

Dariusz Fudali in his article, titled "Unlawful sexual actions of the Prison Guard against prisoners and their families, 1944-1956 in the Rzeszow province - selected examples," attempts to present the unlawful behavior and attitudes of Prison Guard officers who, in 1944-1956, while on duty in the province at the time, exhibited criminal, unethical behavior of a sexual nature. The victims of such situations were persons deprived of their liberty, and in some cases their family members. The perpetrators took advantage of their official position, hoping to enjoy impunity and not have to bear official and criminal responsibility.

Tomasz Kozielo, in turn, writes on "The influence of Asia on the security of the Polish state in the political concepts of the rule of the Third Republic of Poland in the 21st century. The author focuses on the concepts of the rule of the Third Republic of Poland concerning the foreign and security policy of the Polish state after 2000 in relation to Asia. He discusses the importance of Asia for the security of the Republic and the main goals that the Polish authorities wanted to achieve on this continent, as well as the detailed importance of indi-



vidual countries and regions of the Asian continent for Poland's political and economic security, while also presenting proposals for actions that the Polish governments wanted to take towards them.

Joanna Kustowska focuses on the impact of COVID-19 on human rights in the United Kingdom of Great Britain and Northern Ireland. The author explains how the COVID-19 pandemic unfolded in the country, points out what restrictions were imposed, and analyses their legitimacy from a human rights perspective.

Mira Malczynska-Biala's article is devoted to the idea of safety and consumer protection. In particular, her considerations focus on a synthesis of the origins of safety and consumer protection. In addition, the determinants of consumer society and the essence of consumerism are analysed.

In turn, Imelda Masni Juniaty Sianipar writes about populism and gender in Indonesia. According to the author, this is a critical topic because populism is often portrayed as a threat to democracy, human rights and, in some cases, gender equality.

Grzegorz Pawlikowski dedicated his article to the figure of Samuel Bronowski (1907-1975), who received his education in the Second Republic and began his career in the judiciary. During the Second World War he was an employee of the Statistical Office and the Criminal Court in the Lodz Ghetto. Arrested, he was sent to a camp in Poznan and then to the NeuDachs branch of Auschwitz. Escaped from a death march in 1945. In the Republic an employee of the Lodz Office of Public Security, the Ministry of Provisions and Trade, and later a prosecutor investigating German crimes at the extermination centre in Chelmno on Ner. Witness in the criminal trial of Arthur Greiser. In 1957 he left Poland for Israel, where he worked as a lawyer.

Karol Piękoś, the author of the article "State of emergency in Poland. An example of a crisis on the Polish-Belarusian border", analyses the solutions resulting from the introduction of the state of emergency in Poland, limiting human rights and freedoms. It also compares them with solutions adopted in other countries affected by a crisis inspired by Belarusian authorities; Lithuania and Latvia. The comparative analysis focuses on the restriction of individual rights and freedoms.

In turn, Filip Radoniewicz, the author of the article, 'Criminal liability for disclosing information obtained through a criminal offence under Article 267 § 1, 2 or 3 of the Penal Code', explains the offence of disclosing information obtained through hacking or illegal surveillance (267 § 4 of the Penal Code), and points to the urgent need for a qualified type of this offence.

Zofia Sawicka's discussion focuses on the influence of culture on the interpretation of human rights and freedoms and on the state security policy. The author argues that culture not only defines the values that will be protected, but

also influences the means by which this is achieved. Failure to take into account the role of culture in the above processes may lead to threats in the area of national as well as international security.

Gabriel Székely presents the personality and activities of the Greek-Catholic Bishop Pavol Peter Gojdič OSBM, who led this Church from 1927 to 1950. From the beginning of his episcopal function, he presented critical attitudes towards modern totalitarian ideologies of the 20th century. He critically reacted to Nazism and repressive procedures against the Jewish population during the Holocaust in the authoritarian regime of the Slovak Republic (1939-1945).

Damian Wicherek focused on the constitutional competence of the President of the Republic of Poland, which is the legislative veto. The aim of his article was to analyse the veto of the President of the Republic of Poland in relation to laws which touched upon the broadly understood subject of human rights. In the first part, the article refers to the legal grounds for the use of legislative veto by the President of the Republic of Poland, while in the second part, the author analyses selected vetoes of the Presidents of the Republic of Poland.

In turn Ied Veda Sitepu , Dikky Antonius , Lisa G. Kailola and Benedicta Stella Fortunae write about the rights of women with disabilities to access higher education for political empowerment in Indonesia. The authors emphasize that women with disabilities are citizens who have the right to access education, from primary to higher education. Undoubtedly, people with disabilities have limitations in getting into certain fields of study, but they have the right to receive similar training as others at the higher level.

Finally, Krzysztof Żarna's article was devoted to security policy of the Slovak Republic in 1993-1997. The author analysed the concept of security policy of the Slovak Republic and evaluated the first stage of the country's accession to the North Atlantic Alliance. His study is based on the assumption that the policy of the government under Vladimír Mečiar slowed down the accession process, the consequence of which was the isolation of the country in the international arena. In turn, the emergence of the prospect of a so-called 'security grey zone' in Central Europe led to interest in Slovakia on the part of the Russian Federation.

Mira Malczyńska-Biały  
Maria Ochwat

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## WOMEN WITH DISABILITIES' RIGHT TO HIGHER EDUCATION FOR POLITICAL EMPOWERMENT

### Introduction

Indonesia ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) in 2011 through the issuance of Law No. 19/2011 and has passed the Disability Law (Law No. 8/2016). However, only few policies on the issues that have been implemented to ensure the rights of people with disabilities education<sup>5</sup>. It is widely known that persons with disabilities are amongst the population who suffer from exclusion from education<sup>6</sup>. The matter gets worse when it comes to girls and women. Not only are their rights denied in the many cultures in Indonesia but also their chances to get into education (especially higher education). Statistics and various study results indicate a gender gap in the field of education. The higher the level, the smaller the participation rate of women, compared to men.

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<sup>5</sup> Disability Situation Analysis Challenges and Barriers for People with Disability in Indonesia, TNP2K, <http://tnp2k.go.id/download/39050Disability%20Situation%20Analysis.pdf>, (11.12.2021).

<sup>6</sup> Education and disability: Analysis of data for Asia-Pacific countries, UNESCO, <https://bangkok.unesco.org/content/education-and-disability-analysis-data-asia-pacific-countries>, (12.12.2021).

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The 2000 National census showed that female population completing junior high school education only reached 36.9%, while the male population was 46%; and at the tertiary level, the number of women is only around 3.06%, and men reaches 4.1%<sup>7</sup>. Inclusive education, which was stated in the Salamanca Agreement urged all nation members to provide the same learning experience to the people with disabilities<sup>8</sup>.

With inclusive education in the agenda and that more attention is given to primary and secondary education, a question arises, how will persons with disabilities, women especially, struggle for their rights, as citizen, when access to regular schools is only limited to primary and secondary levels? This paper will look into access to higher education, for especially women with disabilities. The purpose is to provide insights on how important it is to work on inclusive education in higher education level and the importance of putting more attention to participation of women with disabilities in higher education so that they will have more knowledge and skills that enable them to be politically empowered to struggle for their rights.

## Poverty and Disability

Based on National Women's Law Center, women with disabilities were 25 percent more likely to live in poverty than men with disabilities. And women with disabilities were more than three times more likely to be in poverty than men without disabilities. Disabilities also make women more difficult to free themselves from poverty due to limited access to education. If women with disabilities do not have proper education, their options to employment will be limited and it discriminates and creates disadvantages for women with disabilities to be economically independent in the future. They will be considered as dependent and invisible in social construction.

Poverty and disability are inseparable. In the context of women with disabilities, both of these aspects contribute towards each other in family trajectory. In traditional family roles, women stay at home, so the access for basic needs is more open to men due to the fact they work outside home as breadwinner. Women tend to depend on men's earnings. Therefore, they can be poorer than men with disabilities. Disability also can cost much money. It will deal with the fulfillment of access and facilities. Thus, women with disabilities

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<sup>7</sup> Kurikulum Berwawasan Gender, Kajian Lengkap!, Jasa Makalah, <https://www.rangkumanmakalah.com/kurikulum-berwawasan-gender/>, (12.12.2021).

<sup>8</sup> Salamanca statement: Network for action on special needs education, Inclusion, <https://inclusion.com/marsha-forest-centre/the-marsha-forest-centre-articles/salamanca-statement/>, (4.03.2022).

are more likely to grow up in poor families, a reality that in itself places them at an educational disadvantage<sup>9</sup>.

In some countries, more than 10 per cent of persons with disabilities have been refused entry into school because of their disability; and more than a quarter of persons with disabilities *reported schools were not accessible or were hindering to them*. Crowdsourced data, mostly from developed countries, indicates that only 47 per cent of more than 30,000 education facilities are accessible for persons using wheelchairs<sup>10</sup>. Based on the data, there are two highlighted concerns of People with Disabilities (PwD): the education institutions that are not able to accept them and the inaccessible of education facilities. Hence, the unjust access and education facilities make persons with disabilities more illiterate than people without disabilities.

### Women and Girls with Disabilities are Doubly Marginalized

Culture, furthermore, dictates girls and women's roles in the family and societies and thus limit their participation in their communities and consequently women or girls with disability will face double discrimination. This situation will eventually lead to more negligence in the future necessary steps are not taken. Inclusive education, according to literature, was introduced in the late 1980s, as an alternative to special education, "(...) *inclusive education expanded the responsibilities of schools and school systems to increase access, participation, and opportunities to learn for marginalized populations of students*"<sup>11</sup>. UNESCO Salamanca Statement in 1994 stated "Education for All, recognizing the necessity and urgency of providing education for all children, young people and adults 'within the regular education system'"<sup>12</sup>. Inclusive education should be encouraged, as stated in Salamanca Statement, education services should take into account these diverse characteristics and needs, those with special educational needs must have access to regular schools, and regular schools with an inclusive ethos are the most effective way to combat discriminatory attitudes, create welcoming and inclusive communities and achieve education for all<sup>13</sup>.

Now, how about women and girls with disabilities? In this context, women and girls with disabilities are doubly marginalized. They are marginalized

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<sup>9</sup> H.Rousso, *Education for All: a gender and disability perspective*, UNESCO. 2003.

<sup>10</sup> UN Flagship Report Disability 2018, United Nations, <https://www.un.org/development/desa/disabilities/publication-disability-sdgs.html>, (12.12.2021).

<sup>11</sup> Oxford Bibliographies, <https://www.oxfordbibliographies.com/>, (04.03. 2022).

<sup>12</sup> The UNESCO Salamanca Statement, CSIE, <http://www.csie.org.uk/inclusion/unesco-salamanca.shtml>. (4.03.2022).

<sup>13</sup> Salamanca statement: Network for action..., op.cit., (4.03.2022).

because of their gender and their disability. Take a look at first aspect, their gender. According to United Nations Girls' Education Initiative (UNGEI), girls with disabilities are often kept in the home and their births may not be registered because of assumptions about their abilities or embarrassment on the part of the family. Since the beginning of their lives, they are created to be invisible and silenced in society. Therefore, the enrollment rate of women with disabilities in higher education are low. Their right to education is deniable since they were at very young age due to the assumptions and stereotypes. The fact is, even if women with disabilities manage to continue their education in higher education, another issue is also raised. It is the education facilities. For example, in dealing with women with physical disabilities, universities which can provide proper facilities for PwD are usually located in urban areas and it costs more expensive compared to other universities in other areas. The transportation access to university also becomes a new matter to discuss. As it is explained in UNGEI publication, it is related to the need for escorts for safety/cultural reasons. Transportation can prevent girls with disabilities from families with limited resources from attending school. PwD in general (both women and men) are also prone to experiencing violence and bullying inside and outside universities. The last point is the specific concern that is only experienced by women with disabilities. It is the menstrual management. School and universities lack in preparing and initiating personal assistance, hygiene products, and toileting. This aspect might be lapsed in dealing with women with disabilities in education. So, it is our duty to ensure and acknowledge that women with disabilities are entitled to acquire their own comfort and safety in education institution. On that account, all can achieve equal access of education facilities.

### **The Right of PwDs to Higher Education**

With the consideration in order to implement the provisions of Article 42 paragraph (8) and Article 43 paragraph (2) and paragraph (4) of Law Number 8 of 2016 concerning Persons with Disabilities, the Government of Indonesia need to stipulate a Government Regulation concerning Adequate Accommodation for Participants Educate Persons with Disabilities. On February 20, 2020, President Joko Widodo (Jokowi) has signed Government Regulation Number 13 of 2020 concerning Adequate Accommodation for Students with Disabilities, which it aims to ensure the implementation and/or facilitation of education for students with disabilities by the central government and regional governments carried out in all pathways, levels, and types of education both physically and mentally, inclusive or special. Facilitation of the provision of

Adequate Accommodation, as referred to in Article 3, is carried out at least through: a). providing budget support and/or funding assistance; b). provision of facilities and infrastructure; c). preparation and provision of Educators and Education Personnel; and d). curriculum provision.

Provision of Adequate Accommodation, according to this regulation, includes: a) Eligible Accommodation providers; b) Eligible Accommodation beneficiaries; c) an Eligible form of Accommodation; and d) facilitation mechanism for the provision of Adequate Accommodation. On the other hand, this regulation requires governments at the local and national levels to assist education providers to make “reasonable adjustments” to accommodate the needs of every student with a disability, from early childhood to higher education. Giving local governments the legal responsibility to provide accessible education is also in line with Article 12 of Law No. 23 of 2014 on Local Government, which says that local governments must provide services and access to quality education from early childhood to secondary level.

To make “reasonable adjustments”, local and national (for tertiary education) governments must introduce inclusive budget planning processes. This includes allocating funds for infrastructure and tools to improve accessibility, supporting educators to develop appropriate skills and training, and developing a more inclusive curriculum. While technology is practical and provides accessibility, some teachers still use platforms that are not fully accessible, especially for students with disabilities. Teachers also revealed that students with disabilities needed time to adjust to learning while not in a classroom or without close interaction with their teachers, just like students without disabilities. Many students faced more distractions from their surroundings and many parents were not in a financial position to provide their children with laptops, smartphones or reliable internet access, and were often unfamiliar with technology, and so struggled to support teaching at home. All these educational challenges must be responded quickly by the school and the community in general. The government also do their part in monitoring the implementation of distance education on a regular basis, so that obstacles that occur can be quickly overcome.

The United Nations through global action known as Sustainable Development Goals (SDGs) declares an urgent call for action by all countries. Its slogan “Leave No One Behind” anticipates the implementation of real actions in every field: economy, politics, environment, including education. Education itself is a pivotal tool to eradicate all forms of inequalities. Therefore, the needs of all people for right to education—including people with disabilities-- must take into account by all stakeholders. Not only in quality education (Goal 4 SDGs) but also gender equality (Goal 5 SDGs). This article focuses on



analyzing poverty and disability. Then, it will explain barriers experiencing by women and girls with disabilities.

Being able to participate in higher education will help them acquire knowledge and skills enable them to participate, politically, in greater affairs. UN Women reports that: "*Women and girls represent 50 percent of the world's population, yet are often excluded from the political arena, and shut out of decision-making that directly affects their lives. Increasing women's political participation and leadership are vital mechanisms that support women to realize their human rights*"<sup>14</sup>.

This report shows that it is of utmost important that women be empowered in order to participate in decision making. Therefore gender mainstreaming programs in higher education level are pursued for that purpose, including in the agenda is increasing the participation of women in this level. It goes the same with women with disabilities. Although there are many doubtful thoughts about their capability in coping with higher level of education, the following statement might deepen the understanding that disabilities have many spectrums and that higher education is indeed feasible: "*A disability is defined as a condition or function judged to be significantly impaired relative to the usual standard of an individual or group. The term is used to refer to individual functioning, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment, mental illness, and various types of chronic disease*"<sup>15</sup>.

In light of the above, therefore there are types of disabilities that are capable of handling learning activities in higher education level. Referring to the Indonesian Qualification Framework (IQF), a person completing a level of the qualification framework will attain certain learning outcomes appertained to that level. Higher education has 6 levels, the lowest being one-year non degree program (level 3 of the 9 levels of IQF and the highest being the doctoral degree program, which is level 9). Graduates of level 6 obtain bachelor's degree, which is first degree program. By receiving training in higher education level, the graduates bachelor's degree program are stated in Level 6 Indonesian Qualification Framework<sup>16</sup>:

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<sup>14</sup> UN Women. Asia and the Pacific, United Nations, <https://asiapacific.unwomen.org/en>, (12.12.2021).

<sup>15</sup> Disabilities: Definition, Types and Models of Disability, Disabled World, <https://www.disabled-world.com/disability/types/#:~:text=Classifications%20of%20Disabilities&text=Disability%20can%20be%20broken%20down,8%20main%20types%20of%20disability>, (04.03.2022).

<sup>16</sup> Directorate General of Higher Education, Ministry of Research, Technology and Higher

- “1. Capable of applying science, technology and arts in solving the problems within his/her expertise and adaptable to a situation he/she deals with;
2. Mastering in-depth general and specific theoretical concepts of a certain knowledge and capable of formulating problem solving procedures required within;
3. Capable not only of making strategic decision based on information and data analysis but also providing clues in choosing several alternative solutions by himself/herself or as team member
4. Responsible for her/his own job and for organization's performance”.

With the above learning outcomes, a graduate is qualified to carry a significant amount responsibilities not only for him/herself but for other people as well. A qualification that a future leader requires, which is, among others, learning to be, one of the four pillars of learning that UNESCO introduced. The “learning to be” emphasizes the development of the human potential to its fullest<sup>17</sup>. This is the foundation of putting further into inclusive education:<sup>18</sup>

*“According to UNESCO, inclusive education is seen as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education.” The goal is that the whole education system will facilitate learning environments where teachers and learners embrace and welcome the challenge and benefits of diversity. Within an inclusive education approach, learning environments are fostered where individual needs are met and every student has an opportunity to succeed”.*

The research that Universitas Kristen Indonesia conducted to find out readiness of an institute of higher learning, and especially the academia, in welcoming PwD to the campus. PwDs need 4 elements of support: staff, lecturers, regulations and facilities that would help them physically and mentally<sup>19</sup>. The four elements are considered important not only for students with special need to study but also for them to adjust with their surroundings since the first step to campus life. It is understandable there are boundaries that cannot be bridged using infrastructure or passion only. The boundary itself determine the good outcome for university and PwD at the same time. This boundary is usually a certain spectrum of disability that cannot be accepted in the serveral study programs in higher education.

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<sup>17</sup> UNESCO, <https://unesdoc.unesco.org/>, (12.12.2021).

<sup>18</sup> Interview with the UNESCO-IBE Director, Clementina Acedo, UNESCO, [http://www.ibe.unesco.org/fileadmin/user\\_upload/Policy\\_Dialogue/48th\\_ICE/Press\\_Kit/Interview\\_Clementina\\_Eng13Nov.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48th_ICE/Press_Kit/Interview_Clementina_Eng13Nov.pdf), (12.12.2021)

<sup>19</sup> I.V. Sitepu, L. Kailola, D. Antonius, Access of PwDs to Higher Education Preliminary findings (unpublished) 2021

For example, the Faculty of Medicine cannot accept the student with schizophrenia because it will endanger student's mentally and may also endanger other people or patient's life. Faculty of Engineering where many aspects are defined by sketches or drawings cannot accept students with vision impairment. Other health science departments may have similar requirements but there are other options for them. Many study programs are open for them to develop their knowledge and skills in preparation of their next step in life, i.e. member of the community who are responsible and contribute positively.

To become a healthy institute and to ensure the best education system for PwDs, higher education institution need to know their boundary and their limit to educate someone with disability. They also need to know what kind of dream they offer (future workplace or choices of careers) to PwDs thus prevent them to have false dreams. While on the other side, to ensure PwD Student explore their maximum capacity, they need to know to explore their interests, and what they are good at. Therefore it is very important for the university or higher education system to define the spectrum of disabilities that are not accepted to certain study programs. Through in-depth interviews with lecturers, this research found that concerning the boundaries and system, most lecturers agree that all citizens have the right to pursue higher education to better prepare themselves for the future and to better make decision for themselves. Teaching should not be the only service that the university offer to their students. Workplace, community, and soft-skills should be included at universities that can be offered as a sign of inclusive educations.

### **The importance of political empowerment for Women with Disabilities**

"Saya terjun ke politik pertama-tama ya sebenarnya ini mewujudkan perjuangan yang saya sendiri sudah lakukan dari tahun-tahun sebelumnya. Hanya selama ini, memang saya dengan teman-teman itu berjuang dari luar sistem pemerintahan. Nah terjun ke dalam dunia politik ini dalam rangka memperjuangkan perlindungan dan hak hak penyandang disabilitas," kata Anggi kepada Kompas.com ("I got into politics first, actually, this is a struggle that I myself have been doing. So far, however, my friends and I struggled outside the system. Now, I got into the world of politics in order to fight for the protection and rights of the people with disabilities," says Anggi to Kompas.com")<sup>20</sup>.

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<sup>20</sup> D. A. Rachman, Cerita Caleg: Anggiasari, Penyandang Disabilitas yang Ingin Berjuang di Parlemen, Jernih Memilih, <https://nasional.kompas.com/read/2019/04/12/21093511/cerita-caleg-anggiasari-penyandang-disabilitas-yang-ingin-berjuang-di?page=all>, (12.12.2021).

In general, people will see people with disabilities as different individuals. In fact, they do not want to be considered different. They have a desire to socialize and active in various activities. However, in reality, there are still differences in the treatment received by persons with disabilities in community. Based on data from the National Socio-Economic Survey 2019, the number of people with disabilities in Indonesia is 9.7 percent of the total population, or about 26 million people. From 26 million people with disabilities in Indonesia, 31 percent or 8 million people do not have health insurance. In fact, they are a vulnerable group who most need health services because of their specificity in getting routine services. This can be used as an argument for why people with disabilities struggle hard to get their rights.

It is important when people with disabilities also have “political power”, because after all they are easier to identify the problems they face at an early stage. For persons with disabilities who are able to continue their education in higher education, will have more opportunities to be involved in student organizations, where they are trained in the basics of leadership, communicate well (public speaking) and through student organizations they can also learn to deliver their opinions more freely, of course, suitable with the academic rules.

The other reason why it is important that persons with disabilities are also given opportunities in the decision-making process. This is very important because there are still many assumptions that people with disabilities are just objects, not subjects. In this case, coordination and collaboration from university leadership levels, faculties and students as a whole is needed to support a healthy academic climate so that people with disabilities also get equal opportunities in the learning process.

People with disabilities' participation in politics has been considered as human rights. The barriers faced by people with disabilities are complex and multifaceted are among others:<sup>21</sup>

- Universal suffrage which consists of the extension of the right to vote to adult citizens as a whole.
- Right to stand for elections and to effectively hold office:
- Accessible elections which means to ensure that persons with disabilities can exercise their right to vote on an equal basis with other citizens.
- Participation of persons with disabilities in political and public life. The measures adopted and procedures followed to facilitate the participation of persons with different forms of impairment vary from one country to another.

Women with disabilities no doubt face double discrimination as reviewed in the above section. Gender mainstreaming got into schools for more than

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<sup>21</sup> R. Proze, Strengthening participation of people with disabilities in leadership roles in developing countries, Institute of Development Studies, 2018.

30 years ago and that more and more people give attention to the welfare of women and girls. Although more and more women go outside their confinement at home, the goals of gender equality is still far from realization. Therefore access to higher education for PwD is a must when political empowerment is concerned.

## Conclusion

Women with disabilities face double discrimination. One being a female member of the community where women are still considered second class citizen and another one being a person with disabilities. This situation is made difficult because the family's understanding of the importance of higher education for them. The degree, the competence earned during higher education training will go to waste. Access to higher education is limited because of ignorance or not understanding of the family of the PwDs on how strategic PwD is therefore admitting them to campus will help Indonesia as it was *stabilang kampus*, another thing that matters. PwD in higher education will earn all necessary competency needed for them to enable them to access both careers of their choice or activities since the training begins. Therefore putting them into higher education is not an option. After the higher education training phase is over, they are ready to actively participate in social life, even take leadership roles in politics to help with ideas and thoughts to help the communities and even the government to overcome barriers and complex problems and discrimination and create a better life and future for women with disabilities.