

**Terms of Reference**

Online Summer Course

on

Disability and Lifespan Development: Indonesia and Global Perspectives



**Hosted by:**

Centre for Lifespan Development, Faculty of Psychology  
Universitas Gadjah Mada  
Indonesia

## A. Course background and overview

People with disabilities are among the world's most vulnerable and marginalised groups who continue to be at risk of exclusion from the benefits and outcomes of social, economic and environmental development (Lockwood & Tardi, 2015). 65% of people with disabilities population live in the Asia and Pacific region (WHO & World Bank, 2010), and they face barriers to full and effective participation across all sectors of society, including employment, political participation, education and social protection (United Nations Economic and Social Commission for Asia Pacific [UNESCAP], 2018; Mitra, 2011)

The year 2015 has seen a paradigm shift towards realising inclusive and sustainable development by, for and with persons with disabilities. At least four global frameworks<sup>1</sup> adopted references to inclusion and participation of people with disabilities in the areas of disaster and humanitarian crisis; social protection; employment; education; infrastructure; financial inclusion; technology and data; and urban development. Nevertheless, a UN Flagship Report on Disability and Development launched by the UN Secretary General in 2018 identified that people with disabilities are still at a disadvantage compared with those without disabilities in the global, regional and national efforts towards the achievements of the Sustainable Development Goals (United Nations, 2015). The report suggests that fundamental barriers causing the exclusion of people with disabilities need to be urgently addressed.

Unfortunately, data and evidence to support inclusion of people with disabilities in all aspects of development are limited (UN, 2018; UNESCAP, 2018). People with disabilities are still seen as objects rather than equal partners particularly in research and knowledge production (Strnadová, Dowse, and Watfern, 2020). As a leading Centre for psychological research across lifespan, the Centre for Lifespan Development aims to contribute to fill the gaps in addressing barriers to inclusion of people with disabilities by co-creating knowledge and impact through collaborative teaching, research and community intervention.

As the best university in Indonesia<sup>2</sup>, Universitas Gadjah Mada (UGM) has pledged a commitment towards providing inclusive higher education service. One of the initiatives was establishing a Disability Service Unit within the University to support advancement of mainstreaming disability into research, teaching, and community intervention programmes. This year UGM will hold, for the first time, an online international Summer Course on disability from the perspective of psychological science. Collaborating with Indonesia and global experts on disability studies, the Summer Course will serve as a channel to facilitate critical learning to unpack and understand intersecting barriers dealt by people with disabilities and encourage knowledge and practice sharing and debates, while building network, between experienced and young scientists in the field of disability studies, which will inspire creation of new research initiatives and field applications.

This course is targeted for students at all levels and degrees (undergraduate, Master and PhD), academics, early-career researchers, practitioners from international and local organisations who work with people with disabilities in research and community intervention. The course will be delivered online and navigated through accessible learning platforms. The course will be transferable and equivalent to 3 credit units. During the course, participants will also be introduced to the richness of Indonesian culture by benefitting virtual features.

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<sup>1</sup> The Sendai Framework for Disaster Risk Reduction, adopted in March 2015; The Addis Ababa Action Agenda, adopted in July 2015; The World Humanitarian Summit, held in May 2016; and Habitat III in October 2016

<sup>2</sup> QS University Rank 2022

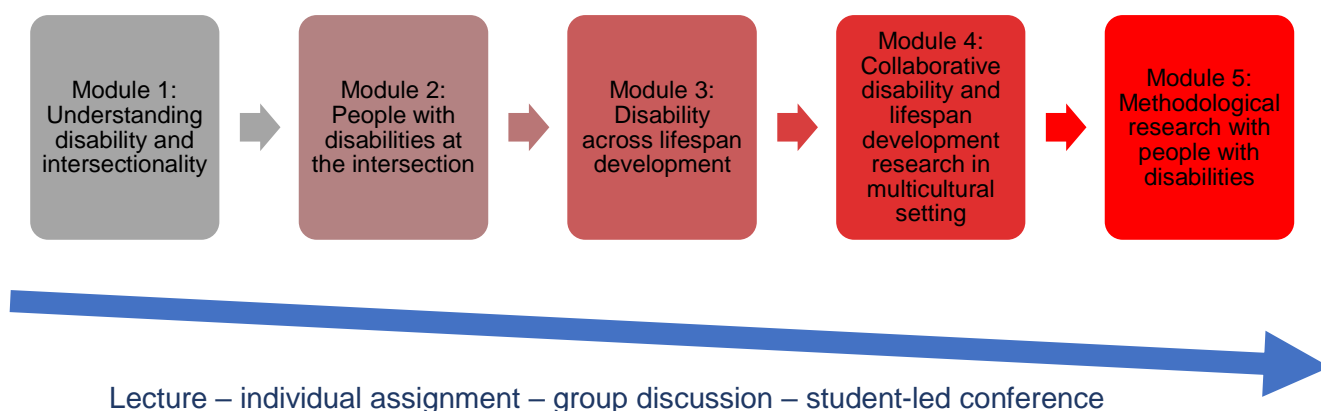
## B. Learning outcomes

The following learning outcomes are expected upon completion of the course:

1. Participants are able to critically identify and understand the evolving disability concept and intersection of contextual factors hindering meaningful participation of people with disabilities theoretically and in practice.
2. Participants are able to comprehend different methodological approaches of engaging people with disabilities in knowledge production and breaking down hindering contextual factors.
3. Participants are able to network with experienced scholars in disability studies and engage in conversation that enhance their academic journey.
4. Participants are able to form collaborative learning and work in international, multidisciplinary, and multicultural settings.
5. Participants are able to develop and present research ideas in scientific language, and able to provide input to others in critical and appreciative manners.

## C. Course structure, method and output

The entire course topics will be delivered online through accessible learning platforms, such as: Gadjah Mada eLOK, Google Classroom and Zoom, to accommodate speakers' and participants' learning needs. The course will adopt both guided and independent learning systems, combining lecture sessions, critical review exercise, individual assignment, and student-led discussion and presentation (Figure 1). All course materials will be developed based on scientific literature, real case examples, and speakers' rich research and community intervention experiences.



**Figure 1.** Course structure and method

The course will begin with underpinning conceptual understanding of disability, particularly highlighting the psychological aspect of disability, and the complexity of intersecting factors influencing an individual's ability and functioning, such as gender, disability, age, place of living (Module 1). The course continues to specifically discuss case examples of intersection between disability and individual's and environmental factors using Indonesia as a country example (Module 2).

Modules 3 and 4 will present theoretical perspectives of development of individuals with disabilities across lifespan and how collaborative research in disability and lifespan development in multicultural settings across sectors, such as education, health, and disaster management. The course will conclude with Module 5 on methodological research with

emphasis on active involvement of people with disabilities in the knowledge co-production process.

Following all modules, students will be guided to develop a research team comprising participants from different countries and cultural backgrounds and develop a joint-research plan. A student-led conference will be held in the final course session as a concluding event where students will present their research topic and receive feedback from course coordinators and student peers.

Overall course duration is 143 hours or equal to 3 Credits/SKS (Indonesia). Upon completing the course, participants will be provided with a certificate outlining the course program and hours with possible credit transfer for students at all degrees.

#### **D. Course site and schedule**

##### **1. Time**

The course will be held for eleven weeks between 3 August – 14 October 2021. This duration is designed with consideration of prospective students' health and duration of online engagement. As such, only two online lectures will be held per week. Detailed schedule is and proposed speakers are presented in Annex 1.

##### **2. Site**

Due to Coronavirus Disease (COVID)-19, which has become a global pandemic for over a year, the course will be held online hosted by Universitas Gadjah Mada, Yogyakarta Special Region, Indonesia.

Yogyakarta is well-known as the cultural capital of Indonesia. It has attracted students from all over Indonesia due its rich and diverse natural and historical sites. Javanese traditional arts such as: *Wayang* (shadow puppet), *Ketoprak* (Javasese theatrical performance), *Dagelan* (Javanese comedy), *Gamelan* (Javanese music instruments) are not only treated as cultural heritage but also embedded in other social and educational aspect of people's life. Yogyakarta is also in close proximity to a number of Budha and Hindhu Temple, including one well-known Borobudur Temple in neighbouring Province. The Summer Course will offer limited physical cultural exposure due restriction of COVID-19. However, cultural performances or showcase will be facilitated by online or virtual screening in between sessions or at the end of each day.

##### **3. Participants and fees**

The course (full participation with credits) is limited to 70 students (international and domestic) at any degree. Other interested participants (students at all degrees, academics, ECRs and professionals) can register their participation for full attendance (without credits) or each individual session of the Summer Course (fee applies).

The following fees apply for full participation in the course:

##### *Full participation*

Indonesian students (S1)	:	IDR 1,500,000
International students (bachelor)	:	USD 150
Indonesian student non-S1, academics, ECRs, and professionals	:	IDR 2,000,000
International students (non-bachelor)	:	USD 250
International academics, ECRs, and professionals	:	USD 300

Scholarships are available for participants wishing to register their full participation with credits only:

a. ASEAN Students and students with disabilities:

Students from ASEAN Countries and students with disabilities will be eligible to apply for a limited number of scholarships (Free Course Fee), on a competitive basis for 20 students.

b. Students with disabilities

Other students with disabilities who have not received full scholarships will be eligible for 50% of the course fee.

c. Non-ASEAN Students (Asian, Australian, European, African and American Students) will be eligible for scholarship for the Course (Free Course Fee), on a competitive basis for 20 students.

#### *Individual session*

Indonesian students (all degrees)	:	IDR 200,000
Indonesian academics, ECRs, and professionals	:	IDR 250,000
International students (all degrees)	:	USD 25
International academics, ECRs, and professionals	:	USD 40

Scholarships are not available for participants wishing to join individual sessions.

## **Annex 1. Proposed list of speakers and schedule (in confirmation)**

### **Module 1: Understanding disability and intersectionality**

1. Disability and Other Human Questions – Prof Dan Goodley (The University of Sheffield)
2. Disability Activism in Indonesia and Australia – Dr. Thushara Dibley (The University of Sydney)
3. Stereotypes, prejudice and discrimination faced by people with intellectual disabilities and their families - Professor Katrina Scior (University College London, England)
4. Disability and Intersectionality – Dr Sheelagh Daniels-Mayes\* (The University of Sydney)

### **Module 2: People with disability at the intersection**

1. Women's living with disability among Moslem society - Dr Dina Afrianty (La Trobe University) and Dr Arina Hayati (Institut Teknologi Sepuluh Nopember)
2. Mental Health for Deaf People in Indonesia – Herbert Klein\* (European Society for Mental Health and Deafness, UK)
3. People with disabilities and socioeconomic - Wuri Handayani, S.E., Ak., M.Si., M.A., Ph.D\* (Universitas Gadjah Mada, Yogyakarta)
4. Biomedical power in shaping body with illness and disability – Dr Sutarsa Nyoman (Australian National University, Australia)

### **Module 3: Disability across lifespan development**

1. Children with disabilities - Prof Irwanto Irwanto\* (Universitas Katolik Indonesia Atma Jaya, Indonesia)
2. Learning disability and neuropsychology - Supra Wimbarti, M.Sc., Ph.D (Universitas Gadjah Mada, Indonesia)
3. Required flexibility for student voice research in inclusive education. Meeting the language (needs) of the participant- Dr Renske Ria deLeeuw (Saxion University of Applied Sciences, The Netherlands)
4. Self determination and agency in children and youth voices - Elga Andriana, Ph.D (Universitas Gadjah Mada)

### **Module 4: Collaborative disability and lifespan development research in multicultural setting**

1. Disability and family– Prof Gwynnyth Llewellyn (The University of Sydney, Australia)
2. Disability-inclusive Disaster Risk and children with disabilities - Prof. Laura Stough (Texas A&M, USA)
3. Universal design for Learning in school setting - Prof. David Evans (The University of Sydney, Australia)
4. School participation of children with intellectual disabilities in Malaysia - Dr Hasrul Hosshan (Sultan Idris Education University, Malaysia)
5. Intersecting discourses of difference, curriculum, pedagogy and assessment: The implications for disabled people, their families and their teachers - Prof Missy Morton (The University of Auckland, New Zealand)

### **Module 5: Methodological research with people with disabilities**

1. Co-designing and co-producing research with people with disabilities - Professor Iva Strnadová\* (University of New South Wales, Australia) and Ms Julie Loblinzk\* (Self Advocacy Sydney; University of New South Wales, Australia)
2. Research involving people with disabilities in service learning in community - Dr Michelle Bonati (State University of New York, Plattsburgh, USA)

### **Course facilitators (Universitas Gadjah Mada)**

1. Wuri Handayani, S.E., Ak., M.Si., M.A., Ph.D.
2. Erlin Erlina, M.A., Ph.D.
3. Dian Mufitasari, M.Psi., Psikolog
4. Hanifah Nurul Fatimah, S.Psi., M.Sc.
5. Luthfi Azizatunisa, S.Ked, MPH

\*) Self-identified individual with disabilities

\*\*) Speakers in confirmation

**Course Schedule**  
**Understanding context and co-production of knowledge in disability-inclusive lifespan development research:**  
**Indonesia and global perspectives**

Jakarta Time (GMT+7)	Room	Agenda	Speakers/PIC	Notes
<b>Opening - 3 August 2021</b>				
16.30 – 16.45	Main room	<b>Opening:</b> 1. Welcome remark from the Dean of Faculty of Psychology UGM	Prof. Dr. Faturochman, M.A.	
16.45 – 17.00	Main room	1. Introduction to Summer Course structure by Head of Centre for Lifespan Development and team lead. 2. Housekeeping and course logistics	Elga Andriana, M.Ed., Ph.D; student liaison	
<b>Module 1 - Understanding disability and intersectionality</b>				
<b>Lecture day 1 – 3 August 2021</b>				
17.00 – 19.00	Main room	Lecture: Disability and Other Human Questions	Prof. Dan Goodley (The University of Sheffield)	
<b>Lecture day 2 – 5 August 2021</b>				
14.00 – 16.00	Main room	Lecture: Disability and intersectionality	Dr. Sheelagh Daniels-Mayes (The University of Sydney)	
<b>Lecture day 3 – 10 August 2021</b>				
17.00 – 19.00	Main room	Lecture: Collective emotion of people with disabilities through collective activism	Prof. Gavin Sullivan (Coventry University, UK)	This lecture has been moved to Module 5, on the 8th of October, 16.00-18.00.
<b>Lecture day 4 – 12 August 2021</b>				
17.00 – 19.00	Main room	Lecture: Stereotypes, prejudice and discrimination faced by people with intellectual disabilities and their families	Professor Katrina Scior (University College London, England)	
<b>Bi- Weekly assignment/discussion via ELok Module 1 - (Course facilitator) – Friday 13 August 2021</b>				
<b>Module 2 - People with disability at the intersection</b>				
<b>Lecture day 5 – 17 August 2021</b>				
17.00 – 19.00	Main room	Lecture: Women's living with disability among Moslem society	Dr. Dina Afrianty (La Trobe University, Australia)  Dr. Arina Hayati (Institut Teknologi Sepuluh Nopember)	
<b>Lecture day 6 – 19 August 2021</b>				
17.00 – 19.00	Main room	Lecture: Mental Health for Deaf People in Indonesia	Herbert Klein*) (European Society for Mental Health and Deafness, UK)	Sign language interpretation
<b>Lecture day 7 – 24 August 2021</b>				
17.00 – 19.00	Main room	Lecture: People with disabilities and socioeconomic	Wuri Handayani, S.E., Ak., M.Si., M.A., Ph.D*) (Universitas Gadjah Mada, Yogyakarta)	
<b>Lecture day 8 – 26 August 2021</b>				
16.00 – 18.00	Main room	Lecture: Biomedical power in shaping body with illness and disability	Dr. Sutarsa Nyoman (Australian National University, Australia)	
<b>Bi- Weekly assignment/discussion via ELok Module 2 - (Course facilitator) – Friday 27 August 2021</b>				

<b>Module 3 - Disability across lifespan development</b>				
<b>Lecture day 9 – 31 August 2021</b>				
17.00 – 19.00	Main room	Lecture: Children with disabilities	Prof. Irwanto Irwanto*) (Universitas Atmajaya Jakarta, Indonesia)	
<b>Lecture day 10 – 3 September 2021</b>				
17.00 – 19.00	Main room	Lecture: Learning disability and neuropsychology	Supra Wimbari, M.Sc., Ph.D. (Universitas Gadjah Mada)	
<b>Lecture day 11 – 7 September 2021</b>				
17.00 – 19.00	Main room	Lecture: Required flexibility for student voice research in inclusive education. Meeting the language needs of the participant	Dr. Renske Ria deLeeuw (Saxion University of Applied Sciences, The Netherlands)	
<b>Explanation of students' research project and group formation (via ELoK) (Course facilitator) – 10 September 2021</b>				
<b>Lecture day 13 – 16 September 2021</b>				
17.00 – 19.00	Main room	Lecture: Disability and family	Prof. Gwynnyth Llewellyn (The University of Sydney, Australia)	
<b>Lecture day 12 – 17 September 2021</b>				
16.00 – 18.00	Main room	Lecture: Self determination and agency in children and youth voices	Elga Andriana, Ph.D (Universitas Gadjah Mada)	
<b>Bi- Weekly assignment/discussion via ELoK Module 3 - (Course facilitator) – Friday 17 September 2021</b>				
<b>Lecture day 14 – 21 September 2021</b>				
19.00 – 21.00	Main room	Lecture: Disability-inclusive Disaster Risk and children with disabilities	Prof. Laura Stough (Texas A&M, USA)	
<b>Lecture day 15 - 29 September 2021</b>				
17.00 – 19.00	Main room	Lecture: Universal design for Learning in school setting	Prof. David Evans (The University of Sydney, Australia)	Please note the date has been moved, from 23 Sept to 29 Sept
<b>Student-led discussion: research project and preparation for student-led conference – (Course facilitator) Friday 24 September 2021</b>				
<b>Lecture day 16 – 28 September 2021</b>				
17.00 – 19.00	Main room	Lecture: School participation of children with intellectual disabilities in Malaysia	Dr. Hasrul Hosshan (Sultan Idris Education University, Malaysia)	
<b>Lecture day 17 – 30 September 2021</b>				
13.00 – 15.00	Main room	Lecture: Intersecting discourses of difference, curriculum, pedagogy and assessment: The implications for disabled people, their families and their teachers	Prof. Missy Morton (The University of Auckland, New Zealand)	
<b>Bi- Weekly assignment/discussion via ELoK Module 4 - (Course facilitator) – Friday 1 October 2021</b>				
<b>Module 5 - Disability-inclusive lifespan methodological research</b>				
<b>Lecture day 3 – 4 October 2021</b>				
16.00 – 18.00	Main room	Lecture: Collective emotion of people with disabilities through collective activism	Prof. Gavin Sullivan (Coventry University, UK)	
<b>Lecture day 18 – 5 October 2021</b>				
16.00 – 18.00	Main room	Lecture: Co-designing and co-producing research with people with disabilities (1)	Professor Iva Strnadová*) (University of New South Wales, Australia)	
<b>Lecture day 19 – 6 October 2021</b>				
16.00 – 18.00	Main room	Lecture: Co-designing and co-producing research with people with disabilities (2)	Professor Iva Strnadová*) (University of New South Wales, Australia) and Ms Julie Loblinzk*) (Self Advocacy)	



			Sydney; University of New South Wales, Australia)	
<b>Lecture day 20 – 7 October 2021</b>				
18.00 – 20.00	Main room	Lecture: Research involving people with disabilities in service learning in community	Dr. Michelle Bonati (State University of New York, Plattsburgh, USA)	
<b>Student-led conference – 12 and 14 October 2021 and closing</b>				

\*) Self-identified person with disabilities