EMPOWERMENT OF DISABLED PEOPLE THROUGH SOCIAL AND ECONOMIC INCLUSION PROGRAMS

Shifa Fadilah[1], Irham Hafrizal[2]
[1,2] Universitas Bina Bangsa

Abstract

Empowering people with disabilities is an important effort in realizing an inclusive and just society. Disabled people often face various barriers to social and economic participation, such as discrimination, stigma, and lack of access to services and opportunities. Therefore, social and economic inclusion programs are very important to improve their quality of life and independence. The social inclusion program aims to eliminate social barriers faced by disabled people, such as stigma and discrimination. This program includes increasing public awareness about the rights and potential of disabled people, as well as providing inclusive services, such as education, health and recreation. The economic inclusion program aims to increase the participation of disabled people in economic activities. This program includes providing skills training, access to business capital, and inclusive job creation. Apart from that, this program also encourages the development of micro, small and medium enterprises (MSMEs) owned by people with disabilities. Implementation of social and economic inclusion programs requires cooperation from various parties, including the government, civil society organizations, the private sector and the general public. The government plays a role in creating policies and programs that support the inclusion of people with disabilities. Civil society organizations play a role in providing services and advocacy for people with disabilities. The private sector plays a role in creating inclusive employment opportunities and supporting MSMEs for people with disabilities. The general public plays a role in creating an inclusive and friendly environment for people with disabilities. Empowering people with disabilities through social and economic inclusion programs has a significant impact. This program can improve the quality of life and independence of people with disabilities, reduce poverty and inequality, and create an inclusive and just society.

Keywords: Empowerment, disabled people, economic and social inclusion program

I.   Introduction

Disabled people, who include individuals with various types of physical, mental, intellectual, or sensory disabilities, are an integral part of global society. However, they often face significant barriers to full and equal participation in social and economic life. These barriers include discrimination, stigma, lack of accessibility, and limited opportunities. As a result, disabled people are often marginalized, experience poverty, and cannot contribute optimally to community development. Empowering people with disabilities is a crucial effort to overcome this inequality and create an inclusive and just society. Empowerment involves the process of increasing the capacity and participation of disabled people in all aspects of life, including social, economic, cultural and political. Through empowerment, people with disabilities can gain control over their lives, develop their potential, and contribute meaningfully to society.

One important approach in empowering people with disabilities is through social and economic inclusion programs. Social inclusion programs aim to eliminate social barriers faced by disabled people, such as stigma, discrimination, and lack of access to services and opportunities. This program includes increasing public awareness about the rights and potential of disabled people, as well as providing inclusive services, such as education, health, recreation, and participation in cultural and political activities. The economic inclusion program aims to increase the participation of disabled people in economic activities. This program includes providing skills training, access to business capital, and inclusive job creation. Apart from that, this program also encourages the development of micro, small and medium enterprises (MSMEs) owned by people with disabilities. Through the economic inclusion program, disabled people can earn a decent income, increase economic independence, and contribute to national economic growth.

Implementation of social and economic inclusion programs requires cooperation from various parties, including the government, civil society organizations, the private sector and the general public. The government plays a role in creating policies and programs that support the inclusion of people with disabilities. Civil society organizations play a role in providing services and advocacy for people with disabilities. The private sector plays a role in creating inclusive employment opportunities and supporting MSMEs for people with disabilities. The general public plays a role in creating an inclusive and friendly environment for people with disabilities. Empowering people with disabilities through social and economic inclusion programs has a significant impact. This program can improve the quality of life and independence of people with disabilities, reduce poverty and inequality, and create an inclusive and just society. Apart from that, empowering people with disabilities can also provide economic benefits for society as a whole, because people with disabilities are valuable human resources who can contribute to economic growth.

However, empowering people with disabilities through social and economic inclusion programs still faces various challenges. These challenges include a lack of public awareness about the rights and potential of disabled people, limited budgets and resources, and a lack of coordination between stakeholders. Therefore, greater efforts are needed to overcome these challenges and ensure that social and economic inclusion programs can achieve their goals.

In this context, this research aims to further explore the empowerment of disabled people through social and economic inclusion programs. This research will examine various aspects of empowering people with disabilities, including definitions, objectives, strategies and evaluation of social and economic inclusion programs. This research will also identify challenges and opportunities in empowering people with disabilities, as well as provide recommendations for increasing the effectiveness of social and economic

inclusion programs. It is hoped that this research can make a significant contribution to understanding the empowerment of disabled people through social and economic inclusion programs. The results of this research can be used as a basis for developing more effective policies and programs in empowering people with disabilities. Apart from that, it is also hoped that this research can increase public awareness about the importance of inclusion of disabled people and encourage active participation from all parties in efforts to empower disabled people.

II.   Theoretical Review

According to Suharto (2006:59), empowerment can be understood as two things, namely process and goal. As a process, empowerment involves a series of activities aimed at strengthening the power or abilities of weak groups in society, especially individuals who are in conditions of poverty. Meanwhile, as a goal, empowerment refers to the conditions or expected results of social change, namely the formation of an independent and empowered society. Empowered people have the power, knowledge and skills needed to fulfill their life needs, both in physical, economic and social aspects. This includes having self-confidence, being able to convey aspirations, having a livelihood, participating in social activities, and being independent in carrying out one's life tasks. The definition of empowerment as a goal is often used as an indicator to measure the success of the empowerment process itself. Empowerment can be carried out both individually and in groups. (Raintung et al., 2021)

Wrihatnolo and Dwidjowijoto (2007) explain that in the empowerment process there are three stages, namely:1)Awareness, The awareness stage is the initial stage in empowerment. Communities who are targeted for empowerment are initially given awareness that they actually have skills and potential that can be developed. This stage can be carried out by providing knowledge in the nature of cognition, belief and healing.

2) Capacity, The capacity building stage can be interpreted as an effort to make the empowered community able to receive the power that will be provided. The capacity building stage in this case consists of: a. Human capacity. Human capacity can be carried out through providing capacity to empowered communities. b. Organizational capacity building is intended to be carried out through organizational restructuring of the community that will be empowered. c. Value system capacity Value system capacity means providing capacity to people and their organizations through providing or creating "rules of the game" between them. The value system within the scope of the organization consists of the Articles of Association and Bylaws, Systems and Procedures, Cooperative Regulations, and the like. At a more advanced level, the value system includes organizational culture, ethics and good governance.

3) Empowerment The empowerment stage can be interpreted as an effort to make people empowered with the skills and potential they have. The empowerment stage can be carried out through providing power, authority, opportunities and power to the community. (Wati & Sudaryanti, 2021)

According to Article 13 of Law no. 8 of 2016 concerning Persons with Disabilities, such as voting and being elected to public office, choosing political parties and/or individuals to participate in elections, becoming members and/or administrators of community organizations or political parties, playing an effective role in the election system at all stages or parts of its implementation, gaining accessibility to election management facilities and infrastructure, obtaining political education. In this article, it is very important for people with disabilities to be protected, respected and provided for in order to realize justice and eliminate political discrimination against them which is currently an unresolved problem. (Savitri & Umardani, 2023)

The social model approach is considered more humane than the medical approach which tends to objectify disability. The rights of persons with disabilities need to be guaranteed constitutionally to meet their needs.

Therefore, the laws and regulations set by the government function as guidelines in providing supporting facilities and regulate the importance of public concern in protecting the dignity of persons with disabilities. Unfortunately, people with disabilities often face various obstacles in fulfilling their rights as citizens. Inadequate fulfillment of these rights shows that they are often marginalized from community life, and even experience discrimination. (Purnama et al., 2021)

The World Bank defines social inclusion as the process of involving individuals and groups who have been marginalized due to their identity, so they can participate in society through increased capabilities, opportunities and dignity. Social inclusion seeks to ensure equality of opportunity in making decisions that affect their lives, as well as guaranteeing equal access without distinction (Nuraini, 2022).

III. Methodology

In this research, to understand "Empowerment of Disabled People through Social and Economic Inclusion Programs", qualitative research methods were used. John W. Creswell (2015) explains that in qualitative research there are various approaches used to investigate and understand the meaning perceived by individuals or groups regarding social and humanitarian issues. Qualitative research methods offer procedures that can produce descriptive data in the form of spoken or written sentences, which reflect observable behavior.

Creswell also emphasized that qualitative research can be carried out holistically and descriptively, using specific language and terms, and utilizing natural methods. This holistic and descriptive approach is the key to understanding social and humanitarian issues thoroughly and in depth.

In this research, the approach used is a case study, as stated by Creswell (2015). According to him, in the case study approach, researchers will

describe real life and contemporary systems, including various limited cases. This case study was carried out by collecting valid and in-depth evidence, and involving a variety of diverse sources of information. This approach allows researchers to gain in-depth insight into the fulfillment of the rights of people with disabilities, as well as the implementation of the rights given to them.

IV. Results

Social and Economic Disparities for Persons with Disabilities

Social and economic inequality is a complex and multidimensional issue that deeply affects the lives of people with disabilities. These disparities reflect inequalities in access to resources, opportunities, and participation in various aspects of life, compared to individuals without disabilities. Therefore, understanding the root of this problem is critical to formulating effective and sustainable solutions.

Dimensions of Social Inequality:

1. Stigma and Discrimination: The negative stigma and stereotypes that are often attached to disabilities can be a major barrier to social interaction. Discrimination appears in various forms, such as rejection or unfair treatment in education, employment, health services, and participation in community activities. As a result, people with disabilities experience social isolation, decreased self-confidence, and limited opportunities to develop their potential.

2. Accessibility Barriers: Unfriendly physical and information environments for people with disabilities constitute major obstacles for them to participate fully in social life. Lack of supporting infrastructure (e.g. ramps, lifts, and dedicated toilets), inaccessible transportation, and the availability of information that is not in accessible formats (such as braille, alternative text, or sign language) limit mobility, education, and access to public services.

3. Lack of Representation and Participation: People with disabilities are often underrepresented in decision-making processes, both at the family, community and public policy levels. This lack of participation means that their needs and perspectives are not given enough attention, so that the gap widens.

4. Barriers to Education: Access to quality education for people with disabilities is often hampered by a lack of adequate facilities, trained teaching staff, non-inclusive curricula, and discrimination in the student admissions process. Low levels of education significantly impact their future employment opportunities and socio-economic mobility.

Dimensions of Economic Inequality:

1. Higher Unemployment Rates: Globally, people with disabilities tend to experience higher unemployment rates than those without disabilities. This is caused by various factors, including discrimination in the recruitment process, a lack of appropriate accommodation in the workplace, and negative stereotypes that lead to assumptions about the work abilities of people with disabilities.

2. Limited and Unsuitable Job Opportunities: Although some people with disabilities are successful in finding work, they are often trapped in certain types of work that are considered "suitable" for their condition. Unfortunately, these jobs are not always in line with their interests, talents, or level of education. Apart from that, access to promotions and career development is generally also more limited.

3. Lower Income: High unemployment rates and a lack of variety in types of work mean that many people with disabilities receive lower wages compared to non-disabled peers who have similar qualifications and experience. This contributes to higher levels of poverty and increases their economic vulnerability.

4. Limited Access to Economic Resources: People with disabilities often experience difficulties in accessing financial services, such as loans and credit, social assistance programs, and entrepreneurial opportunities. These obstacles

further worsen the economic conditions they live in and limit their ability to improve their quality of life.

Interconnection of Social and Economic Dimensions

It is important to understand that social and economic inequality have a close relationship and reinforce each other. Stigma and social discrimination often hinder individuals' access to education and employment opportunities, which then results in economic difficulties. Conversely, difficult economic situations can exacerbate social isolation and limit their participation in community activities. To break this cycle of inequality, a comprehensive approach is needed and involves various parties, including government, civil society, the private sector, and of course, active participation from people with disabilities themselves.

The Impact of Inequality and Efforts Towards Inclusion

The social and economic disparities experienced by people with disabilities not only impact the individual, but also society as a whole. Addressing these gaps and realizing inclusion is not only a moral obligation, but can also provide significant economic and social benefits.

Impact of Social and Economic Inequality:

1. Impact on Individuals:

- Psychological Well-Being: Social isolation, discrimination, and economic hardship can trigger stress, depression, anxiety, and low self-esteem.
- Low Quality of Life: Limited access to education, employment, health services, and overall social participation contributes to the low quality of life of people with disabilities.
- Dependency: The lack of opportunities for economic independence often leads to dependence on family or the state.

- Unrealized Potential: This gap prevents people with disabilities from developing and exploiting their potential to the fullest, to the detriment of both individuals and society.

2. Impact on Society:

- Economic Loss: Not empowering people with disabilities means missing out on their potential contribution to the economy through employment, entrepreneurship and consumption.
- Increased Social Burden: The economic dependency of people with disabilities can place an increased burden on social security systems and families.
- Social Injustice: Continued inequality undermines the values of justice, equality and inclusion in society.
- Weak Social Cohesion: Discrimination and exclusion can divide society, preventing the creation of inclusive and harmonious communities.

Efforts Towards Inclusion and Reducing Inequalities

Addressing social and economic inequalities for people with disabilities requires coordinated and sustained action in various areas:

1. Strengthening Policies and Legislation:

- Implement and enforce comprehensive anti-discrimination laws.
- Ratify and implement the UN Convention on the Rights of Persons with Disabilities (CRPD).
- Integrate disability perspectives in all development policies and programs.
- Providing an adequate budget to support inclusion programs.

2. Improved Accessibility:

- Creating an accessible physical environment, including buildings, transportation and public facilities.

- Ensure accessibility of information and communication through alternative formats and assistive technology.
- Encourage universal design in products and services.

3. Quality Inclusive Education:

- Providing adequate facilities and support in regular schools for students with disabilities.
- Train teachers and educational staff about inclusive education.
- Develop a curriculum that is responsive to the needs of diverse students.

4. Economic Empowerment:

- Promote inclusive recruitment and employment practices in the public and private sectors.
- Provide reasonable accommodations in the workplace.
- Supporting entrepreneurship for people with disabilities through training, mentoring and access to capital.
- Remove barriers to access to financial services and social assistance programs.

5. Increased Awareness and Elimination of Stigma:

- Implement public campaigns to raise awareness about disabilities and dismantle negative stereotypes.
- Promote positive narratives about the abilities and contributions of people with disabilities.
- Involve people with disabilities in all advocacy and decision-making efforts.

6. Increased Participation and Representation:

- -Through these strategic steps, we can together create a more inclusive and just society for all, including people with disabilities.
- -Invite people with disabilities to participate actively in community organizations, public forums and political processes.

Ensure representation of persons with disabilities in policy-making institutions. The social and economic disparities faced by people with disabilities are complex challenges and require a holistic and sustainable approach. By understanding the roots of problems, recognizing the negative impacts they cause, and implementing effective inclusion efforts, we can build a more just and equal society. Every individual has the right to equal opportunities, including people with disabilities. Inclusion is not just a right, but also an investment in a better and more prosperous future for all of us

Inclusion Strategy in the World of Education and the World of Work

Inclusion in education aims to ensure that all students, regardless of their background, abilities and needs – including individuals with disabilities – can learn together in one environment. This includes providing the necessary support so they can participate fully and optimize their potential. Effective inclusion strategies require systemic and cultural change across all educational domains.

Main Principles of Educational Inclusion

1. Attendance: Ensure that each student is accepted and registered in a regular school according to their age.
2. Participation: Encouraging students' active involvement in various aspects of school life, including academic, social and extracurricular activities.
3. Achievement: Providing support so that all students can achieve meaningful learning outcomes in accordance with their individual potential and needs.

Educational Inclusion Implementation Strategy

1. Flexible and Differentiated Curriculum:
   - Develop a diverse curriculum so that it is accessible to all students.
   - Implement differentiated learning approaches to meet varying learning styles, interests and ability levels.

- Providing learning materials and resources in various formats, such as visual, auditory and kinesthetic.
- Using varied and interactive teaching methods.

2. Accessible Learning Environment:

- Creating a friendly learning space for all students, including providing ramps, lifts, special toilets and other supporting facilities.
- Ensure access to information in alternative formats, such as braille, large text, audio, and sign language.
- Utilize assistive technology to support students with special needs.

3. Individual Support and Accommodations:

- Conduct comprehensive assessments to understand each student's learning needs.
- Develop an Individual Learning Plan (RPI) or Individual Education Program (PPI) that is tailored to specific needs.
- Provide additional support from Special Education Teachers (GPK), teacher assistants, therapists, and other professionals.
- Provide reasonable accommodations in the learning and assessment process.

4. Capacity Development of Educators and Education Personnel:

- Provide training and ongoing professional development to teachers and staff on inclusion principles and practices.
- Increase their understanding of student diversity and effective learning strategies for all.
- Encourage collaboration between regular teachers, special education teachers, and other professionals.

5. Parental and Community Involvement:

- Build strong partnerships with parents or guardians of students, including those who have children with special needs.

- Involving parents in the preparation of RPI/PPI and the learning process.
- Develop a support network with communities and organizations that care about inclusion.

6. Inclusive School Culture:

- Creating a school climate that is safe, friendly and respects diversity.
- Striving for positive social interaction between all students.
- Involve all members of the school community in promoting inclusive values.
- Overcoming stigma and discrimination through education and raising awareness.

7. Inclusive Grading System:

- Use a variety of assessment methods that can meet diverse needs and abilities.
- Provide constructive feedback to support each student's development.
- Focuses attention on individual growth and progress, not just comparison with general standards.

Benefits of Educational Inclusion

- Improve learning outcomes and social welfare of all students.
- Develop understanding and acceptance of diversity.
- Prepare students to live in an inclusive society.
- Reduce stigma and discrimination against minority groups and students with special needs.
- Inclusion Strategy in the World of Work

Inclusion in the world of work means creating an environment that is fair, equal and open to all individuals, including people with disabilities, minority groups and those from diverse backgrounds. An effective inclusion strategy does not only focus on the recruitment aspect, but also on retention, career development

and active participation of all employees. The following are the main principles of inclusion in the world of work:

1. Equality of Opportunity: Ensure that every individual gets the same opportunity in the recruitment, promotion and career development process.
2. Reasonable Accommodations: Providing necessary modifications and adjustments so that employees with special needs can perform their duties effectively.
3. Full Participation: Encourage the active involvement of all employees in decision making, team collaboration, and various other organizational activities.
4. Respect for Diversity: Respect individual differences and create a work culture that is inclusive and respectful

Strategy for Implementing Inclusion in the World of Work

1. Inclusive Recruitment Policies and Practices:
   - Eliminate bias in the recruitment and selection process.
   - Advertise job vacancies on platforms that can be accessed by various groups.
   - Use fair and accommodating interview and assessment methods.
   - Provide information regarding available accommodation during the recruitment process and in the work environment.
2. Provision of Reasonable Accommodation:
   - Assess individual accommodation needs.
   - Provide modifications to the work environment, such as rearranging space and equipment.
   - Provide assistive technology, such as screen reader software and hearing aids.
   - Adjust job duties and responsibilities as needed.
   - Provides flexibility in work schedules and communication methods.
3. Training and Capacity Building:

- Provide training for all employees regarding disability awareness, inclusion, and fair employment practices.
- Providing equal career development opportunities for all employees.
- Offers inclusive mentoring and coaching programs.

4. Building an Inclusive Work Culture:

- Encourage open communication and mutual respect between employees.
- Form a diverse and collaborative work team.
- Prevent and deal with discrimination and bullying in the workplace.
- Celebrate the diversity and contribution of every employee.
- Establish an inclusive employee support group.

5. Inclusive Leadership:

- Leaders demonstrate a strong commitment to inclusion and diversity.
- Promote a culture of mutual respect and collaboration among teams.
- Responsible for ensuring effective implementation of inclusion policies and practices.

6. Evaluation and Measurement:

- Collect data about employee diversity and their experiences in the workplace.
- Measuring the effectiveness of implemented inclusion initiatives.
- Conduct employee engagement surveys to identify areas that need improvement.
- Regularly review and update inclusion policies and practices.

Benefits of Inclusion in the World of Work:

Increasing innovation and creativity through diverse perspectives.

- Increase employee engagement and retention.
- Improve company image and brand reputation.
- Expand market reach and understand customers better.
- Creating a fairer and more ethical work environment.
- Increase productivity and overall organizational performance.

By implementing a comprehensive inclusion strategy, we can create a more just, equal and empowering world of work for all individuals, so that they can contribute optimally to society and reach their full potential

The Role of Technology in Increasing Accessibility for Disabled People

The Transforming Power of Technology for Disabled Accessibility

Technology has become a transformative force in various aspects of modern life, especially in efforts to increase accessibility for people with disabilities. Accessibility in this context refers to the ability of people with disabilities to independently and equally use products, services, environments, and information, just like non-disabled individuals. Technological innovation provides effective solutions to overcome various physical, sensory, cognitive and communication barriers that previously limited the full participation of people with disabilities in society.

Main Categories of Technology's Role in Accessibility:

1. Assistive Technology (AT): Various devices, software and systems specifically designed to help people with disabilities carry out daily activities, study, work and social interaction. Examples include:
   - Mobility Aids: Electric wheelchairs, mobility scooters and sensor-equipped smart walking aids.
   - Vision Aids: Screen readers, screen magnifiers, optical character recognition (OCR) software with voice output, and smart glasses with navigation and object identification features.
   - Hearing Aids: Digital hearing aids, cochlear implants, FM frequency assisted listening systems, and automatic speech transcription applications.
   - Communication Aids: Augmentative and alternative communication (AAC) devices such as electronic communication boards, speech generating applications, as well as eye-tracking devices for text input.

- Cognitive Aids: Task organizing software, digital reminders, and memory training apps.
- Computer Adaptation: Adaptive keyboard and mouse, voice control, and brain-computer interface (BCI) which are still in the development stage.

2. Accessible Information and Communication Technology (ICT): ICT design and development that applies accessibility principles from the start (Accessibility by Design), guarantees that digital products and services can be used by everyone, including people with disabilities. Examples include:

- Websites and Applications that Comply with WCAG (Web Content Accessibility Guidelines): Provide alternative text for images, subtitles for videos, easy keyboard navigation, adequate color contrast, and clear content structure.
- Accessible Digital Formats: Documents in PDF/UA (PDF Universal Accessibility), customizable ePub and audio formats.
- Integrated Accessibility Features in Operating Systems and Devices: Facilitates the use of screen readers (such as VoiceOver on iOS and Narrator on Windows), screen magnifiers, voice control, and automatic subtitles.

3. Internet of Things (IoT) and Smart Home: Connected smart devices can increase the independence and safety of people with disabilities at home. For example:

- Smart Home Control System: Control lights, temperature, door locks and household appliances via voice commands or app.
- Sensors and Alert Systems: Detect falls, gas leaks or suspicious activity, and send alerts to caregivers or emergency services.
- Companion Robot: Helps with simple household tasks as well as providing social interaction.

4. Artificial Intelligence (AI): AI has great potential to personalize and automate support for people with disabilities. Examples include:

- Intelligent Virtual Assistant: Provides information, organizes schedules, reminds about tasks, and controls other devices via voice commands.

- Image and Object Recognition: Helps the visually impaired in identifying objects, people and the surrounding environment.
- Automatic Sign Language Translation: Facilitates communication between sign language users and non-users.
- AI-Based Indoor Navigation: Helps the visually impaired move safely inside buildings.
- Key Benefits of Technology in Increasing Accessibility:
- Increasing Independence: Technology equips people with disabilities with the ability to carry out daily activities without dependence on the help of others.

Expanded Opportunities for the Disabled

 Evaluation of the Success of the Social Inclusion Program for Disabled People

Understanding the Essentials of Evaluation of Social Inclusion Programs for Disabled People

Evaluation of the success of social inclusion programs for people with disabilities is a systematic step designed to assess the effectiveness, efficiency, relevance and impact of initiatives aimed at ensuring full and equal participation for people with disabilities in all aspects of community life. This evaluation process is very important to identify strengths, weaknesses, and areas that require improvement in an effort to create a more inclusive society.

Why is Evaluation of Social Inclusion Programs Important?

a. Measuring Impact: Evaluation plays a role in assessing the extent to which the program has succeeded in achieving its goals of increasing social inclusion for people with disabilities, such as increasing participation in education, employment, community activities and decision making.

2. Accountability: Through evaluation, credible information can be provided to stakeholders—including governments, civil society organizations, donors,

and the wider community—regarding the use of resources and the results achieved.

3. Learning and Improvement: Evaluation results reveal good practices that can be adopted as well as challenges that need to be overcome. Thus, evaluation allows improvements and development of more effective programs in the future.

4. Advocacy and Policy Development: Data and findings obtained from in-depth evaluations can become the foundation for advocacy efforts for more inclusive policies and more appropriate resource distribution.

5. Empowerment of Disabled People: Evaluation processes that involve the active participation of disabled people can empower them and ensure that their perspectives and experiences are taken into account in program improvements.

Dimensions of Success of Social Inclusion Programs:

In evaluating the success of a social inclusion program, several important dimensions need to be considered, including:

1. Participation: Assess the extent to which disabled people participate actively and meaningfully in various aspects of social life, including education, work, cultural, political and recreational activities. Indicators that can be used include the level of participation in community organizations, the number of disabled people working or attending school, and involvement in the decision-making process.

2. Equity: Ensuring that people with disabilities have equal access to resources, opportunities and services as non-disabled people receive. Indicators can include gaps in education levels, income, and physical and information accessibility, including health services.

3. Acceptance and Inclusion: Assess the extent to which people with disabilities are accepted and respected as equal members of society, without stigma, discrimination or social barriers. Indicators can include

society's perception of people with disabilities, the level of social interaction between people with disabilities and non-disabled people, and the existence of effective anti-discrimination policies.

4. Independence and Empowerment: Measures program support to encourage people with disabilities to be independent in making decisions and taking control of their own lives. Indicators that can be used include the level of participation in program planning and implementation, access to support for independent living, and the level of self-confidence and self-esteem.

5. Accessibility: Ensure that the physical environment, information, communications and services are accessible and usable by all people with disabilities. Indicators in this case include the availability of disabled-friendly infrastructure, information in various formats, and affordable assistive technology support.

DISCUSSION

Empowering Disabled People Through Social and Economic Inclusion Programs, Building a Just and Equal Society. Disabled people, or people with disabilities, are an integral part of society with equal potential and rights with other citizens. However, in reality, they often face various obstacles and discrimination that prevent full and meaningful participation in social and economic life. Empowering people with disabilities through social and economic inclusion programs is crucial to realizing a just, equal and inclusive society, where every individual has equal opportunities to develop and contribute. This discussion will outline the concept of social and economic inclusion, identify important areas in empowerment programs, and highlight the benefits and challenges in their implementation.

Social Inclusion refers to the process of ensuring that all individuals, including people with disabilities, have equal opportunities to participate in all aspects of society. This includes accessibility to the physical environment (buildings,

transportation), information and communication (sign language, alternative formats), education (inclusive schools), health services, recreation, culture, and political participation. Social inclusion programs aim to eliminate stigma, discrimination and structural barriers that prevent people with disabilities from interacting, associating and contributing actively in their communities.

Economic Inclusion, on the other hand, focuses on providing equal opportunities for people with disabilities to participate in productive economic activities and earn a decent living. This involves access to skills training, vocational education, entrepreneurship support, fair and inclusive employment opportunities in various sectors, as well as adequate social protection. The economic inclusion program aims to reduce poverty and economic dependence of disabled people, as well as recognizing their contribution to overall economic growth.

An effective empowerment program for people with disabilities must holistically integrate social and economic dimensions. Some important areas that need to be considered in designing and implementing inclusion programs include:

Inclusive Education: Providing an education system that accepts all students, including children with disabilities, in regular schools with adequate support. This not only improves the quality of education for children with disabilities but also builds awareness and understanding of diversity among non-disabled students

Accessibility: Ensure universal accessibility to the physical environment, public transportation, information (including information and communications technology), and public services. This is a fundamental prerequisite for the full participation of disabled people in social and economic life. Skills and Vocational Training: Provide training programs that are relevant to labor market needs and adapted to various types of disabilities. This program must be supported by effective work placement and mentoring mechanisms.

Entrepreneurship Support: Encourage and support disabled people who have interest and potential in entrepreneurship through business management training, access to capital, and ongoing mentoring. Inclusive Employment Opportunities: Encourage companies and organizations to adopt inclusive hiring policies and employment practices, eliminate discrimination in the selection and promotion process, and provide reasonable accommodations for workers with disabilities.

Social Protection: Providing adequate social protection programs for disabled people who are unable to work or have economic limitations, including cash assistance, health services, and rehabilitation support. Increasing Awareness and Eliminating Stigma: Carrying out public campaigns to increase public awareness about the rights and potential of disabled people, as well as combating widespread stigma and discrimination. Participation and Representation: Ensure the active involvement of disabled people in decision-making processes that affect their lives, and encourage their representation in various community organizations and public institutions.

Implementation of social and economic inclusion programs for disabled people provides various significant benefits, not only for disabled individuals themselves but also for society as a whole. Economic empowerment increases financial independence and reduces poverty levels among people with disabilities, enabling them to live with more dignity and contribute to the economy. Social inclusion improves quality of life, participation in community life, and a sense of belonging, which in turn strengthens social cohesion and builds a more inclusive and tolerant society.

In addition, recognizing and empowering the potential of people with disabilities can bring innovation and diverse perspectives into the world of work and social life. The unique experiences of people with disabilities in overcoming challenges can produce creative solutions and a deeper understanding of human needs and diversity. An inclusive society also reflects high values of humanity and justice.

However, the implementation of social and economic inclusion programs for people with disabilities also faces various challenges. Some of these include:

Lack of Awareness and Understanding: Stigma and negative stereotypes about disabilities persist in society, which hinders inclusion efforts. Accessibility Barriers: Inaccessible physical infrastructure, information and services are the main obstacles to the participation of people with disabilities. Limited Resources: Adequate budget and resource allocation is often a challenge in implementing comprehensive empowerment programs.

Weak Coordination: Lack of coordination between various stakeholders (government, civil society organizations, private sector) can hinder program effectiveness. Limited Data and Information: The lack of accurate and comprehensive data about the disabled population and their needs makes program planning and evaluation difficult. Skills Gap: Some people with disabilities may require more intensive training and support to develop skills relevant to the job market. Discrimination in the Workplace: Discriminatory practices in hiring, promotions, and working conditions remain a significant barrier.

To overcome these challenges, a comprehensive and sustainable approach is needed that involves all stakeholders. The government needs to issue and enforce inclusive policies, allocate adequate resources, and improve coordination between sectors. Civil society organizations have an important role in advocacy, service provision and empowerment of disabled communities. The private sector needs to adopt inclusive work practices and recognize the potential of workers with disabilities. Most importantly, cultural change and increasing public awareness about the rights and potential of disabled people is the key to creating a truly inclusive and just society. Empowering people with disabilities through social and economic inclusion programs is not only a moral responsibility, but also a strategic investment to build a stronger, more diverse and prosperous society for all.

V. CONCLUSION

Empowerment of Disabled People through Social and Economic Inclusion Programs Empowerment of disabled people is a crucial issue that requires serious attention. The social and economic disparities experienced by people with disabilities are the main barriers to their full participation in society. To overcome this, a comprehensive inclusion strategy is needed, especially in the world of education and the world of work, to create equal opportunities. The role of technology is very significant in increasing accessibility for people with disabilities, opening the door to wider participation. Finally, regularly evaluating the success of social inclusion programs is very important to ensure their effectiveness and identify areas that require improvement to achieve sustainable empowerment for people with disabilities.

References

Abou-Shouk, M. A., Mannaa, M. T., & Elbaz, A. M. (2021). Women's empowerment and tourism development: A cross-country study. Tourism management perspectives, 37, 100782.

Agitha, N., Husodo, A. Y., Bimantoro, F., Widiartha, I. B. K., & Murpratiwi, S. I. (2025). Digital Business Model Training to Support the Development of a Modern Market for Local Street Vendors and Tourism Awareness Groups in the Mandalika Special Economic Zone. *Jurnal Begawe Teknologi Informasi (JBegaTI)*, *6*(1).

Amnesti, S. K. W. (2021). Implementasi pemenuhan hak-hak penyandang disabilitas menuju Purworejo ramah difabel. Borobudur Law Review, 3(1), 54-72.

Arain, H. B., & Khatoon, S. A. (2025). Financial Freedom and its Role in the Development of Women in the Context of Islamic Teachings. Sociology & Cultural Research Review, 3(02), 90-93.

Asiimwe, F. M. (2025). Adoption of the Parish Development Model (PDM) for Socio-Economic Development of Ugandans: A Case Study of Banda and Kyambogo Upper Estate Parishes.

Brandes, S., & Stark, W. (2021). Empowerment/Befähigung. *Bundeszentrale für gesundheitliche Aufklärung (BZgA). Leitbegriffe der Gesundheitsförderung und Prävention. Glossar zu Konzepten, Strategien und Methoden*, 10.

Deganis, I., Haghian, P. Z., Tagashira, M., & Alberti, A. (2021). Leveraging digital technologies for social inclusion. *United Nations Department of Economic and Social Affairs*.

Deyan, I. G. W. L. K., Putra, I. N. G. M., & Putra, I. B. G. P. (2021). Kriteria Perancangan Pusat Pengembangan Dan Pelatihan Kaum Difabel Berbasis Empowerment Di Denpasar. Undagi: Jurnal Ilmiah Jurusan Arsitektur

Universitas Warmadewa, 9(1), 85-94.

Dokumaci, A. (2023). *Activist affordances: How disabled people improvise more habitable worlds*. Duke University Press.

Erdianti, B. N., & Haryanto, H. (2025). Penerapan Penggunaan Agen Hayati Trichoderma dalam Program Pemberdayaan Petani Pemasyarakatan PHT pada Tanaman Padi di Kecamatan Pringgasela dan Pringgabaya Lombok Timur. *Jurnal Ilmiah Mahasiswa Agrokomplek*, 4(1), 155-167.

Gupta, S., Wei, M., Tzempelikos, N., & Shin, M. M. (2024). Women empowerment: challenges and opportunities for sustainable development goals. Qualitative Market Research: An International Journal, 27(4), 608-630.

Ghorreshi, E., Mansoori, M. R., & Hosseini, M. H. (2025). Seismic Design of Mid-Rise Steel Diagrid Structures Considering Life Cycle Cost. *Iranian Journal of Science and Technology, Transactions of Civil Engineering*, 1-16.

Hasan Basri, B. (2025). Revitalisasi Tradisi Mawah Pemberdayaan Ekonomi Masyarakat dalam Konteks Kearifan Lokal Aceh.

Hickey, M., LaCroix, A. Z., Doust, J., Mishra, G. D., Sivakami, M., Garlick, D., & Hunter, M. S. (2024). An empowerment model for managing menopause. The Lancet, 403(10430), 947-957.

Jacob, G., Faber, S. C., Faber, N., Bartlett, A., Ouimet, A. J., & Williams, M. T. (2023). A systematic review of Black People coping with racism: Approaches, analysis, and empowerment. Perspectives on Psychological Science, 18(2), 392-415.

Judijanto, L., Rijal, S., Ahmad, M. I. S., & Harsono, I. (2024). Analisis Bibliometrik tentang Kewirausahaan Sosial dan Pemberdayaan Masyarakat dalam Pembangunan Ekonomi. Jurnal Multidisiplin West Science, 3(03), 314-322.

Kanjanakan, P., Wang, P. Q., & Kim, P. B. (2023). The empowering, the empowered, and the empowerment disparity: A multilevel analysis of the integrated model of employee empowerment. *Tourism management*, *94*, 104635.

Kakonge, L., Hosseini-Moghaddam, S., Kim, M., Phoenix, M., Di Rezze, B., Wiseman-Hakes, C., & Turkstra, L. S. (2025). How are adolescents with acquired brain injury using computer-mediated communication?: a systematic review of the literature. Disability and Rehabilitation, 1-21.

Kavanagh, A., Dickinson, H., Carey, G., Llewellyn, G., Emerson, E., Disney, G., & Hatton, C. (2021). Improving health care for disabled people in COVID-19 and beyond: lessons from Australia and England. *Disability and health journal*, *14*(2), 101050.

LERISAM, W. (2022). *Peran Para Suster SSpS dalam Mewujudkan Inklusivitas terhadap Kaum Difabel di Panti Rehabilitasi Kusta-Cacat St. Damian Unit Binongko dalam Terang Ensiklik Fratelli Tutti dan Relevansinya bagi Karya Pastoral Gereja terhadap Kaum Difabel* (Doctoral dissertation, IFTK Ledalero).

Mabrur, I., & Agustina, A. (2025). Peran Media Sosial dalam Memediasi Pengaruh Literasi Digital terhadap Produktivitas Ekonomi

Mahasiswa. *Ulul Albab: Majalah Universitas Muhammadiyah Mataram*, 29(1),
10-23.

Maity, S. (2023). Financial inclusion also leads to social inclusion—myth or
reality? Evidences from self-help groups led microfinance of Assam.
Journal of Innovation and Entrepreneurship, 12(1), 42.

Non, N., Tari, E., & Weny, N. A. (2022). Tanggung Jawab Gereja Bagi Kaum
Difabel Di GMIT Jemaat Lahai Roi Tofa, Klasis Kota Kupang Timur.
Danum Pambelum: Jurnal Teologi Dan Musik Gereja, 2(2), 180-187.

Nguyen, A. M., & Vo, L. H. Mental Health and Quality of Life in Dialysis and
Transplant Patients in Vietnam: A Call for Integrated Care
Models. *Frontiers in Psychiatry*, *16*, 1570138.

Nuraini, H. (2022). *Proceeding International Conference on Islamic Educational
Guidance and Counseling PERSPEKTIF INKLUSI SOSIAL GURU BK DI
KOTA BANJARMASIN KALIMANTAN SELATAN (KAJIAN AWAL
TENTANG BIMBINGAN DAN KONSELING BERPERSPEKTIF
INKLUSIVITAS SOSIAL)*. 1–15.

Okta, O. W. W., & Subqi, I. (2025). STRATEGI PEMBERDAYAAN PETERNAK
SAPI PERAH DALAM MENINGKATKAN POEREKONOMIAN
KELOMPOK NGUDI LUHUR II DI KELURAHAN RANDUACIR
KECAMATAN ARGOMULYO KOTA SALATIGA. *Marsialapari: Jurnal
Pengabdian Kepada Masyarakat*, 2(1), 12-19.

Perkasa, D. H., Kamil, I., Ariani, M., Komarudin, K., & Abdullah, M. A. F.
(2024). Pemberdayaan SDM Masyarakat di Pulau Tidung dalam
Pemahaman Blue Economy. ABDI MOESTOPO: Jurnal Pengabdian Pada
Masyarakat, 7(1), 103-108.

Purnama, G., Agiati, R. E., & Syaodih, E. (2021). Model Penguatan Kapasitas
Pekerja Sosial Di Panti Sosial Rehabilitasi Penyandang Disabilitas Mental,
Sensorik Netra, Rungu Wicara, Tubuh, Kelurahan Kota Cimahi Provinsi
Jawa Barat. *Jurnal Ilmiah Kebijakan Dan Pelayanan Pekerjaan Sosial (Biyan)*,
3(1), 82–97. https://doi.org/10.31595/biyan.v3i1.388

Pratama, I. G. Y. (2021). Video Iklan Layanan Masyarakat Sebagai Media
Komunikasi Kaum Difabel. Jurnal Nawala Visual, 3(1), 17-22.

Phillips, J., Mullins, M., Gibson, J., Gonzalez, A., Raj, S., & White, V. (2025).
Enhancing departmental culture by centering students. *Training and
Education in Professional Psychology*.

Queen-Esther, W. T. Role of Adult Education Programmes on the Socio-
Political Development of Yenegoa, Bayelsa state.

Rachmad, Y. E. (2023). Consumer Empowerment Theory.

Raintung, A., Sambiran, S., & Sumampow, I. (2021). Peran Pemerintah Desa
Dalam Pemberdayaan Kelompok Tani di Desa Mobuya Kecamatan Passi
Timur Kabupaten Bolaang Mongondow. *Journal Governance*, *1*(2), 1–9.

Rodríguez Gordillo, A. F. (2025). Análisis de los factores que inciden en el
acceso de las mujeres a servicios financieros en Guayaquil.

Rotarou, E. S., Sakellariou, D., Kakoullis, E. J., & Warren, N. (2021). Disabled
people in the time of COVID-19: identifying needs, promoting
inclusivity. *Journal of global health*, *11*, 03007.

Saleh, A., Mujahiddin, M., & Gunawan, M. D. (2022). Optimizing Corporate Social Responsibility Funds for Community Empowerment and Regional Planning in Urban Slums. *International Journal Reglement & Society (IJRS)*, *3*(3), 203-209.

Santoso, A. B., Nurhadi, A., & Jani, M. H. B. G. M. Empowering Persons with Disabilities through Inclusive Productive Zakat Models: Insights from Indonesian Local Cases. *Jurnal Pemberdayaan Masyarakat: Media Pemikiran dan Dakwah Pembangunan*, *9*(1), 1-30.

Saefatu, M., Nigha, J. M., Kabnani, S., Taopan, M., & Maukoni, A. J. (2023). Praktek Edukasi Spiritual Kaum Difabel Lewat Pembelajaran Alkitab di Sentra Efata Kupang. *I-Com: Indonesian Community Journal*, *3*(3), 1433-1443.

Savitri, A. R., & Umardani, A. (2023). Pemenuhan Hak Politik Penyandang Disabilitas Berdasarkan Undang-Undang No. 8 Tahun 2016 tentang Penyandan/g Disabilitas Perspektif Siyasah Dusturiyah. *Manabia: Journal of Constitutional Law*, *3*(1), 127–144.

Schermuly, C. C., Creon, L., Gerlach, P., Graßmann, C., & Koch, J. (2022). Leadership styles and psychological empowerment: A meta-analysis. *Journal of Leadership & Organizational Studies*, *29*(1), 73-95.

SIDDIKKI, A. (2023). *HAK DAN KEWAJIBAN DAN EKSITENSI KAUM DIFABEL PERSPEKTIF TAFSIR AL-QUR'AN* (Doctoral dissertation, UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU).

Singh, H. K. (2025). Digital Literacy and Social Inclusion: Evaluating Human Development in the Age of Technology. International Journal of Human Research and Social Development, 1(01), 8-13.

Shakespeare, T., Ndagire, F., & Seketi, Q. E. (2021). Triple jeopardy: disabled people and the COVID-19 pandemic. *The Lancet*, *397*(10282), 1331-1333.

Syahril, M. (2023). Pemberdayaan Kaum Difabel Dalam Membangun Industri Kreatif Di Yogyakarta. Jurnal Pengabdian UMKM, 2(1), 1-7.

Syaifuddin, M. I., Fardani, D. N., & Musthofa, W. DERADIKALISASI ISTRI EKS NAPITER PADA YAYASAN GEMA SALAM SURAKARTA MELALUI PEMBERDAYAAN EKONOMI.

Wati, I., & Sudaryanti, S. (2021). PEMBERDAYAAN MASYARAKAT MELALUI PROGRAM KELOMPOK SENI DAN USAHA KECIL MENENGAH KELURAHAN MANGKUBUMEN (MPOK SINAH KLAMBEN) (Studi Di Kelurahan Mangkubumen, Kecamatan Banjarsari, Kota Surakarta). *Jurnal Administrasi Publik*, *12*(2). https://doi.org/10.31506/jap.v12i2.10338

Wicaksono, A., & Sumisu, L. R. (2024). Pernyataan Iman Menurut Roma 10: 9 Dan Relevansinya Bagi Kaum Difabel Kategori Tunawicara. *Charistheo: Jurnal Teologi dan Pendidikan Agama Kristen*, *3*(2), 159-174.

Yanto, A., Prijana, P., & Nursari, T. (2023, December). The contribution of special libraries in promoting social inclusion in Indonesia. In University Library at a New Stage of Social Communications Development. Conference Proceedings (No. 8, pp. 99-107).

Wolbring, G., & Lillywhite, A. (2021). Equity/equality, diversity, and inclusion (EDI) in universities: the case of disabled people. *Societies*, *11*(2), 49.

Yunfa, S. T., & Khofivantunnisa, D. A. (2024). Darurat Perlindungan Kaum
Difabel Korban Kekerasan Seksual. *Birokrasi: JURNAL ILMU HUKUM
DAN TATA NEGARA*, 2(4), 169-181.

Yumame, J., Judijanto, L., & Fallah, S. N. (2025). LITERATURE REVIEW OF
SOCIAL ECONOMIC LAW: POLICY, REGULATION AND SOCIAL
IMPACT. *INTERNATIONAL JOURNAL OF FINANCIAL
ECONOMICS*, 2(4), 210-220.