

Proceedings



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The First International Conference on
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28,29,30 January 2013

Bandar Lampung University (UBL)
Indonesia



Faculty of Teacher Training and Education (FKIP)

English Education Study Program, Bandar Lampung University (UBL), Indonesia

PROCEEDINGS

**THE FIRST INTERNATIONAL CONFERENCE
ON EDUCATION AND LANGUAGE**

ICEL 2013

28 -30 January 2013



Organized by:

**Faculty of Teacher Training and Education (FKIP), English Education Study Program
Bandar Lampung University, Jl. Zainal Abidin Pagar Alam No.89 Labuhan Ratu,
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PREFACE

The activities of the International Conference is in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the First International Conference of Education and Language (ICEL 2013) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 30 January 2013

Mustofa Usman, Ph.D
ICEL 2013 Chairman

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(ICEL 2013)

BANDAR LAMPUNG UNIVERSITY

Bandar Lampung, Indonesia

January 28, 29, 30, 2013

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IMPROVING TEACHERS' ATTITUDE TOWARDS, UNDERSTANDING OF, AND COMPETENCE IN INCLUSIVE EDUCATION

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Abstract

This previously UNESCO initiated policy of inclusive education has been adopted by the Indonesian government since 2003. As a new policy, inclusion will require many changes in the existing system of education which tends to be segregative. This research investigated the effects of a workshop in inclusive education on parents attitudes, teachers' competence and knowledge.

The subjects of the study were 50 parents and 50 teachers of 25 primary schools from 25 subdistricts in the district of Wonogiri. They took part in a twoday workshop in inclusive education using active learning modes of presentation. Teachers' knowledge was measured using a written test, while parents' attitudes and teachers' competence were measured using likert type scales.

The results showed that:

- 1 The mean score of parents' attitudes before workshop was 137,26 (SD=17.383) (already above the mid score of 105) which meant that they showed positive attitudes), and the mean score after workshop was 148,46 with a standard deviation of 15,439. A t-test for correlated means resulted in a $p=0.000$, which meant that the score improvement was highly significant.
- 2 The mean score of teachers' competence before workshop was 334,82 (SD= 69,857) and the mean score after workshop was 372,56 (SD=72,505). Both means were below the mid score of 375, indicating low teachers' competence. A t-test for correlated means resulted a p value of = 0.000, meaning that the score improvement was highly significant.
- 3 The mean score of teachers' knowledge before workshop was 57.60 and the mean score after workshop was 67.36, both were below the mastery criteris of 70. A T-test for correlated means resulted a p value of 0,00, indicating a signicant improvement of knowledge.

Keywords : inclusion, workshop, attitudes, konwledge, competence

1. INTRODUCTION

Article 31 item1 of the 1945 Indonesia Constitution and chapter III item 5 of the 1989 Indonesian Law of National Educational System guarantee that all citizen, including special educational need children (SEN) has the same right for education. Three types of schools are available for SEN, i.e special schools, special primary schools, and integrated schools. Special schools, the oldest type, educate children with the same type of exceptionality. There are special schools for the visually impaired (type A), special schools for the hearing impaired (type B), special schools for the mentally retarded (type C), special schools for the physically handicapped (type D), and special schools for those with emotional - behavior problems (type E). Special primary schools educate children with all types of exceptionalities in the same schools. Whereas integrated schools are regular schools that also admit SEN children with the same curriculum, same teachers, same facilities, same learning activities, and same evaluation. Currently, only visually impaired childen with at least normal IQs are admitted.

Special schools are mostly located in the district capitols, whereas SEN children can be found everywhere, not only in towns, but in villages, in remote areas. Consequently, many SEN children do not get access to education, especially those from the low economic families; special schools are far from their homes, whereas nearby regular schools refuse to admit them because of their feeling of incapability of serving these children. Only a few of SEN children go to nearby regular schools, however, due to the inavailability of special educational services, they face the risks of not being promoted at the end of academic year and finally dropping out. This will affect on the attainment of education for all policy in the country.

The government will have to pay more attention to SEN children so that everybody can get proper educational services. There are many SEN children who do not get access to education al all because they live far from the existing special schools, and there are also many who go to regular schools without proper special services. One altertnative, which is also the most recent trend in special education servives, is inclusive education. In inklusive education, SEN children learn with their (normal) peers, based on the premise that in reality, the community consists of normal and SEN people who live without discrimation. SEN children have equal rights and

opportunities for educational services in regular schools. Inclusive education is expected to solve the existing problem of providing education for SEN children in Indonesia with specific geographic condition. Building new special schools in rural areas will be a high cost policy.

The 2003 Indonesian Law of National Education System offers this new alternative of special education provision. Item 15 of the law states that special education is education for SEN children and those with special talents which can be provided inclusively in regular schools or in special schools at the primary and high school levels. This item is a breakthrough in the provision of special education, i.e. in inclusive settings. The implementation of this policy is further elaborated in the 2003 Government Regulation of Special Education and Special Service Education (in Indonesian context, special education is designed for handicapped or talented children, whereas special service education is designed for normal children who do not get access to regular education due to such factors as poverty, remote location).

Sapon-Shevin (O'Neil, 1994/1995) defines inclusive education as a special education service system that requires that all SEN children be educated in nearby regular schools along with their peers. Sapon-Shevin emphasizes the reorganization of regular schools to become a community that supports the fulfillment special needs of each student, rich in resources and supports from all teachers and other students. Whereas according to Stainback dan Stainback (1990), inclusive schools are the ones which admit all types of learners in the same classrooms. These schools offer proper and challenging educational programs to meet the special needs and capabilities of every student and support from all teachers so that all students succeed. The same definition is provided by Staub dan Peck (1994/1995), inclusive education is placing SEN children, mild, moderate, or severe, in regular classrooms. Regular classrooms are the most proper placement of all types and levels SEN children.

Vaughn, Bos, dan Schumm (2000), however, states that in practice, the term inclusion is used interchangeably with the term mainstreaming, i.e. the provision of proper educational services for SEN children based on their individual needs. SEN children must be placed in the least restrictive environment, ranging from regular class without any additional special services, regular class with additional supports in the class, regular class with additional pull out services, special class with opportunities to stay in regular class in specific subjects, full time special class, special school, and special places. The philosophy is inclusive, with a variety of placement alternatives.

One of the most important characteristic of inclusive schools is a cohesive community, caring, accepting, and responsive towards individual needs of each student. Sapon-Shevin (O'Neil 1994/1995) identifies five profiles of instruction in inclusive schools:

1. Inclusive education means creating and keeping a warm classroom community, accepting heterogeneity, and valuing differences. Teachers are responsible to create and keep classroom atmosphere that accommodates all children fully by emphasizing social atmosphere and behavior that value differences in relation to capability, physical condition, social economic condition, races, religions, etc.
2. Inclusive education means implementing a multilevel curriculum and multimodality of instruction. Teaching a class which is designed to be heterogeneous requires basic curriculum modification. Teachers in inclusive classrooms will have to move from traditional structured, textbook based, or basal material instruction to instruction which tends to be cooperative, thematic, critical thinking, problem solving, and authentic assessment.
3. Inclusive education means preparing and motivating teachers to teach interactively. Modification in curriculum is closely related to modification in instructional modes. The traditional classroom model, where a single teacher works alone to fulfill the needs of all students, must be replaced with a model where students work collaboratively, teach each other, and actively participate in their own education and their peers. The relation between cooperative learning and inclusive education is now clear, children staying in one room are not to compete with one another, but to learn collaboratively, and to learn from one another.
4. Inclusive education means continuously motivating teachers and students and removing barriers related to professional isolation. Although there are other people surrounding teachers, teaching can become an isolated profession. One of the most important aspect in inclusive education includes team teaching, collaboration and consultation, a variety of techniques for assessing performance and understanding, and individual assistance in working with a group of students. Team work between teachers and such other professions as paraprofessionals, speech therapists, counsellors, adaptive sport education teachers, nurses, etc. is required. Training may be needed in order that all related professions will be able to work cooperatively as a team.
5. Inclusive education means involving parents meaningfully in the planning process. Inclusive education will be highly dependent on parents' input in their children education, e.g. their involvement in the development of Individualized Education Plan.

Inclusive classrooms admit heterogeneous students, served by a multidisciplinary team, so that students' individual needs are properly met. Many changes and modifications in traditional teaching are therefore required.

In countries where inclusive education was originated, there are still pros and cons (Sunardi, 1997). Those who support inclusive education argue that,

1. There has not been sufficient empirical evidence for the assumption that special educational services in special schools have positive effects on students.
2. Special education cost is relatively higher than the cost of regular education.
3. Special education in non-regular classes will require labeling of students that can have negative impacts for children
4. There are SEN children who cannot afford special services that are not available in nearby regular schools
5. SEN children have to be prepared to live in "normal" community with other community members.

Whereas those against inclusive education argue that

1. Existing regulations still require that special educational services be provided on a continuum base from the least to the most restrictive environment.
2. Research findings still support the importance of a variety of placement alternatives for SEN children.
3. Not all parents want their SEN children to be educated in regular classes along with their 'normal' peers.
4. Many regular schools are just not ready to serve SEN students in their classes.

In a preliminary study (Sunardi, 2012) developed a data base for the implementation of inclusive education in the district of Wonogiri, one of the largest district in Central Java, Indonesia. The data consisted of the prevalence of SEN children, availability of supporting facilities for inclusive education, human resources, and attitudes of teachers and the community towards inclusion. The results showed that the prevalence of special needs children was 16% of the school aged population, mostly learning disabled children. The majority of them were in regular schools. General education facilities were adequate in most schools, but there were limited special facilities for special needs students. Teachers had limited experience related to inclusive education. Similarly, access to special facilities were limited due to the limited number of special schools in the region. The supporting condition was that parents and educators showed positive attitudes toward inclusion.

Intensive efforts will be needed to provide proper basic education for all children, including those with SEN, through inclusive education in the district of Wonogiri. The objective of this research is to investigate the effects of a two day inclusive education workshop on parents' attitudes, teachers' understanding and competence related to inclusive classrooms.

2. RESEARCH METHOD

2.1 Types of Research

This is a quasi experimental research with a pretest posttest design. Before and after the workshop, the teachers were pretested and posttested on their understanding and feeling of competence teaching inclusive classrooms, whereas the parents filled out an attitude scale. The two day workshop used an andragogic mode of presentation with active learning activities. A question - answer type of module about inclusive education was prepared for the participants, and each session consisted of discussion, brain storming, questions - answers with as minimal lecturing activities as possible.

2.2 Research location and subjects

This research was conducted in the district of Wonogiri, one of the largest district in Central Java with 25 subdistricts. The subjects consisted of 50 parents and 50 teachers from 25 primary schools in 25 subdistricts. The selection of schools was done by the heads of the Subdistrict Office of Education, by assuming that the schools could become resource schools in the context of inclusive education.

2.3 Data collection and analysis

Teachers' understanding was measured using a test with a five option multiple choice format, developed based on the content of the module which is presented in table 1. The original test consisted of 55 items. Based on the result of a try out to 25 teacher education students at Sebelas Maret University, only 45 items were valid with a reliability level of 0.948. For practical reasons in calculation, 40 items were used.

Table 1: Test blue print

No	Themes	Sub Themes	Indicators	Total items	No of items
1.	Implementation of inclusive education	1.1 SEN children	1.1.1 Defining SEN children	2	1-2
		1.2	1.1.2 Identifying the characteristics of SEN children	6	3-8
			1.1.3 Identifying needs of SEN	2	9-10

			children	5	11-15
		1.3 Inclusive education	1.1.4 Understanding instruments for SEN children identification	3	16-18
			1.2.1 Explaining the historical background of inclusive education	5	19 -23
			1.2.2 Explaining the legal foundation of inclusive education	3	24-26
		1.4 Curriculum, instruction, and evaluation in inclusive education	1.2.3 Comparing segregation, mainstreaming, and inclusion..	5	27-31
			1.3.1 Describing the strengths and weaknesses of inclusive education	3	32-34
			1.3.2 Describing models for curriculum and material development	3	35-37
			1.3.3 Describing models of instructional modification	4	41-44
			1.3.4 Preparing specific instructional media in inclusive education	1	45
		1.5 Stakeholders in inclusive education	1.3.5 Describing procedures of assessment modification	5	46-50
			1.5.1 Defining stakeholders	5	41-55
			1.5.2 Identifying stakeholders in inclusive education		
			1.5.3 Identifying roles of stakeholders in inclusive education		
	Total			55	

Teachers' feeling of competence was measured using a Likert type scale with five options. The scale was first developed by Sari Rudiwati (2010) for her doctoral dissertation in Educational Research and Measurement at the State University of Yogyakarta. The scale was a self report type, adapted from the Teachers' Competence Standards first developed by the National Board of Educational Standards, i.e pedagogical competence (41 items), personality competence (20 items), social competence (13 items), and professional competence (51 items).

Attitudes towards inclusive education was also measured using a Likert type scale with five options, requiring respondents to indicate their agreement - disagreement to descriptive statements about inclusive education. The original scale consisted of 50 positive and negative statements (see tabel 2 for the blue print). The scale was tried out to 35 respondents, consisting of students of non-special education teacher education programs at Sebelas Maret University, parents of SEN students, parents of non-SEN students, inclusive primary school teachers, and regular school teachers, all in the town of Solo. The results showed that 35 items were valid with a reliability level of 0.865.

Table 2 : Attitude Scale blue print

COMPONENTS	INDICATORS	POSITIVE ITEMS	NEGATIVE ITEMS	TOTAL ITEMS
Cognitive	a. Understanding education for SEN	4	3	7
	b. Understanding inclusive education	5	1	6
Affektive	Feeling about the existence of SEN in regular schools	9	10	19
Psychomotoric	Roles of community in inclusive education	11	7	18
TOTAL		29	21	50

Data about teachers' understanding of and feeling about inclusive education and parents' attitudes were then analyzed using t-test for correlated means.

3. FINDINGS

3.1 Effects on parents attitudes

The mean of parents' attitude scores prior to the workshop was 137.26 with a standard deviation of 17.383, whereas the mean of scores after workshop was 148.46 with a standard deviation of 15.439 (see table 3). With a five option Likert type scale consisting of 35 statements (possible lowest score of 35 and possible highest score of 175 with a mid score of 105), in general, parents hold positive attitudes toward inclusion, even before the workshop.

Table 3. Paired Samples Statistics of parents' attitudes

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	137,26	50	17,383	2,458
	post test	148,46	50	15,439	2,183

To see whether there was a significant improvement in parents attitudes after participating in a two day workshop, a t-test for correlated means was applied. As seen in table 4, the correlational analysis showed a value of $r=.764$ with $p<0.00$, meaning that there was a highly significant relationship between attitudes before and after workshop.

Table 4. Paired Samples Correlations parents' attitudes.

		N	Correlation	Sig.
Pair 1	pre-test & post test	50	,764	,000

Whereas table 5 presents the results of the t-test analysis, showing a t value of 6,93 with $p<0.00$, which means that there was a significant difference between attitudes before and after workshop. The two day workshop in inclusive education using an active learning mode of presentation significantly improved parents' attitudes towards inclusive education.

Table 5: t-test for correlated means

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pre-test - post test	-11,200	11,423	1,615	-14,446	-7,954	-6,933	49	,000

This finding supports the finding of a slightly similar research by Sunardi (1987) who investigated the effectiveness of an introductory course in special education on teacher trainees' attitudes towards mainstreaming. According to Susanto (1977), an attitude is a person's tendency to react positively or negatively to a situation, person, or object based on his experiences. Taking part in a two day inclusive education workshop or a semester special education course can be a valuable experience that improves their attitudes. Mathis (2002) described training / workshop as a process of achieving a specific level of competence, and this research, it also improved attitudes.

3.2. Effects on teachers' competence

The mean score of teachers' competence prior to the workshop was 334.82 with a standard deviation of 69.857, whereas the mean score after the workshop was 372.56 with a standard deviation of 72.51 (see table 6). Teachers' competence to teach inclusive classrooms was in general at the high level (the test consisted of 125 items with five options, thus the mid score was 312.5)

Table 6. Paired Samples Statistics teachers' competence

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	334,82	50	69,857	9,879
	post-test	372,56	50	72,505	10,254

To see whether there was a significance difference in competence before and after workshop, a t-test for correlated means was used. Table 7 presents a correlational analysis between the two sets of scores, and it showed a value of $r = 0.893$ with $p < 0.00$. There was a highly significant correlation between teachers' competence before and after workshop.

Table 7. Paired Samples Correlations teachers' competence

		N	Correlation	Sig.
Pair 1	pre-test & post-test	50	,893	,000

Table 8 presents the t-test analysis results, showing a t value of 8.071, with df of 49, it was significant at $p < 0.00$. There was a significant difference between the feeling of competence before and after workshop. Teachers became significantly more confident teaching inclusive classrooms after participating in a two day workshop.

Table 8: t-test for Correlated Means teachers' competence

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre-test - post-test	-37,740	33,066	4,676	-47,137	-28,343	-8,071	49	,000

Teachers' competence is an integration of knowledge, understanding, value, attitudes, skills, and interests. In the context of inclusive education, teachers' competence will be reflected in their cognitive, affective, and psychomotoric behaviors teaching SEN students in regular classroom. According to Majid (2005:6), teachers' competence represents their professional quality in their roles as teachers and educators.

There are a variety of strategies of improving professional competence, participating in workshops is one of them. In this research, workshop was specifically designed as an in service training for teachers. A question-answer format module about inclusive education was previously developed and distributed to the participants a week prior to the workshop so that they had time to read. During the workshop, an andragogic mode of presentation was used, dominated by , brain storming, discussion and small group work activities. The workshop was proven to be effective in improving their feeling of competence working with SEN students in regular classrooms.

3.3 Effects on teachers' understanding.

The mean score of teachers' understanding before workshop was 57.6 with a standard deviation of 12.7, whereas the mean score after workshop was 67.36 with a standard deviation of 10.62 (see table 9). Using a 0-100 scale of scoring with a mastery criteria of 70, teachers' understanding about inclusive education was still below the criteria.

Table 9. Paired Samples Statistics teachers' understanding

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretes	57,60	50	12,707	1,97
	posttes	67,36	50	10,617	1,501

To see whether there was a significant difference in teachers' understanding before and after workshop, a t-test for correlated means was used. Table 10 presents the correlational test of the two sets of scores, showing a value

of $r = 0.732$, with probability value of $p < 0.00$. There was a highly significant relation between teachers' understanding of inclusive education before and after workshop.

Tabel 10. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretes & posttes	40	,732	,000

Table 11 presents the t-test results, showing a value of $t = 7.881$. With a df of 49, the calculated t was significant at $p < 0.00$. Teachers' understanding about inclusive education after participating in a two day workshop was significantly higher than their understanding before workshop.

Tabel 11. Paired samples test pemahaman guru.

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretes - posttes	-9,760	8,756	1,238	-12,249	-7,271	-7,881	49	,000

Siswoyo (2008) states that teachers, as educators in school environment, are professional educators whose main responsibility is to teach, guide, coach, train, direct, and evaluate students. They are required to have a sets of competence, in the Indonesian context called pedagogical, personality, social and professional competence. The fast development of science technology has caused a variety of changes in the life of people and community. Teachers are required to always update their professional competence to adapt themselves to those changes. A variety of resources and opportunities are now available for teachers for keeping themselves updated, including participation in relevant workshops.

In this research, teachers participated in a two day workshop, consisting of brainstorming on their experiences and ideas, discussion, and presentation, using modules that were sent to them a week before. It was not surprising that their pretest score mean was 57. Their understanding about inclusive education could come from their experience or their reading of the modules. After workshop, a significant improvement was made, although it did not reach a mastery level of 70%. More efforts were still needed to better understand inclusive education.

4. CONCLUSION AND RECOMMENDATION

4.1 Conclusion

1. A two day workshop on inclusive education using a module with andragogical mode of implementation significantly improved parents' attitudes towards inclusive education. The mean score before workshop was 137.26, while the mean score after workshop was 148.46 (using a measurement scale from 35 - 175). A t-test for correlated means showed that parents' attitudes towards inclusive education after workshop were significantly higher than their scores before workshop.
2. The workshop also significantly improved teachers' feeling of competence teaching inclusive classrooms. The mean score before workshop was 334.82, while the mean score after workshop was 372.56 (using a measurement scale from 125 - 625). A t-test for correlated means indicated that the scores after workshop were significantly better than the scores before workshop.
3. The two day workshop significantly improved teachers' understanding about inclusive education. The pretest score mean was 57.60, while the posttest score mean was 67.36. A t-test for correlated means concluded that the posttest scores were significantly higher than the posttest scores.

4.2 Recommendation

Inclusive education has been considered as one of the most promising alternatives of realizing Education For All programs. The problem is, however, that as a new movement, inclusive education has not been understood, not only by most Indonesian community, but also by teachers. Inclusive education will require sufficient understanding, positive attitudes, and high competence among teachers and parents. Based on the findings of this research, the followings are recommended:

1. The government needs to make continuous efforts to improve teachers understanding and competence teaching inclusive classrooms, and to improve parents' and community's towards inclusive education.
2. Workshop is one of the most popular means for improving understanding, attitudes, and competence among adults. In this research, a module was designed in the simple question - answer format, not scientific format. During the workshop, an andragogical mode was used where participants were given opportunities to share their experiences. Instead of conventional / lecture modes, active learning modes were used to prevent boredom among participants.
3. Such workshops need to be supplemented with some field experience activities, like visits to inclusive schools or micro teaching activities. This research indicated that workshops improved understanding, attitudes, and competence at the medium levels. To be professional, teachers will need to reach the optimal levels of understanding, attitudes, and competence.

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