November 2020

Gender Equality, Disability, and Social Inclusion (GEDSI) Strategy

INOVASI Phase II

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Innovation for Indonesia's School Children (INOVASI)

Ratu Plaza Office Building, 19th Floor

Jl. Jend. Sudirman Kav. 9, Jakarta Pusat 10270, Indonesia

Tel: (+6221) 720 6616

Fax: (+6221) 720 6616

Email: info@inovasi.or.id

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INOVASI program is a partnership between the governments of Australia and Indonesia. Working directly with Indonesia's Ministry of Education and Culture, Ministry of Religious Affairs, National Planning Body (Bappenas), and partner districts and provinces, INOVASI seeks to identify and support changes to education practice, systems and policy which demonstrably accelerate improved student learning outcomes. The eight-year program (2016-2023) supports government partners (sub-national and national) to pilot, scale-out and institutionalise effective approaches. It responds to Government of Indonesia requests for systems and policy support and seeks to broker connections and partnerships with civil society organisations and the private sector. The program has three focal areas for investigation: the quality of teaching in the classroom, the quality of support for teachers, and learning for all. The Program is managed by Palladium on behalf of DFAT Australia.

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Glossary and Acronyms

Abbreviations and Acronyms	Explanation
ADB	Asian Development Bank
ACDP	Analytical and Capacity Development Partnership Indonesia (an Australia-Indonesia Partnership)
CSO	Community service organisation
DFAT	Australian Department of Foreign Affairs and Trade
EOPO	End of project outcome
GEDSI	Gender Equality, Disability and Social Inclusion
GoA	Government of Australia
GoI	Government of Indonesia
GPI	Gender Parity Index
INOVASI	Innovation for Indonesia's School Children (a DFAT program)
KKG	Kelompok kerja guru (Teachers' working group)
KKG-Kabupaten	Kelompok kerja guru-kabupaten (district teachers' working group)
KKG-mini	Kelompok kerja guru-mini (a school's teachers' working group)
KKKS	Kelompok Kerja Kepala Sekolah (School principals' working group)
KKPS	Kelompok Kerja Pengawas Sekolah (School supervisors' working group)
LPMP	Lembaga Penjaminan Mutu Pendidikan (Provincial quality assurance institute)
Madrasah	Islamic school
MAMPU	The Empowering Indonesia Women for Poverty Reduction Program (an Australia-Indonesia Partnership)
MoU	Memorandum of Understanding
MoEC	Ministry of Education and Culture (Indonesia(
MoRA	Ministry of Religious Affairs (Indonesia)
MoWECP	Ministry of Women's Empowerment and Child Protection
NGO	Non-government Organisation
NTB	Nusa Tenggara Barat
NTT	Nusa Tenggara Timur
OOSC	Out-of-school children
OPD	Organisation of People with Disabilities (formerly referred to as Disabled People's Organisation, DPO)
PEDULI	Australia Indonesia Partnership promoting social inclusion to reduce poverty (an Australia-Indonesia Partnership)
PDIA	Problem-driven iterative adaptation
PROSPERA	Australia Indonesia Partnership for Economic Development

| Abbreviations and Acronyms	Explanation
SMP	Sekolah Menengah Pertama (junior secondary school)
SD	Sekolah Dasar (primary school)
SDG	Sustainable Development Goals
SLB	Sekolah Luar Biasa (special school)
TASS	Technical Assistance for Education System Strengthening Program (an Australia-Indonesia Partnership)
UNESCO	United Nations Educational, Cultural and Scientific Organization
UNICEF	United Nations Children's Fund

1. Introduction

The Innovation for Indonesia's School Children (*Inovasi untuk Anak Sekolah Indonesia* – INOVASI) Program is a partnership between the Governments of Australia (GoA) and Indonesia (GoI). INOVASI includes Indonesia's Ministry of Education and Culture (MoEC), Ministry of Religious Affairs (MoRA), the National Development Planning Ministry (Bappenas), and sub-national partners in the provinces of NTB, NTT, North Kalimantan and East Java. The Program seeks to identify and support changes to education practice, systems and policy which demonstrably accelerate improved student learning outcomes.

The eight-year program (2016-2023) supports selected government partners (sub-national and national) to identify and understand systemic problems impacting on teaching and learning outcomes in Indonesia and to develop and implement local solutions. In Phase II, the Technical Assistance for Education Systems Strengthening (TASS), which operated from 2017-2020, merged with INOVASI. TASS operated at the national level with MoEC, MoRA and Bappenas. It operated as a 'smart facility', responding to requests for targeted policy support and working with GoI to identify best-fit activities to address teaching quality and disparities in learning outcomes.

INOVASI undertakes continuous policy engagement informed by responsive research and analyses; responds to GoI requests for systems and policy technical advice and assistance; supports GoI and its partners to pilot, scale-out and institutionalise effective approaches; facilitates knowledge sharing; and seeks to broker connections and partnerships within GoI, and with civil society organisations (CSOs), the private sector, and other development programs. The program has three focal areas for investigation: the quality of teaching in the classroom, the quality of support for teachers, and learning for all. Two end-of-program-outcomes (EOPOs) contribute to these, namely: In priority areas of basic education reform, key actors (1) implement effective processes that bridge the divide between policy and implementation; (2) apply sustainable policies, systems, and practices – both to support all students to achieve competence in foundational skills. INOVASI is managed by Palladium on behalf of Australia's Department of Foreign Affairs and Trade (DFAT).

Promoting Gender Equality, Disability and Social Inclusion (GEDSI) is a key focus of INOVASI. Figure 1 illustrates how GEDSI factors are linked and intersecting. Whilst gender equality, disability and social inclusion are related concepts, specific evidence and intervention strategies are needed to address each of these areas.

Figure 1: GEDSI dimensions affecting students' inclusion in education
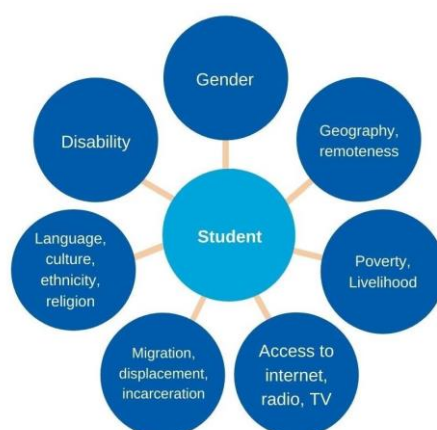
Gender equality, disability and social inclusion are important programmatic areas which are all required to achieve SDG 4: Ensure equitable quality education and promote lifelong learning opportunities for all. This strategy builds on Phase I GESI strategies and lessons learned through analyses from both INOVASI and TASS and identifies future strategies and actions for Phase II.

1.1 Policy context for gender equality, disability and social inclusion in education

Indonesia and Australia are signatories to the 1979 Convention on the Elimination of All Forms of Discrimination against Women, the 1990 Convention on the Rights of Child and the 2006 Convention on the Rights of Persons with Disabilities (CRPD). Both countries subscribe to Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, to Goal 5: Achieve gender equality and empower all women and girls and Goal 10: Reduced inequalities.

The targets and indicators for these goals comprehensively frame the scope of inclusion at the school and community level. They scope at-risk groups broadly, cover equality of participation in school, achievement in learning and facilities provision; child safety, protection from discrimination, empowerment and opportunities for leadership.

Indonesia enshrined the CRPD within Law No 19 of 2011 and passed Law No 8 of 2016, on Persons with Disabilities, which explains that 'inclusive education' is:

'…education in regular schools or in universities where students with disabilities and those without disabilities study together.'

The national commitment to inclusive education is stated in Article 3.1: 18

'… every student having physical disability, emotional, mental or social difficulties, or having exceptional ability and/or talent, deserves to have inclusive education within schools according to their needs and abilities.'

Schools not appointed as inclusive must also enrol students as stated in Article 3.1. The recent Government Regulation No. 13 of 2020 regarding reasonable accommodation for students with disabilities is pivotal in outlining steps required for enabling inclusive education.

Serving as Indonesia's main regulation for education, the National Education System Law No 20 of 2003 specifies democracy, equality and non-discrimination as the main guiding principles in implementing education and highlights the government's responsibility to provide good quality education for all citizens without discrimination. Indonesia's child protection regulations, Ministry of Education and Culture Regulation No 82 of 2015 (MoEC, 2015) and Ministry of Women's Empowerment and Child Protection (MoWECP) Regulation No 8 of 2014 (MoWECP, 2014), also focus on anti-discrimination and children's rights against abuse. Corporal punishment is considered a form of child abuse.

Indonesia: gender equality in education

Indonesia has made extensive policy provision for gender mainstreaming. The 2000 Presidential Decree (*Instruksi Presedensial* – Inpres) No 9 of 2000 on *gender mainstreaming*

in national development planning and programming became the government's cornerstone in integrating gender issues into national and sub-national policies and programs. The Ministry of Education Regulation No 84 of 2008 on the *implementation guidelines for gender mainstreaming in education* applies the guidelines to education and they are reflected in the current strategic planning of the Ministry of Education and the Ministry of Religious Affairs, as the main administrator of Islamic education in Indonesia. While Indonesia has established comprehensive regulatory and institutional frameworks to achieve its gender equality objectives in education, the challenges of translating policy into practice remain. There are multiple influences that determine the extent of enactment, including different interpretations of religion, harmful customs and traditions, gender stereotypes and norms. Addressing these challenges in education requires clear strategic direction and resources, including enhanced technical capacity within MoEC and MoRA.

MoEC has also developed standards and indicators of gender-responsive education (MoEC 2014) which cover eight elements of the national education standards including learning content, competency of graduates, learning process, educators and education personnel, facilities and infrastructure, school management, financing and education assessment (MoEC 2007, 2008, 2009, 2016). The standards include reference to gender sensitivity in the content and process of teaching and learning to meet the needs of girls and boys. INOVASI can make use of these standards and indicators in developing a solid framework for integrating gender equality and social inclusion into INOVASI's pilots and grant partnership projects. They are also the entry point for discussions with MoEC and its affiliated agencies at sub-national education offices on applying and implementing gender-responsive education in Indonesia.

Indonesia: Disability-inclusive Education

Undang-Undang Republik Indonesia Nomor 8 Tahun 2016 Tentang Penyandang Disabilitas (Law No 8 of 2016 on Persons with Disabilities) outlines the rights of people with disabilities to receive quality education in any type, branch and level of educational unit, either in inclusive or in special education, and to reasonable accommodation (article 10). Articles 40–44 detail the obligations of national and local governments, education providers, Disability Service Units and higher education institutions and universities to administer and facilitate education for people with disabilities through inclusive education and special education.

Local governments need to establish Disability Service Units to support inclusive primary and secondary education. The role of these units as outlined in Article 42 is to train teachers and provide assistance for students with disabilities at regular schools. They also develop compensatory (remedial) programs, provide learning media and assistive devices as required, conduct early detection and early intervention, provide data and information on disabilities, provide consultation services, and cooperate with other parties to improve the quality of education for students with disabilities. Higher education providers are also expected to establish Disability Service Units.

Article 43 stipulates that national and local governments must facilitate education providers to provide reasonable accommodation, as outlined in Government Regulation No 13 of 2020 regarding reasonable accommodation for students with disabilities (GoI, 2020). Article 44

obliges higher education institutions and universities that offer teaching and education degrees to include inclusive education in their curriculum. Article 17 of Government Regulation No 42 of 2020 regarding Accessibility on Housing, Public Services, and Disaster Preparedness for Persons with Disabilities states that public services such as schools and educational services must be accessible for people with disabilities. Ministerial Decree No. 14 of 2017 regarding Access Building Code is relevant to construction of accessible school infrastructure. See Annex 1 for more details.

Indonesia: Mother tongue Education

Several laws and regulations encourage the use of mother tongue and local languages. The Indonesian Constitution dictates that the state must respect and preserve local languages as Indonesian cultural assets (Article 32(2)). The Law on the National Education System (No. 20 of 2003) also suggests that local languages can be used as the language of instruction in the early stages of education. Further, two MoEC regulations (No. 22 of 2016 and No. 37 of 2018) state that teachers should respect student differences and can use local languages to deliver teaching materials.

2. Situation Analysis

At the national level Indonesia has achieved gender parity in school participation. Pre-COVID-19 pandemic figures show there is gender parity for Net Enrolment Rate (NER) at primary level (1.00). The gender parity index (GPI) for NER increases with each level of education, so that at senior secondary the GPI for NERSs is 1.03 and at tertiary it is 1.15. These figures show that relative to the school age populations for male and female, a higher proportion of female school-age children are in school compared to school-age boys (World Bank, 2020 7)

The Phase II INOVASI program is being launched in the midst of the COVID-19 pandemic that has caused widespread disruption to education in Indonesia and has the potential to reduce substantial gains made on boys and particularly girls' education in recent decades including achievement in gender parity in school enrolment. UNESCO highlights that COVID-19 '…has broader immediate and longer-term effects on the achievement of the Sustainable Development Goals, including those related to poverty reduction, health and well-being, inclusive quality education and gender equality.' (UNESCO, 2020, 2) The combined INOVASI, UNICEF and SMERU studies (10 surveys conducted between April and June 2020) conclude that school closure was very likely to accelerate learning inequality, due to the differentials built into parental capacity for home education, and also internet access across Indonesia (INOVASI, 2020).

2.1 Equality of Access: Barriers

While boys and girls start primary school on an equal footing, disparity increases progressively. The interaction of gender with poverty or location tends to work to the disadvantage of girls and boys with lower completion rates. Patterns of growing disparity are often linked to underlying unequal gender norms and institutions, which may affect at-risk girls and boys

differently in differing contexts. For example, girls may drop out of school due to early or forced marriage or unwanted pregnancy, while boys may drop out due to social expectations to enter the labour force early. Children with disabilities face multiple barriers in accessing education that are linked to institutions, infrastructure, access to services, availability and accessibility of information, and social norms.

A 2017 survey of 15-24 year olds reported that the percentage of males who said that they stopped attending school because they have to earn money is twice as high as that of females, 34 per cent and 17 per cent, respectively. Similarly, the percentage of males who stopped attending school because they did not like school/want to continue is more than twice that of females, 9 per cent and 4 per cent, respectively. The reason cited by females for stopping school because they could not pay school fees, was 34 per cent compared to 26 per cent for males. The percentage who stopped attending school to earn money is higher in urban areas than in rural areas. The percentage of both females and males not attending school due to lack of school fees decreases as wealth quintile increases (Demographic and health survey, 2017 8). The drop-out rate is expected to increase due to the economic impacts of COVID-19.

Sexual and Reproductive Health and Rights (SRHR): A 2017 demographic and health survey by the Indonesian government on adolescent reproductive health found that more than half of females and males received their first human reproductive health lesson in junior high school, 59 per cent and 55 per cent, respectively. Family planning is not commonly discussed in schools. This is shown by the low percentage of respondents who answered that they received lessons about family planning in schools. In general, 12 per cent of females and 11 per cent of males received their first lesson about family planning in junior high school. The survey found that females and males in urban areas are more likely to receive lessons on reproductive health systems, birth control methods and HIV/AIDS at all school levels compared with those in rural areas. There is no specific pattern by wealth quintile for females and males who received all three lessons (Demographic and Health survey, 2017 32).

Unwanted pregnancies reported by women in the 15-19 age group are twice as high (16 per cent) as in the 20-24 age group (8 per cent). The percentage of females in rural areas who reported having had an unwanted pregnancy is almost twice as high (16 per cent) as females in urban areas (9 per cent) and that 23 per cent of those young women knew someone who had an abortion. Abortion is only legal in Indonesia under limited circumstances, a legal context that forces many women to resort to seeking unsafe abortions or early marriage. (Demographic and health survey, 2017 111). In MoEC's 2015-2019 Strategic Plan, there was no mention about sexual and reproductive health education. It also does not guarantee continuous education for girls of school going age who become pregnant or get married. ⌞SEP⌟The impacts of school closures due to COVID-19 may result in an increase in unwanted pregnancies. For example, UNICEF reported on the Ebola crisis in Sierra Leone that led to school closures which resulted in 11,000 girls dropping out of school due to unwanted teenage pregnancies.

Among those aged 15 at the time of the 2017 Demographic and Health survey, 32 per cent reported they began menstruating at age 12 and 31 per cent at age 13. Most females (58 per cent) discussed menstruation before their first menstruation with friends, 45 per cent with their mothers and 15 per cent with their teachers. Twenty-one per cent of females never discussed

it with anyone (Demographic and health survey, 2017 27). This data has implications for increasing access to information on menstruation hygiene management (MHM) in schools and separate toilet and hand washing facilities in schools to meet the practical needs of female students.

Regional disparities: Children from less developed regions and in rural and remote areas have significantly lower opportunities to access and progress through schooling. INOVASI data shows regional disparities (including access to school infrastructure, internet, TV/radio and books) that affect learning outcomes and primary school enrolment in INOVASI program areas, which are lower than the national average. The impact of COVID-19 on education presents new challenges in ensuring these achievements are not reduced with widening regional disparities (INOVASI 2020).

COVID-19 implications: The degree of COVID-19 impact on learning loss and drop-out rates in Indonesia is difficult to predict, but increases in both are expected, particularly for girls and boys from lower socioeconomic groups, students with disabilities and other at-risk groups. Prospera highlights that school closures impact on women's unpaid workload, as the primary carers for children. 'Mothers may be forced to stop work to take care of children who were previously looked after at school. In Indonesia, 39 percent of women who work have at least one child of primary-school age at home. This represents 10 million women. This problem is especially severe for female-headed households (which are usually also single-parent households). These households could be left with no income at all if the mother, the sole earner, is forced to stop work to care for children' (Prospera Policy Brief, 2020). School closures also negatively impact girls due to pressures to undertake domestic and care work, which reduces available time for learning from home.

In response to COVID-19 the government has expanded a number of existing cash transfer programs to the poor. However, '…there is no explicit focus on families who are impacted by mass school closures and caring for the sick, children with disabilities and the elderly in the government's packages. The poorest households who have few savings with school-age children may not be able to afford to send their children back to school' (Prospera Policy Brief, 2020).

School closures due to COVID-19 '...are likely to have adverse impacts on girls' prospects, as well as impacts on health and nutrition for all generations, on economic growth, and other outcomes. The economic impacts of COVID-19 could be widespread and detrimental, particularly for women and girls. The crisis has caused great economic hardship, which puts families under pressure. They may be forced to decide whether they can afford to send their daughters back to school or prioritise sons over daughters.' (Prospera Policy Brief, 2020).

Children with disabilities: Educational gaps are greater for disadvantaged students who have fewer resources at home, greater family stresses and more barriers to accessing education (UNICEF, 2020), which is the case for many children with disabilities. Online learning means that many students with disabilities are left further behind. School closures can have a greater effect on students with disabilities due to interruptions to important school support mechanisms such as: Inclusive teaching adaptations, teacher aides and assistive technologies provided at school (including teaching in sign language, language transition teaching, use of technologies for print disabilities, and facilities which enable education for students with high

support needs); support and protective structures such as personal assistance or medical care, therapeutic interventions, safe haven, access to services, and individualised support for families of children with disabilities; and challenges for students with learning difficulties who may experience trouble finding self-motivation to work independently at home; students who are sensitive to changes to the routine, such as those with autism spectrum disorder, may find loss of daily school routine challenging and cause stress for families.

Research undertaken in NTB (INOVASI, 2020a) highlighted a number of factors increasing difficulties faced by children with disabilities, including: (i) students with disability disproportionately come from low-income families in which parental jobs cannot be undertaken from home, leaving limited time to support children with school work; (ii) multiple stresses on parents result in anger, impatience and use of corporal punishment against children with disabilities; (iii) supporting learning for some children with disabilities can be time-consuming and challenging and, for parents who are not skilled or confident, often time-poor, and lacking support from schools, the experience of supporting their children's learning from home has been frustrating and stressful. A rapid assessment of the impact of COVID-19 on persons with disabilities undertaken between April-May 2020 by the network of Organisations of People with Disabilities (Jaringan DPO, 2020), further highlighted the situation for students with disabilities. Out of a total sample of 1,683 people with disabilities, 128 were students (from elementary to university). Online learning was more common in urban areas and amongst students with hearing and physical disabilities; students with intellectual disabilities preferred offline learning, and some were not learning at all; nearly 70% of students found online learning difficult due to home infrastructure not supporting learning, lack of internet and signal, learning applications not being accessible, lack of equipment and support teachers. Notably, students with disabilities from special schools and private schools received greater support by teachers adjusting the learning process (modes, assignment) based on students' needs; whereas students from general (inclusive) schools found learning from home more difficult.

Child labour: Child labour leads to increased school dropout and absenteeism, for girls and particularly boys. A rapid participatory situation analysis conducted in 2017 in North Kalimantan (INOVASI, 2017) confirmed that boys were more likely to drop out compared to girls and a comprehensive situational analysis in Sumba, East Nusa Tenggara, found the tendency for boys to repeat was higher than for girls (ACDP, 2016). This finding is aligned with the regional and national trends relating to children's failure to learn in school. The Government of Indonesia has initiated various social protection programs and policies that resulted in child labourers returning to school. However, there is a risk that child labour will increase due to the economic impacts of COVID-19. According to International Labour Organisation (ILO) 'around 11 million Indonesian children are now at risk of being economically exploited as child labourers. They are also at risk of dropping out from schools. The majority of child labourers are found in eastern part of Indonesia such as Sulawesi islands, Nusa Tenggara and Papua.' (ILO website, 2020)

Children of Migrant Workers: In pursuing economic opportunities abroad, migrant workers have to leave their children behind. The absence of parents on children's wellbeing often leave these children at risk of a lack of education, particularly if there is not a supportive home environment for learning (MAMPU, 2020). NTB is a region from which the fourth-highest number of Indonesian migrant workers originate after East Java, Central Java, and West Java.

In 2019, 134,320 migrant workers, of whom 70 per cent were women, came from NTB (BNP2TKI, 2019). In Phase 1, INOVASI implemented a program in NTB with Mataram University on inclusive education. Teachers reported they had identified a number of children of migrant workers as having functional learning difficulties. A brief meta-analysis using government data and other academic sources confirmed there was a clear link. Another finding was a lack of sufficient data (school to government) on migrants' children or any other groups of socially excluded children.

Out of School Children (OOSC): Despite considerable improvements in enrolment in recent decades there are still about 4.4 million children aged 7-18 years out-of-school (Susenas 2019). There are regional and socioeconomic disparities with the out-of-school population concentrated among children who are working, early married, with disabilities, from poor families and from rural and remote areas. For example, the social castes of *maramba* (master/lord) and *ata* (servant) found in East and Central Sumba result in children from the *ata* caste not attending school. In Indonesia, boys often drop out after junior secondary school to become migrant workers. Female out-of-school prevalence is marginally lower (1.7 percent) compared to male (2.2 percent). Nearly 2 percent of urban females and 1.2 percent of rural females aged 7-to-15-years-old had never attended school, compared with 1.1 percent of urban males and 1.9 percent of rural males. Repetition rates are higher for boys at the primary level. In 2018, 0.9 per cent of girls repeated grades compared to almost 1.7 percent of boys. (World Bank, 2020 p.13) Since the pandemic is ongoing and not all schools have re-opened the status of OOSC is not yet known.

Early and Forced Child Marriage: According to UNICEF, Indonesia has the eighth highest number of child marriages in the world, with one in nine women married before they turned 18 years old. In 2018 the number of women aged 20-24 who were married before age 18 was over 1.2 million women. The national medium-term development plan 2020-2024, is committed to 'Improving quality and competitiveness of human resources with a target to reduce child marriage from 11.2 per cent in 2018 to 8.74 per cent in 2024.' A recent amendment of Indonesia's Marriage Act in September 2019 raised the age that girls can get married with parental permission from 16 to 19, in line with the age for boys, which is also 19. Parents, however, can still ask for a court to issue a "dispensation" which provides legal permission for underage girls and boys to marry. (BPS, Bappenas, UNICEF, 2020)

MoWECP's National Strategy for Elimination of Violence against Children 2016-2020 provides a framework to address various forms of violence against children, including in schools. Program approaches to address child marriage include reproductive health education for adolescents, module and handbook on reproductive health for under-aged children (pre-pubescent), studies on the relationship between children and the environment where cases of violence against children occur (schools, public spaces, families, home, and peers) and risks and impacts of child marriage. There is no reference to education for adolescent mothers, despite a lack of related policy. It is not clear if there are plans to replace the strategy after 2020.

A recent MAMPU study (2020) finds that child marriage has significant negative impacts on both women and men and their children. These impacts include lesser educational attainment (for both men and women), women being less likely to work, both men and women being employed in lower- earnings jobs and living in households with lower per capita income. The

MAMPU study found that between 2008 and 2018, the prevalence of child marriage decreased by 3.5 percentage points. The prevalence of very early marriage (before the age of 15) halved over this period. The study showed that child marriage is associated with lower education levels, rural residence, and lower socio-economic status. While many girls will continue with their education once schools reopen, some may never return to school, hence rolling back the gains made in recent times (Cameron *et al.,* 2020, 1).

Early marriage is an issue in specific locations INOVASI works in and within certain communities; for example, in North Lombok and among children of migrant workers (MAMPU 2020). INOVASI anecdotal evidence and media reports indicate that early marriage is on the rise during the COVID-19 pandemic and is likely to present a significant challenge for GOI in reaching its targets to reduce child marriage. School closures and the economic consequences of the pandemic may place girls at a higher risk of forced marriage, impacting their ability to engage in remote learning or re-entering school.

Female Leadership: The proportion of female school principals is still low at all levels of education, particularly at the junior and senior secondary levels. INOVASI's 2018 survey across 385 schools in the four provinces in which INOVASI works, showed only 39 per cent of the school principals were women. Survey data in 2020 shows a decrease to 31 per cent (INOVASI, 2020). Table 1 shows East Nusa Tenggara as an interesting outlier, with near parity between women and men principals. In all other provinces, women principals are relatively rare.

Table 1: Percentage of principals who are women in INOVASI schools (385 schools)

Table 1: % of principals who are women in INOVASI schools (385) Women principals in INOVASI schools : Men occupy most principal posts - except in East Nusa Tenggara	
Province	**% of principals who are women**
East Java (regular schools)	30 %
East Java (*madrasah*)	13 %
North Kalimantan	38 %
West Nusa Tenggara	20 %
East Nusa Tenggara	47 %

In a survey of teachers in INOVASI schools, the results showed consistent differences in perceived quality between men and women principals. Based on data compiled from INOVASI pilots and grants, women principals were assessed more positively across four realms. The teachers' perceptions are from those who have women principals (W) and those who have men principals (M), respectively (INOVASI 2020):

- Satisfied with principal's performance: 81 per cent (W) and 75 per cent (M)

- Principal is a good role model: 90 per cent (W) and 83 per cent (M)

- Principal encourages teachers to collaborate: 96 per cent (W) and 91 per cent (M)

- Principal concerned with students' learning outcomes: 97 per cent (W) and 91 per cent (M)

However, TASS Phase I observed an apparent lack of commitment when engaging the central government in dialogue around raising the proportion of qualified female school principals.

Separate sanitation facilities: Lack of access to accessible and separate sanitation units at school is a particular problem for girls as they reach puberty, which affects regular attendance and is a site of risk to girls' safety. INOVASI's baseline data showed that, of the 383 schools surveyed: 83% have well-functioning and clean toilets; 75% have separate toilets for teachers and students (only 60% in East Nusa Tenggara); only 12% of the schools have separate toilets for women and men teachers (East Java 8%, North Kalimantan 3%, West Nusa Tenggara 23%, East Nusa Tenggara 8%); 35% have separate toilets for girls and boys (East Java 48%, North Kalimantan 21%, West Nusa Tenggara 40%, East Nusa Tenggara 7%). Less than 2% of schools had disability-accessible toilets (the numbers are too low to be statistically significant at a provincial disaggregation). Having separate toilets in schools is included in the national standards and indicators of gender-responsive education as part of an effort to accommodate the gender-based needs of both women and men. In response to COVID-19 it will be important

to ensure all schools are provided with separate and accessible sanitation and hygiene facilities for boys and girls, including boys and girls with disabilities, as schools re-open.

Disability: Various datasets, including most recently the Indonesian Bureau of Statistics' 2018 National Socioeconomic Survey, Susenas, show low rates of school enrolment, completion and progression for Indonesia's children with disabilities. Various enablers and barriers affect access to quality education for children with disabilities in Indonesia, which were explored in the recent INOVASI Phase I disability thematic analysis (Sprunt, 2020). Barriers to accessing education include, amongst other factors, inaccessible school infrastructure, including toilets (INOVASI, 2019); teachers' perception that 'special children require a special curriculum'; the unwillingness of some regular schools to enrol children with disabilities (UNICEF, 2018); greater challenges in secondary school as fewer teachers have inclusion training, facilities are often inaccessible and reasonable accommodation during exams is rarely provided; and limited data on children with disabilities available making educational planning difficult (Surbakti, 2019).

Family and community social stigma around disability results in families keeping children with disabilities hidden and thus excluding them from education and social participation (INOVASI, 2019). Parents' perceptions of children with disability as being unable to learn exacerbate their exclusion. However, parents may also keep children with disabilities out of regular schools due to fear of abuse or bullying (Adioetomo et al., 2014) and this is substantiated by evidence that peer attitudes can be the main barrier to educational participation for some Indonesian students (Poernomo, 2016). Financial constraints can also pose barriers to education and parents may consider the costs of educating children with disabilities (including transport) as not a good investment in terms of the chances of subsequent employment (Mitra et al., 2011).

2.2 Equality of Opportunity in the Learning Process: Barriers

Gender gaps in attainment: International studies show there are differences between boys and girls in early-years language skills, reading for pleasure and library use that impact reading skills of girls and boys. INOVASI's Gender in Education Thematic Study highlights that the gender gap in learning outcomes is apparent with disparities at regional level. Reflecting international trends, INOVASI's maths and reading data showed that boys were behind girls in all four provinces. This was particularly marked for boys from disadvantaged backgrounds. The gender gaps are not as pronounced in the early primary school years, the focus of INOVASI programming, as they are in the higher grades. INOVASI data shows that boys and girls enrol in equal numbers and differences in attendance rates are minimal. In some INOVASI schools, even the younger boys are at risk of missing school due to work. With a few exceptions, gender gaps in basic maths and literacy scores are evident across the four provinces INOVASI works in. Grade three boys who took INOVASI's baseline basic literacy assessment were on average 11 points behind the girls who took the same test. At endline the gender gap for INOVASI's first batch of pilots was smaller. These gaps are broadly in line with trends in many other middle-income countries (*see Annex 2 INOVASI Gender Thematic study, June 2020 for regional differences in performance.)*

As the INOVASI gender study highlights, '…many of the explanations for the literacy gender gap are likely to relate to cultural norms and practices that are deeply embedded in families

and communities, and INOVASI has limited power to influence at scale. Nor is INOVASI able to tackle the possible biological explanations. We can, however, help ensure our pilots do their part to ensure classroom materials and teaching methods are effective, attractive and practical for *both* boys and girls – and do not further disadvantage boys, especially in reading.'

INOVASI's main government partners did not prioritise the gender gap in pupils' performance during Phase I. However, the impact of COVID-19 on education performance is likely to be negatively affected with potential for widening gender gaps and may become a priority focus of partners in Phase II.

Reading for pleasure: International studies provide evidence that suggests there is a positive relationship between reading frequency, reading enjoyment and attainment; there is a positive link between positive attitudes towards reading and scoring well on reading assessments; that boys enjoy reading less than girls; and that children from lower socio-economic backgrounds read less for enjoyment than children from more privileged backgrounds; the size of the gender gap varies considerably across countries, suggesting that boys and girls do not have inherently different interests and academic strengths, but that these are mostly acquired and socially induced; PISA results suggest that boys would be predicted to catch up with girls in reading performance if they had higher levels of motivation to read and used effective learning strategies. (Department of Education, UK, 2012, 3-4, 18-19)

COVID-19 implications: The extent of COVID-19 impact on learning loss in Indonesia is difficult to predict, but increases are expected, particularly for girls and boys from lower socioeconomic groups, children with disabilities and children in rural and remote locations.

School closures affect women teachers, especially if they have to balance the additional burdens of childcare and learning from home (LFH) with their own children, as well as the additional LFH teaching burdens of delivering to their pupils. Women in Indonesia make up the majority of teachers in primary schools and particularly in the early primary grades. INOVASI's survey of 1,078 teachers showed that only 18 per cent were men (INOVASI, 2020). UNESCO highlights that '...school closures have been found to exacerbate girls' and women's unpaid care work, limiting the time available to learn at home. The gender digital divide and girls' reduced access to information and communication technology (ICT), even in contexts with high mobile and internet coverage, also translates into reduced learning opportunities during school closures.' (UNESCO 2020 3). Internet connectivity also compounds access to training and other support for female teachers using online learning platforms as well as the ability to effectively deliver LFH learning materials to students. Given these constraints, and the speed with which teachers and students have been required to learn new distance learning skills, academic learning is expected to be negatively impacted (World Bank, 2020 1.)

Distance learning adds challenges to disadvantaged children, including those with disabilities, due to limited access to equipment and devices for learning (radios, televisions, computers or devices); poor working conditions in the home, or prioritising resources for certain children such as desks, radios, computers provided to boys, or to children without disabilities; schools distributing standard packs of printed learning materials without adapting for students with particular needs, such as enlarged font, Braille or sign language versions, differentiated activities for students with intellectual disabilities; support from teachers and support staff; lack of guidance for parents or caregivers; and mental health risks for children and adolescents due

to isolation, loss of social supports, neglect, fear, and illness or death of family members (Brown & Baker, 2020; INOVASI, 2020). In late October 2020, MoEC published its Learning Guide for Students with Disabilities during the COVID-19 pandemic (MoEC, 2020) which is available online.

Gender equality in schools: Gender responsive teaching and learning calls for teachers to take an all-encompassing gender approach in the processes of lesson planning, teaching, classroom management and performance appraisal. Teachers apply teaching methodologies that do not necessarily give girls and boys equal opportunities to participate. They also use teaching and learning materials that perpetuate gender stereotypes. Social and cultural values and stereotypes about gender can be inadvertently reinforced in the classroom and at school through teacher-pupil and pupil-pupil interaction. Education can reinforce gender inequality by assigning female students low status tasks, such as sweeping floors and cleaning classrooms, while assigning male students high status tasks, like time-keeping. Females are not always encouraged or even permitted to participate in some extra-curricular sporting activities that are perceived as 'male' sports; and male students undertake leadership roles. A number of pilot models have been funded and successfully implemented by MoEC and partners in schools in Indonesia in the last decade to address these inequalities (ACDP, 2013.)

School-related gender-based violence : Unequal gender norms and power relations feed into manifestations of violence in and around schools, often with serious consequences for education attainment and achievement, affecting both boys and girls but in different ways. Bullying appears to be commonplace in many Indonesian schools. INOVASI's Phase I data showed that in East Java 73 per cent of boys in regular school and 77 per cent in *madrasah* had experienced bullying from peers. Light physical punishment was common, with 39 per cent in *madrasah* and 26 per cent in regular schools. Prevalence appeared to increase between the baseline and endline survey: verbal bullying by peers increased by 6 points in *madrasah* and by 7 points in regular schools. Light physical punishment had increased by 10 points in *madrasah* and 2 points in regular schools. Across all four provinces, boys experienced more bullying than girls (both from verbal or physical abuse by peers and light or heavy physical punishments from teachers). Overall boys experience double the physical punishments that girls do (INOVASI Gender thematic study, 2020). This evidence contradicts evidence from a forthcoming World Bank study (2020) focusing on primary schools in which Grade 4 MoRA school teachers perceive themselves to be compassionate, respectful and trusting and UNESCO data which indicates a reduction in school-related bullying and physical violence in Indonesia between the periods 2007 and 2015 (UNESCO, 2020).

Disability data from INOVASI's Phase I showed that overall, student with disabilities experienced less bullying from peers than students without disabilities, and more corporal punishment from teachers/principals/school staff than students without disabilities. Provincial analysis paints a different picture. Students with disabilities in NTB experience higher rates of bullying by peers as well as teachers; students with disabilities in NTT experience less bullying by peers and less violence by teachers than students without disabilities. Whilst the sample sizes of students with disabilities were relatively small (n=53 East Java; n=13 North Kalimantan; n=52 NTB; n=68 NTT), the difference in experience of heavy corporal punishment from teachers/principals/school staff is notable (12% higher in East Java, 17% higher in North Kalimantan, 7% higher in NTB, and 3% lower in NTT).

Sexual harassment is particularly difficult to monitor and report, but it does occur in Indonesian schools. Sexual abuse '…may often go unreported unless it is manifested in extreme or serious behaviour because of the culture of the teacher being seen as being in an authority position.' (Utomo 2012). In Indonesia, evidence from a systematic review points to significant risk of sexual violence, affecting both girls and boys across many geographical and institutional settings. Children in schools are at risk of sexual violence by peers and adults. Victims seldom disclose incidents and rarely seek support (Rumble et al. 2018).

Approaches to address violence in schools are highlighted in MoWECP's National Strategy for Elimination of Violence against Children 2016-2020. These include strengthening and broadening Positive Discipline methods in school (building cooperation with Teacher Training and Education Faculties - FKIP and Elementary Education Teacher Training Faculties - PGSD); integrating material on anti-violence against children in the training curriculum for school principals; implementation of child-friendly schools, that are free from all forms of violence; and character development education to combat violence against children.

The language of instruction: The use of mother tongue as a language of instruction in early years can ensure every child to access their right to quality education. It also contributes to the Sustainable Development Goal (SDG) on education, which aims to guarantee that children, irrespective of their background (including ethnic and linguistic backgrounds), have a chance to equally participate in the education process. Indonesian laws and regulations support the use of local languages. However, in practice the formal education system prioritises Bahasa Indonesia, despite the fact that Indonesia has more than 700 languages.

The difference between the languages that teachers from outside speak and the languages students indigenous to a region speak can also impair children's understanding of the lessons. For example, most students in the targeted schools for INOVASI pilots in North Kalimantan are from the local ethnic groups of Dayaks, Bulungan and Tidung and are active speakers of local languages. However, their teachers are often from different ethnic groups of Bugis and Javanese, from different areas of Sulawesi and Java respectively. The INOVASI Thematic Literacy Study, 2020, highlights the impact of using a language of instruction different than the local language. In East Java 58 per cent of Grade 1 children passed the basic literacy test for INOVASI's baseline. In NTT (with a high prevalence of local language used as mother tongue in homes) 3 per cent passed the test. The INOVASI pilot intervention in Sumba to address mother tongue issues in literacy learning had the highest gain across Grade 1 and 2 in assessment scores of all the literacy pilots. (INOVASI 2020).

The remoteness of schools: Remote schools in geographically isolated settlements can be another barrier to learning. Three of INOVASI's districts, Bulungan and Malinau in North Kalimantan and East Sumba in East Nusa Tenggara, have significant numbers of remote schools where teachers' contact with supervisors and professional peer support groups, as well as their access to resources, are limited. The nomadic lifestyles of some communities compound the challenges in these areas.

Disability: As outlined in the Disability thematic study (Sprunt, 2020) (see Annex 3), barriers related to the education system include: a lack of teachers trained in inclusive education that results in children with disabilities being enrolled but feeling excluded because teachers

struggle to teach them (Rombot, 2017); limited access to specialist teachers (*guru luar biasa*) or teacher aides (*guru pembimbing khusus*); challenges in adapting the existing general education curriculum to meet the needs of students with disabilities (Rombot, 2017); low capacity among teachers to identify disability due to the existing impairment-based categorisation (INOVASI, 2019); some teachers' knowledge and skills are based on inclusive education socialisation (awareness-raising) programs, rather than on competency-based programs, and this limits their practical classroom skills (Arawindha and Thohari, 2018).

A key barrier to learning for children with disabilities is the teachers' lack of preparedness and/or competence in providing an inclusive classroom program (Adioetomo *et al.* 2014), partly due to the rapid expansion of inclusive education (JICA 2015). This varies across districts and East Java appears to have had significant support for teacher development for inclusive education (JICA 2015). A key competence lacking is the ability to adapt the curriculum and to undertake student-centred lesson planning (Sunardi *et al.* 2011).

Classroom neglect of children with learning disabilities or problems: Classroom observations in Phase I indicated that there are many classrooms where children with a disability or even children who have learning difficulties (who may or may not have disabilities) are not engaged in learning activities for a large proportion of the school day. This also applies to children who are advanced learners and are provided with no challenge but simply sit at their desks while other children are participating in the class. This would imply that learning outcomes for these children are significantly hindered. Further work is needed to collect accurate and wide-scale information about learning outcomes, disaggregated by disability. Phase 1 pilot-specific measurements and monitoring highlighted teacher practices and provided evidence on how teachers positively adapted teaching practices to manage the varied learning needs of students in their classrooms (Annex 3).

3. Purpose of the GEDSI Strategy

The purpose of INOVASI's GEDSI Strategy is to build on results achieved during the Phase I programming as follows:

- support **program-wide focus on girls and boys, persons living with disabilities and other at-risk groups** through a better understanding of the different barriers and conditions faced particularly by girls and boys from lower socio-economic groups, women, persons living with disabilities and other at-risk groups;

- **tailor and refine interventions** to address identified barriers, conditions and needs of the targeted groups in the basic education sector and;

- generate, package and communicate **evidence, learning and knowledge** on GEDSI practice for dialogue with government, and replication by government and key stakeholders.

4. Approach

The approaches outlined in the Phase II investment design are incorporated as key elements of this strategy including:

- Strengthened focus on equality, equity and inclusion, to support a reduction in persistent disparities and provide improved education opportunities for all. This focus is particularly important in the wake of COVID-19, since women, girls, boys and people with disabilities will likely experience the impacts from COVID-19 and economic disruption more acutely (see section 5 below for possible entry points).

- INOVASI Phase I found that gender and social inclusion vary according to local context. Issues around poverty, isolation, language, disability, religious and ethnic background, and early marriage are location-specific. Therefore, approaches to improving equal access and reducing performance gaps will be highly contextualised.

- Rapid surveys conducted by INOVASI in April 2020 provide early evidence that children whose learning outcomes will be affected more negatively by COVID-19 school closures are: children whose parents are from a lower socio-economic background and/or are less educated; children with disabilities; and children from rural and remote areas. Girls are expected to be at particular risk of not returning to school. These groups will be a focus of GEDSI activity in Phase II (see section 5 below for possible entry points).

- In Phase II, the Program will strengthen its commitment to supporting the GoI to enhance women's and people with disabilities voices in leadership and decision-making, promoting girls and women as actors and participants in education; we will raise awareness and discuss ways in which the role of women, including women with disabilities, can be increased in technical committees, school governance and KKG-based training.

- To maximise impact and efficiencies, Phase II will explore opportunities for strengthened collaboration with:
  - Relevant DFAT-funded programs
  - Women's organisations (government and non government)

- In Phase II, INOVASI will coordinate with partners to increase the visibility and participation of diverse groups in program governance, activities and events:

  i. We will include people with disabilities and representatives of OPDs and promote diversity and equal representation of women and people with disabilities in governance and management structures. Beyond working with partners to improve diversity in terms of membership and attendance at meetings and events, we will explore ways of increasing the visibility and active participation of women and people with disabilities. For example, women, including those with disabilities, participating as keynote speakers at events.

  ii. Additionally, the program will consult with girls, boys, children with disabilities and other marginalised students through peer group discussions and in other safe

spaces to identify and express their perspectives and needs. The intention is that all surveys will include students as a target group. Accessible methods, materials, formats and products will be used in research and monitoring and evaluation practices to enable voices of boys and girls, including boys and girls with disabilities to be heard, positive GEDSI stories to be told and for use in teaching materials.

- In Phase II the program will identify GEDSI innovations and contemporary good practice from global and Indonesian evidence and other programs (including DFAT programs such as Peduli and MAMPU partner organisations) that have/are providing improved education opportunities for all. This will inform our program on 'what works' in education sector approaches to address key issues and ensure our planned research is synchronised.

In Phase II the GEDSI team will support colleagues and partners to strengthen awareness and commitment to GEDSI principles and to develop capacity for more effective dialogue with partners on GEDSI issues related to equal access, equal opportunity and learning outcomes.

Responsibility for delivering the GEDSI strategy will be shared across the whole team, including staff based in Jakarta and staff in sub-national offices. In Phase II there will be a GEDSI focal point in each of the central and regional teams to provide a structure to communicate effectively about GEDSI related inputs/outputs across teams.

INOVASI's CPD approach will continue to ensure that both females and males, including those living with disabilities, have the opportunity to participate in activities and use GEDSI sensitive training material.

As part of an iterative adaptive approach to programming and other aspects of INOVASI we will participate in bi-annual strategy testing and annual GEDSI Health Checks starting in 2021 and linked to MERL, providing the opportunity for the GEDSI team to reflect with INOVASI staff and partners on what has been accomplished and how the strategy and approach may need adjusting and to inform upcoming work plans across INOVASI. These processes will be timed to enable data for reporting and Aid Quality Checks.

In testing the GEDSI strategy every six months, we will explore progress and learning via our data and ask:

- In what ways has our understanding of the challenge changed?
- Has the context changed? (internal and external, in particular the impacts of COVID-19 and priorities identified by GoI through PDIA processes)
- Do we need to adapt or refine our approach to GEDSI in INOVASI?

The objective of the Health Check is to identify achievement in relation to gender equality, disability and social inclusion across the program and assess whether:

- Activity implementation is sufficiently responsive to GEDSI objectives;
- Team members have sufficient understanding of GEDSI objectives, relevant to their area of responsibility;

- INOVASI specialised expertise are identifying entry points to discuss gender and inclusion with our partners, and if there is traction, we are seeking to bring in more specific expertise.

- Business processes are fit for purpose with regard to gender and disability inclusion;

- GEDSI risks are properly tracked, monitored and mitigated;

- GEDSI and MERL activities are synchronised and adjusted accordingly.

5. Possible Entry Points

Reflecting INOVASI's PDIA approach, the following is a list of <u>possible entry points</u> that could be considered in discussions with partner districts. The purpose of these activities would be to investigate further and deepen understanding of specific issues that have been highlighted in Phase I, and affect equal access, equal opportunity and learning outcomes. This evidence can be shared and used to leverage interest at national policy level and for use in advocacy to embed GEDSI principles.

As some schools and education institutions in Indonesia have reopened and others are preparing to do so, INOVASI is well placed to collaborate with government and non-government stakeholders to explore opportunities for increased equality, through gender-responsive and inclusive measures that have the potential to transform the education system; prioritise resilience and address the key bottlenecks and barriers to girls' and boys' education, including children with disability and other groups at-risk. Phase II presents an opportunity for INOVASI to build on what has been learnt around the three core focus areas of the program: quality of teaching in the classroom, quality of support to teachers, and learning for all. The five system levers for Phase II include specific GEDSI focus areas that will be included in the GEDSI annual work plan and entry points explored with INOVASI teams at the beginning of Phase II in regional planning meetings.

5.1 Equality of Access: Gender and Social Inclusion

Equality of access means that girls and boys, including those with disabilities, are offered equitable opportunities to gain admission to formal, non- formal, or alternative approaches to basic education. INOVASI is uniquely positioned to consider the following areas with government partners from a gender and social inclusion perspective, some of which are context specific.

5.1.1 Participation and Retention: Contributing to System Lever on School Leadership

COVID-19 Response and Recovery

- Alongside partner districts, assess whether and to what extent COVID-19 impacts are leading to drop outs by boys and girls; establish gender-responsive school-level 'early warning systems' to record regular/ extended absenteeism or non-returns to school when these reopen, and the associated reasons, including options such as marriage, pregnancy, language, ethnicity, disability, inadequate WASH (including accessible and

separate sanitation units for boys and girls), child labour and other barriers to girls' and boys' education. Some of these factors will be included in INOVASI's COVID-19 study.

- Support partner districts to ensure that robust guidance, protocol and referral systems are in place to respond to each case of regular/extended absenteeism or non- return to schools, with associated measures established according to the reason for these absences.

- Analyse and share data with partners on contemporary good practice strategies being adopted internationally (such as DFID's Girls Education Challenge) and in Indonesia to help boys and girls who do not return to school to get back into school.

- Assess COVID-19 impacts on women teachers and support provided by districts and principals to be incorporated into INOVASI's COVID-19 study. This will cover public schools and *madrasah*, as well as special schools where possible.

Women in Leadership

- Investigate findings from Phase I research to assess why teachers are more satisfied with performance of female school principals compared to men; whether and why women principals are more likely to adopt good teaching and school management practices; whether male and female principals play a key role in boys' and girls' continuity of learning and return to school. Women principals with disability present a key opportunity to shift attitudes about disability. Unfortunately, disability data on principals was not collected in Phase I, which meant analysis of intersectional issues such as gender and disability amongst principals was not available in the quantitative data sets. These factors can be explored in future MERL activity.

- Identify partnerships, to conduct a pilot study on female leadership (e.g. East Java and East Nusa Tenggara), to explore factors that enable or hinder access by women to school leadership. Engage with the MoEC program on *Guru Penggerak*, and in particular, the appointment of principals based on merit.

- Encourage MoEC and MoRA to embed the principle of gender equality and women's empowerment at the heart of all school leadership work. In the Phase II 'Leadership for Learning' pilot apply a gender lens to review the approach and content; ensure a high number of women and women with disabilities participants.

- Examine the causes and possible solutions to women's under-representation in senior roles to ensure INOVASI does not perpetuate these inequalities and miss the opportunity to promote a qualified, gender equal leadership cadre.

Early and Forced Child Marriage

- Collaborate with MERL on a survey of rising cases of child marriage in NTB Lombok due to impact of COVID-19 and its broader implications for learning. This may include a focus of what hinders or enables early or forced married girls/boys to continue schooling. The study may also build on the experience of MAMPU and Peduli's resources as a reference.

5.2 Equality of Opportunity in the Learning Process: Gender and Social Inclusion

Equality of opportunity in the learning process is achieved when all girls and boys, including those with disabilities, receive equitable treatment and attention, and they are exposed to the same curricula, although the coursework may be taught differently to accommodate different learning styles. Equality in the learning process also means that all learners should be exposed to teaching methods and learning materials that are free of stereotypes and gender bias. Students should have the freedom to learn, explore, and develop skills in all academic subject specialisations and extra-curricular activities in a safe environment.

5.2.1 Curriculum and Learning Materials: Contributing to Curriculum Lever

There is scope for INOVASI to build on its pilot successes in Phase I that raised the literacy rate of girls and boys and narrowed the gender gap in literacy attainment. There are multiple entry points for further potential interventions to consider with partners, both inside and outside of the classroom. These interventions complement the INOVASI Phase 1 pilots through promoting 'reading for pleasure' targeted at early grades for girls and boys.

INOVASI Phase I worked with 25 grant partners to ensure they applied GEDSI principles to the pilot activities and materials. This included developing children's reading books in various partner districts and working with grant partners like the Indonesian Children's Literature Foundation (YLAI), the Literacy Foundation, the Writers' Forum (Forum Lingkar Pena) and the Asia Foundation. Drawing on this experience and findings from INOVASI studies, surveys and best practice, activities to be considered for improving reading skills may include:

COVID-19 Response and Recovery

- Research on perceptions/attitudes of students (girls and boys, including those with disabilities) to school or LFH and challenges of school or LFH during COVID-19 for inclusion in INOVASI's COVID-19 study

Other possible entry points

- GEDSI review of MoEC curriculum and assessment; INOVASI and MoEC content and resources, including training to ensure GEDSI sensitivity (no bias or stereotypes and inclusive, with representation including characters with various types of disabilities; how these could be used effectively by students with disabilities) e.g. MoEC's Emergency Curriculum modules, Character Education curriculum modules, etc;

- Liaise with partners and provinces/districts to establish a process to a) procure textbooks, high interest story books that appeal to the interests of boys and girls (including mother tongue languages) and other accessible learning materials that are GEDSI-sensitive;

- Collaborate with partners (e.g. Room to Read), MoEC and publishers to develop a broader range of high interest literature for boys and girls (including mother tongue languages) in accessible formats; books that tell positive GEDSI stories and guidance to writers and publishers includes focus on GEDSI sensitivity;

- Support Schools (including community reading centres and mobile libraries) to improve access to a variety of GEDSI sensitive 'high interest' books and materials that appeal to boys and girls;

- Collaborate with partners to develop GEDSI-sensitive materials and toolkit to support teachers and librarians in guiding boys and girls to increase reading 'for pleasure' in the early primary grades in accessible formats;

- Explore with stakeholders a pilot school program as a strategy related to the 'Character Education' training module being developed by INOVASI to improve a culture of reading through student volunteer 'reading buddies.' This could entail older students who are competent readers volunteering as 'reading buddies' for younger students using graded reading books in supervised safe spaces in school, awarding school certificates for both students on completion. Younger boys and girls having older boys and girls as role models may have a positive intrinsic motivational effect; likewise, in the LFH context in which older siblings are encouraged to be reading buddies to younger siblings (particularly if parents are illiterate);

- Develop a strategy and guidelines to support teachers and librarians in hosting library events to appeal to girls and boys through hosting accessible and inclusive quizzes/chess clubs/book clubs/competitions with book prizes/World Book Day activities;

- Survey into the 'reading for pleasure' habits, attitudes, frequency and preferences of boys and girls and impacts to inform policy curriculum reform in literacy;

- Review content of training modules through a GEDSI lens or develop specific GEDSI modules, for example, character education and leadership;

5.2.2 'Equal Opportunity' GEDSI school model approach: Contributing to Student Assessment, Teacher Management, Teacher Practice, School Leadership and Curriculum Levers

- Using the PDIA approach, explore with partners the feasibility of a pilot whole-school 'equality of opportunity' GEDSI responsive model approach; or develop capacity through modules and guidelines for school principals as part of 'Leadership for Learning'; and/or part of Character Education modules training:

Equality of Opportunity: Gender Responsive School Model Approach
- Review of vision, mission statements and codes of conduct that ban discriminatory behaviour (anti-violence and bullying, safeguarding, inclusion);   - Impacts of negative behaviours (teachers and students) and how to address them;   - Positive discipline;

- o Gender, disability and inclusion awareness for class-based management; teaching practice and assessment to keep gender bias and stereotyping outside of the classroom;

- o Awareness of gender and disability stereotyping and bias in textbooks and materials;

- o Equal participation of girls and boys, including those with disabilities, in student leadership roles e.g. class leader; in sports and extracurricular activities

- o Creating girls' clubs/boys' clubs that are safe spaces to share information on child rights and life skills;

- o Posters in school displaying both male and female role models;

- o School leaders gaining skills in analysing and using disaggregated data;

- o Separate sanitation facilities for girls and boys & Menstruation Hygiene Management awareness.

5.3   Disability entry points

- **COVID-19 and children with disabilities:** INOVASI will: support MoEC and MoRA with developing education materials related to ensuring access to learning for children with disabilities; in partnership with Organisations of People with Disabilities (OPDs) and other organisations, regularly collect and analyse field data to inform GoI about the situational reality for children with disabilities and their families in relation to learning from home. We will explore opportunities for brokering partnerships to enable disability accessibility within EdTech developments, such as with tools that assist students with difficulties with reading, processing and remembering spoken language, decoding, writing, maths, or with organization. We will support efforts to ensure accessibility and adaptation of formative assessments and provision of reasonable accommodations during assessments, and to build teacher capacity for differentiated instruction and ability-based grouping based on the assessments, in line with the Ministerial Decree Number 719 / P / 2020 concerning Guidelines for Implementing Curriculum in Education Units in Special Conditions. We will also support national and sub-national governments to identify and implement measures to ensure that students who are most likely to drop out, including students with disabilities, from poor households and children working to support household income, are able to stay enrolled in school.

- **Disability data:** Building on the joint GoI, TASS and INOVASI achievements and lessons learnt in Phase I, INOVASI will: streamline the Profil Belajar Siswa (PBS) to just the core data required for Dapodik, with options for additional data based on contextual requirements of different districts, including uses related to COVID-19; strengthen the collection and use of PBS data and its links to MoEC's Dapodik; support MoRA to embed the PBS in its EMIS or SIMPTK; and support training to increase collection and use of disability data by teachers and district, provincial and central GoI.

Additionally, we will support inclusive education management in MoEC and MoRA through specific analyses of data, for example to inform special education teacher recruitment; and provide technical assistance to a partnership between MoEC, Kemendes (Village Ministry), civil society organisations (including OPDs), KOMPAK and other DFAT programs to establish a linked data collection system to identify **out-of-school children with disabilities** (and other disadvantaged children as requested by different District governments). We will support data collection and analysis to: inform provincial, district, city and village governments on the needs of children with disabilities; inform teacher training programs; and develop more targeted policies and regulations, eg. policies related to budget allocation. Our work in data will be enhanced through partnerships with Ministry of Social Affairs, Ministry of Health, OPDs and other service provider organisations.

- **Partnerships with universities and P4TK-TKLB:** INOVASI will: strengthen links to teacher training institutes and non-government organisations to provide ongoing in-service teacher training and improve pre-service training; establish and support a partnership between INOVASI, P4TK-TKLB, UNESA, UNRAM and other universities, OPDs and non-government organisations that specialise in specific impairments to develop a disability-specific teacher training module to deepen practical strategies in improving participation and learning outcomes related to different disability types. This builds on the successful first disability module developed in Phase I, which is being adapted and implemented in NTB, East Java and NTT. We will continue working with the working group established in Phase I to develop a Handbook for Teachers on disability-inclusive education, with strategies specific to types of disabilities / functional difficulties; pilot this handbook in NTB, NTT and East Java. P4TK-TKLB, who is responsible for improving the competence of special school teachers and assistants in special education, can play a role in ensuring sustainability of the teacher capacity strengthening program in schools that provide inclusive education. The strategic value of working through this partnership is in embedding the work within sustainable implementing agencies to continue the rollout of inclusive education modules and to increase capacity to provide ongoing mentoring required for teachers in inclusive schools.

- **Ministry of Religious Affairs:** In line with Ministerial Decree (PMA) No. 38, 2018 on teacher professional development, INOVASI will adapt and develop the Phase I Inclusive Education module for the MoRA PKB (Sustainable Professional Development) program for madrasah teachers and principals in NTB and East Java (linked to World Bank program). This will become a basic and an advanced module, with the advanced module covering disability-specific skills and a greater focus on gender equity and gender-sensitive teaching. This will be implemented through monthly KKG meetings for primary teachers and subject-based professional development meetings for secondary teachers, Musyawarah Guru Mata Pelajaran (MGMP). A priority for MoRA is to train teachers to use the PBS, which is included in the basic Module. INOVASI will support MoRA to review their 2017 guidebook for madrasah on inclusive education (MoRA, 2017) to improve consistency with Law No. 8 (2016) on Persons with Disabilities, government Regulation No.13 (2020) regarding reasonable

accommodations for students with disabilities, and with Regulation No.4 (2017) of the Ministry of Women's Empowerment and Child Protection related to protection of children with disabilities. Additionally, INOVASI will support MoRA in the development of its regulation on inclusive education and undertake specific data analysis on madrasah to inform planning for professional development and staffing to enable inclusion. INOVASI will explore collaboration with the Australia Indonesia Partnership for Justice (AIPJ2) specifically in relation to the disability work undertaken on resources for schools.

- **Ministry of Education and Culture:** INOVASI will support MoEC to revise the 2017 technical instructions on inclusive education to: incorporate Law No. 8 (2016) on Persons with Disabilities, government Regulation No.13 (2020) regarding reasonable accommodations for students with disabilities and Government Regulation No 42 of 2020 on Accessibility in Housing, Public Services and Disaster Preparedness for persons with Disabilities, and Permen PUPR No. 14 of 2017 on building access code; inform teacher training programs; and inform linkages with Ministry of Social Affairs, Ministry of Health, OPDs and other service provider organisations. Additionally, we will develop more targeted policies and regulations, such as policies related to budget allocation; and advocate and provide technical support to ensure MoEC has a strong inclusive education roadmap for the achievement of a 100% inclusive education system by 2035. We will: engage with organisations involved in 'Organisasi Penggerak' to identify best practices in improving learning for students with disabilities and potential partners to maximise INOVASI's impact on learning for children with disabilities; support MoEC's use of the PBS (see Disability data section above); and incorporate themes to reduce disability stigma and discrimination into the Character Education and 21st Century Skills module. The program will: provide inputs to the revision of the law on the education system and to an affirmative program within RPJMD and Renstra to support the most disadvantaged children, including children with disabilities; and build GEDSI and affirmative action into the District / School quality improvement systems, including in the Education Quality Management System scorecard. Inclusive education will be incorporated into the technical advice related to: redesign of the postgraduate qualification required for teacher certification, and videos on the teacher and principal competency standards.

- **Partnerships and coalition building:** We will focus on: synchronizing programs related to GEDSI issues, especially those funded by DFAT and also those who work in the same geographies; and collaborating or partnering with OPDs at all levels including in the regions for the empowerment of local workers, sustainable support and quality assurance of services for people with disabilities, especially students with disabilities in schools. INOVASI will facilitate coordination with District and Provincial education offices and OPDs to support the COVID response, including brokering linkages between OPDs and district COVID-19 Taskforces. We will work with CIS Timur, LIDI, Endri Foundation, Wahana Visi Indonesia, LPA Lombok and other organisations to develop or adapt a manual for parents of children with disabilities, providing information on conditions and needs of children with disabilities and information on inclusive education. Bi-monthly planning will be undertaken between

disability focal points from PEDULI and INOVASI to identify opportunities for coordination, shared expertise, data analysis and interpretation, enabling access to decision makers in education ministries for advocacy of issues related to children with disabilities. INOVASI will collaborate with Kompak - DFAT's decentralised governance program – to establish sustainable pathways and partnerships for piloting tools and approaches to identifying out-of-school children with disabilities and including them in mainstream class programs. A priority is ensuring that efforts to better prepare disadvantaged children for school through quality early childhood education include early identification, intervention and access to ECE for children with disabilities. Work will include partnering with UNICEF, Plan Indonesia and other NGOs focused on disability-inclusive education and disability services for children with disabilities. Other partnerships to be explored include: the Centre for Disability Services and Studies (PSLD) at Brawijaya University, the Australia-Indonesia Disability Research and Advocacy Network (AIDRAN), Australia-Indonesia Partnership in Disaster Risk Management, and Australia Awards Alumni team's 'Circles of Influence', to identify alumni with disabilities and alumni with expertise in disability inclusion.

6. Provincial GEDSI Priorities

INOVASI provincial and district teams and partners have ongoing PDIA processes to collect and analyse data to identify disadvantaged populations and working together to identify priorities and develop and test solutions. Activities listed here are indicative and may change based on problem authorisation and solution development processes.

6.1   Nusa Tenggara Barat (NTB)

NTB is expanding its strong inclusion focus from Phase I, embracing a wider definition of inclusion to include a focus on children with disabilities, children of parents who are migrant workers and/or who get married and divorced early and live with grandparents or other relatives, children living in rural remote areas with minimum physical and/or digital infrastructure, and children in private madrasahs from poor communities, children of parents with disabilities. Acknowledging that some parts of NTB have the lowest educational outcomes in Indonesia and indeed the world, improving foundational teaching and learning for the most at-risk children is an important priority. All initiatives will target policy and practice changes related to the disadvantaged groups, and will be done through a series of activities employing collaborative and local solutions to local problems approach. Some of the activities may include: running regular multi-stakeholder coordination meetings titled "An Inclusive Province: how inclusive are we?" to sharpen the focus of INOVASI's focus in Phase II and encourage regular reflection by local key actors; use of a simplified PBS to understand the situation of children with disabilities; development of dashboard data showing literacy and numeracy for disadvantaged populations; improving teachers' competence in basic literacy and numeracy teaching with a stronger lens of inclusion, supporting capability strengthening for inclusion in teacher training institutions; improving the demand for inclusive education through communications campaigns which also aim to reduce stigma and discrimination; continuing to find out information and feed it back to relevant audiences about the situation for most

disadvantaged groups during learning from home (LFH) and beyond through research and longitudinal documentation; and identifying lessons to inform the development of materials, books/learning resources, and methods that are relevant for these disadvantaged groups.

6.2   Nusa Tenggara Timur (NTT)

Language transition is an important focus for NTT which will support access to education for children who are marginalised because their mother tongue is not the same as that used by teachers and in learning materials, and because their parents/caregivers may not speak Bahasa Indonesia and are therefore less able to help with learning. Exclusion on the basis of caste and geographic isolation are also priorities. Building on the Phase I, NTT will scale up the inclusive education pilot. INOVASI will facilitate inclusive forums of local NGO alliances including BAHTERA and YAKUM (partners of the Peduli program), particularly in West Sumba districts. INOVASI's work in supporting the Provincial Government and the pilot districts in Sumba and Nagekeo to integrate the Grand Design and Roadmap will provide a solid foundation for inclusive education in NTT. INOVASI will continue its work with CIS Timor through a partnership, including working with district and provincial governments to advocate for strengthening of inclusive education.

6.3   North Kalimantan (Kaltara)

The focus of the Kaltara program is on scaling out pilots from Phase I, and improving the quality of teachers and student learning outcomes in remote areas. In Phase I, the drop out rate was higher amongst boys than girls, largely related to reading difficulties. Boys responded very well to literacy and reading interventions in Phase I and, whilst data on the impacts of this on drop out is not available, it is anticipated that the improvements will flow on to improved retention for boys. Through advocacy and partnership with Provincial and district education offices, INOVASI will: raise awareness of the needs of disadvantaged student populations in relation to technology constraints to accessing education; measure and communicate learning gaps; highlight good practices through strategic communications activities; help the districts find ways to better serve remote, indigenous communities, including through partnering with the private sector; and provide input to inform Dinas budgeting to overcome exclusion. The team will focus on equal opportunities for women and men on the technical team as well as within teacher professional development programs. INOVASI will strengthen its focus on inclusive education within models for improving the quality of learning and of teachers in remote areas.

6.4   East Java

Building on the inclusive education pilot in Probolinggo from Phase I, INOVASI will support Probolinggo district education office to scale out the disability-inclusive education pilot. The work in East Java links closely with MoRA and is described earlier in Entry Point titled MoRA. Partnerships with women's groups in the major Islamic organisations such as *Fatayat* in NU *Ma'arif* and *Aisiyah* in *Muhammadiyah* will be explored regarding a possible focus on GEDSI, potentially through the character education module. Building on the experience of the Empowering Indonesian Women for Poverty Reduction Program (MAMPU), the objective is to work within the system to raise awareness of the GEDSI perspective in character education

and look for opportunities to pilot this in *madrasah* and regular schools. Further options will be explored concerning capacity development for female leadership in education.

7. Constraints

Structures for gender mainstreaming are in place in both MoEC and MoRA at national and provincial level. Budgets have also been allocated for gender mainstreaming. The Gender Mainstreaming Secretariat is under the Bureau for Planning. However, currently there is an apparent lack of strategic direction for gender mainstreaming in education.

The findings of a Bappenas commissioned review of gender mainstreaming in education in 2013 highlighted a number of challenges that appear to still be relevant today, including:

i.   'The availability of MoEC and MoRA gender expertise within program management is critical to implementing gender equality in education. 'It is considered a strategic move to have trained male and female team members, to produce effective gender-responsive capacity development activities in areas where resistance to gender equality promotion is high. Over the past decade, MoWE, MoEC and MoRA have benefitted from having males and females work together to champion gender equality.' (ACDP 05, 2013 18)

ii.   'Maintaining technical capacity is a challenge given the frequent transfers that take place within the Civil Service. At the central and regional levels, this constraint means that a 'gender champion' with leadership skills can be moved on and replaced by another member of staff without technical capacity and with weak leadership skills.' (ACDP 05, 2013 20)

The GEDSI team will maintain an adaptive and responsive approach and seek to collaborate with relevant units in MoRA, MoEC, BAPPENAS and Ministry of Women Empowerment and Child Protection (MoWECP) at national and regional level. Proactive consultations will be scaled up with MoEC's national Bureau of Planning in the design and delivery of gender specific and gender mainstreaming activities and sharing of results. INOVASI will use evidence-based research for policy dialogue with MoEC and MoRA. Phase II will continue efforts to engage in this area through identifying factors that hinder or enable women in education leadership in East Java and to further probe INOVASI Phase I findings on women in education leadership.

In addition, INOVASI will seek to engage members of the national Pokja gender mainstreaming working group (PUG), regional and district administrations including provincial Gender Working Groups and university heads of Women/Gender Centres to inform the most effective program of GEDSI work from the outset of Phase II. The GEDSI team will involve and engage gender expertise in design and delivery of surveys and pilots wherever possible.

The impact of COVID-19 has meant the GEDSI team is working-from-home spread over different countries and time zones. COVID-19 presents challenges and risk of delays in implementation. It may also impact on our ability to engage GoI as effectively as expected and to increase dialogue on gender equality, especially given the apparent low commitment in

Phase I of MoEC/MoRA towards gender equality beyond school enrolment.

Jurisdiction for education of students with disabilities falls within different divisions of MoEC. According to national regulations, provincial governments are only responsible for special schools while district governments are responsible for supporting inclusive education in mainstream schools. Varying levels of district and provincial government awareness and responsibility exist around this jurisdiction. For example, governments in Sumba are in the process of transferring authority for managing 'informal education' – that includes education for children with disabilities – from the district government to the NTT provincial government. The confusion in responsibility in Sumba has led to long delays in establishing who is responsible for education of children with disabilities and a lack of inclusive education initiatives in primary schools. Most children with disabilities have consequently slipped through the education net completely. INOVASI needs to support communication around clarity in roles and responsibilities and efforts towards high-level government coordination.

8. MERL

Mainstreaming GEDSI in MERL

Promoting GEDSI is an important part of INOVASI Phase II. Evaluations of INOVASI Phase I and TASS show that in Phase II we need to enhance our GEDSI responsiveness. As part of this, we are framing our work with an equality, equity and inclusion perspective. This forms a major part of our program logic and is one of the four key mechanisms. We will incorporate gender equality, disability and social inclusion into the design process of all activities using a GEDSI Checklist tool. Through a twin track approach we will mainstream GEDSI in all aspects of the program cycle or implement GEDSI focused activities aiming to address particular inequalities and exclusionary factors, identify and test promising strategies for replication, or otherwise inform future program development.

Our approach acknowledges how GEDSI factors are linked and intersect. Whilst gender equality, disability and social inclusion are related concepts, specific evidence and intervention strategies are needed to address each of these areas.

In Phase II the GEDSI team will work closely with the MERL team to support GEDSI input to baselines, surveys and evaluative designs; and instruments to assist where needed, for example, in establishing mechanisms for consultation with boys and girls, including boys and girls with disabilities, to inform design, monitoring and evaluation of INOVASI interventions.

Monitoring, Reporting and Analysis

As part of planned Phase II program evaluation, engage representative organisations and local girls, women, boys and men, people with diverse disabilities and representatives from other marginalised populations, as participants wherever possible. Regularly undertake specific qualitative inquiries with disadvantaged student populations to understand factors affecting access and to co-design solutions. For example, in the COVID-19 study INOVASI will include girls' and boys' perceptions and challenges of learning from home during the pandemic. Evaluate results by disability types, sex, age and other variables related to marginalisation.

We will continue to actively involve community representatives and organisations of people with disabilities in activity planning, implementation, monitoring and evaluation. The

effectiveness of these efforts will be captured as part of the six-monthly stakeholder analyses. Monitoring will routinely incorporate GEDSI issues, with such data stored in the program data management system (PDMS) for retrieval and analysis. The system levers include attention to both mainstreamed and specific actions on gender equality, disability and social inclusion. Further, the GEDSI analyses that were undertaken in Phase I will continue to be updated throughout Phase II, with an annual GEDSI Health Check report that will outline progress, GEDSI related gaps and risks, and further mitigating actions (refer to MERL results framework). We will validate evaluative findings with local communities and representative organisations of marginalised populations using accessible formats and diverse communication modes.

In addition, INOVASI Phase I found that gender and social inclusion vary according to local context. Issues around poverty, isolation, language, religious and ethnic background, and early marriage are location-specific. Therefore, in Phase II our GEDSI responses will be highly contextualised. For example, the INOVASI GEDSI Strategy notes a possible study on rising early or forced marriage in Lombok during the pandemic and its wider implications for learning; includes activities related to mother tongue and learning; and studies to identify out-of-school children with disabilities.

Working with GoI

A key undertaking will be to strategically collect and analyse data on gender equality, disability and social inclusion to inform activities, identify critical themes or issues for policy engagement, and provide underpinning technical assistance. Such data will be stored in the PDMS and will be used for analyses and preparing a range of relevant products such as PowerPoints for policy discussions. Data will have multiple sources, including government, the MERL system, national and international research and literature, and other development programs. INOVASI seeks to increase its use of government data systems and support GoI's efforts to improve these systems at both national and sub-national levels.

Support to GoI as part of the COVID-19 response and recovery will include a focus on gender equality, disability and social inclusion. We know from early INOVASI surveys and other studies (national and international) that some groups are facing even greater levels of disadvantage during the pandemic. INOVASI will use this information to inform policy engagement and help GoI explore ways of applying a gender equality, disability and social inclusion lens in (1) mitigating the adverse teaching and learning outcomes for these groups; (2) engage with and support parents whose children are learning from home; and (3) monitor the effect of measures in mitigating inequalities and barriers.

INOVASI will continue to support GoI on the need to gather and utilise qualitative and quantitative information exploring issues faced by disadvantaged student populations during school closures and re-starts to inform subsequent waves of the pandemic, expanding on successful strategies and mitigating known challenges. We will therefore work alongside GoI M&E systems.

We will support MoEC and MoRA to improve use of disaggregated data within education management information systems and within INOVASI's Program Data Management System (PDMS) to review the impact of COVID-19 on attendance, drop out and achievement of

students. This includes data on intersectional GEDSI factors affecting students' inclusion in education.

Building on the joint achievements of GoI, TASS and INOVASI in Phase I, we will continue to support GoI efforts to refine, further trial and improve use of data from the Student Learning Profile (PBS) for students with disabilities. Likewise, the provincial team in West Nusa Tenggara will continue to support local efforts to improve inclusive education by addressing systemic issues.

We will aim to support disaggregation of large-scale assessments such as the Asesmen Kompetensi Minimal (AKM) to enable data to support planning and monitoring of inclusive education reform.

We will evaluate our effectiveness by reviewing the extent to which our efforts have supported GoI in: identifying and addressing barriers to gender equality and inclusion and opportunities for participation by people with disabilities; and actively involved OPDs in planning, implementing, monitoring and evaluation.

Building Coalitions

We will form working links and coalitions with organisations known to focus on gender equality, disability and social inclusion and national and sub-national organisations of people with disabilities. These coalitions will serve multiple purposes including: information and knowledge sharing; conducting or brokering analytics and research; promoting girls and women as actors and participation in education; and participating in activities.

We will undertake, facilitate or broker evaluations or policy research focusing on key gender equality, disability and social inclusion questions that will help answer or inform systemic policy. Some will be done internally as part of our activities, some will be part of our internal analytics and research, and some will be carried out by external partners.

9. Communications

INOVASI Phase II communications will continue to promote gender equality, disability and social inclusion quantitatively (ensuring a gender balance where relevant) and qualitatively (challenge stereotypes and promote diverse roles for men and women, boys and girls, including those with disabilities), and execution (through events, interactions, expression and wording.)

Communication and knowledge products will continue to advocate for advancing gender equality, disability and social inclusion as follows:

- Practical accessible and user-friendly guidelines on gender and disability sensitive language will be provided by GEDSI team.

- Messages, stories, results and insights will be supported by sex and disability-disaggregated data wherever available and relevant.

- Communication pieces will encourage the portrayal of girls, including girls with disabilities, as leaders and active participants in their school communities, and also highlighting stories where men and women, boys and girls including with disabilities are working together to improve their school communities.

- Communication pieces will avoid depicting women and men, boys and girls and people with disabilities exclusively in stereotypically traditional and disempowering ways.

- Storytelling while preserving the dignity of beneficiaries by protecting identities when necessary, accurately representing stories of individuals and ensuring gender and disability stereotypes are not being reinforced. Partnering with, for example, Satu Bumi Jaya to have positive stories in film - for use as teaching materials

- Public events will be gender-aware and disability inclusive, with balanced representation of men and women on panel discussions and event agendas and meaningful participation of people with disabilities.

- Ensure all the events are accessible and inclusive and communication materials are made available in different accessible formats such as audio, visual, sign language, Braille, easy to read, film with closed captions.

Strategic communications for disability inclusion will: ensure evidence and knowledge are shared with decision makers; reduce stigma and discrimination within communities, families and schools; and increase the visibility of women and people with disabilities in senior and influential positions through communications products and events.

INOVASI's disability thematic study identified confusion among some stakeholders in relation to: whether inclusive education was only relevant for certain disability types; the difference between provincial and district responsibilities; and the differences between special and inclusive education. These confusions resulted in children with disabilities falling through the net. In Phase II, INOVASI will support MoEC and MoRA by providing clear communications to explain these issues in plain language.

Communications campaigns and materials will be implemented by our Communications team to raise general awareness about the right to education and the capability of children with disabilities. Depending on how the COVID-19 pandemic unfolds with its related priorities, additional communication work may include: (i) clear and simple guidance for principals on how to access funding for accessible infrastructure and other resources; (ii) locally-developed communications products around how to access local referral services, assistive devices, vision and audiology services, and so on; (iii) products to support the scale-out of the PBS; (iv) information explaining to teachers, principals and district education officers how learning assessment tasks and examinations can be made inclusive; (v) products to explain the role of MoEC Disability Service Units, specialist teachers, teacher assistants and special schools in supporting mainstream schools to be inclusive and vi) an event to promote GEDSI to GoI and other stakeholders.

10. Sustainability

The GEDSI Strategy operates within the wider INOVASI sustainability framework. Changes in mindset and beliefs are important indications of changes being broadened and deepened. They can be early indications of transformational change. Mapping and understanding problems and issues is a pre-condition to sustainability. The GEDSI strategy will address the following sustainability outcomes as defined in the wider strategy.

1. Supporting Government to retain a longer-term focus while dealing with the immediate issues of COVID-19
2. Supporting partners to strengthen local ownership and sustainability
3. Support government and partners to more strongly focus on system change
4. Strategically communicating progress and lessons through our six monthly reporting cycle; identifying success stories

11. Risk

COVID-19 risks concern the operating environment, safety concerns and overall impact of the pandemic that may be prolonged during the third quarter of the 2020 calendar year and into 2021. The GEDSI team will maintain an adaptive and responsive approach throughout Phase II and will make every effort to participate in proactive consultations with DFAT and GoI to determine the most effective program of GEDSI work in a changing environment.

12. Roles and Responsibilities

All INOVASI staff have a responsibility for GEDSI. Operationalising the strategy will be a joint responsibility of the Program Director, Deputy Directors and Managers, with the EPP Manager overseeing and coordinating the process. The whole team includes staff based in Jakarta, West Nusa Tenggara, East Nusa Tenggara, North Kalimantan and East Java, as well as advisory support staff based nationally and internationally.

Role	Responsibility
Senior Management Team (SMT) (Program Director, Deputy Directors)	• Provide leadership and quality assurance for delivery of GEDSI strategy • Participate in annual GEDSI health checks • Determines any adaptation to INOVASI's approach to GEDSI arising from the Health Checks and annual M&E analysis.
GEDSI team (STA, Specialists)	• Accountable for strategic direction of GEDSI and quality assurance • Provide technical support and mentoring to specialists for GEDSI • Monitor and review progress towards GEDSI annual health check • Analysis, strategy adaptation and lessons learned drawn from GEDSI annual health check

Deputy Directors Learning/ S&P, Manager MERL & Provincial Managers	• Quality assurance GEDSI implementation within their respective teams • Participate in annual GEDSI health checks • Contributes to analysis of GEDSI progress in Progress Reports and Annual Workplans • Engages with government on GEDSI results and learning for government program and policies
Provincial and National Implementation Teams	• Use the GEDSI checklist in activity design & implementation process • Undertake activity level monitoring, data collection and review of activities using the GEDSI checklist • Integrate assessment of GEDSI results into Progress Reports • Engage GEDSI experts to support delivery of GEDSI activity
Monitoring Evaluation Research & Learning Team	• Supports and mentors teams in data collection on GEDSI indicators. • Conducts data analysis of tools that include GEDSI indicators • Supports development of Progress and Achievement Reports • Supports development and quality assurance of research proposals • Supports identification of mini-evaluations that consider GEDSI aspects
Communications Team	• Ensure the GEDSI Strategy principles are incorporated in program communications. • Participate in six monthly GEDSI Health Checks.
Operations Team	• Human Resources policies and processes support affirmative action in recruitment (gender and disability) and provision of reasonable accommodations throughout the employment of staff and advisers. • Procurement processes, including venues, transport, supplies and sub-contracts for partner organisations include GEDSI considerations, ensuring accessibility and inclusion.

Building GEDSI capability within the team

To enable the implementation of the GEDSI strategy, the GEDSI team will support colleagues and partners to strengthen awareness and commitment to principles and practices for gender equality and to develop capacity for more effective dialogue with partners on GEDSI (gender, disability and social inclusion) including issues related to equal access, equal opportunity and learning for all. Presentations will be delivered to INOVASI staff and stakeholders through the annual whole team retreat in 2020 on i) GEDSI and COVID-19 response and recovery and ii) GEDSI strategy.

Regional workshops via zoom will be held during which the GEDSI strategy and GEDSI Checklist tool will be socialised. Each regional team will review the strategy and their work plans to explore possible GEDSI entry points for phase II, identifying any resources needed to support implementation of potential GEDSI activity. Teams will be asked to identify their specific needs in adopting GEDSI within their work. Based on this feedback further follow-up workshops will be planned to meet identified needs. Jakarta-based staff from all units will be invited to participate in regional workshops.

Within the context of a complex, adaptive, multi-site program, the GEDSI team needs considerable support from our Indonesia-based senior leadership to achieve the strategic insertion of GEDSI inputs and activities across the INOVASI components in the right place and at the right time. The GEDSI team will need to be aware of upcoming events and activities, such as: developing MERL tools and approaches for the pilots; preparing six-monthly reports; Aid Quality Checks; training programs in the provinces; commissioning research; new programming; and recruiting new staff (for induction on 'GEDSI basics'). To strengthen communication throughout the program, a GEDSI focal point will be established in each national and regional team.

The GEDSI specialists will have a high level of input and responsibility for implementing the GEDSI strategy in collaboration with the Provincial teams, Systems and Policy, MERL, Communications and EPP teams. The GEDSI specialists will also provide support on request to all areas of the INOVASI program in relation to GEDSI issues.

The six-monthly strategy testing and annual GEDSI Health Check will be led by the Gender Adviser and the Inclusive Education Adviser. This will act as an internal audit, giving the GEDSI team the opportunity to reflect on what has been accomplished and how the strategy and approach may need adjusting.

Induction of new staff

As part of the recruitment process of Phase II, INOVASI HR team will continue conducting induction sessions to new staff, providing them with refresher training on compliance policies: Child Protection, Whistle Blower, Code of Conduct, Diversity and Inclusion, Anti-Fraud, and Prevention of Sexual Exploitation, Abuse and Harassment (PSEAH) policy. Diversity and Inclusion training will include CRPD compliance.

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Annex 1: INOVASI's policy framework for gender equality, disability and social inclusion

Indonesia and Australia's commitments to inclusion in education

Both Indonesia and Australia are committed to inclusive and equitable education.

Indonesia and Australia are signatories to the 1979 Convention on the Elimination of All Forms of Discrimination against Women and the 1990 Convention on the Rights of Child. Both countries subscribe to Sustainable Development Goal 4: *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* and to Goal 5: *Achieve gender equality and empower all women and girls*. The targets and indicators for these goals comprehensively frame the scope of inclusion at the school and community level. They scope at-risk groups broadly, cover equality of participation in school, achievement in learning and facilities provision; child safety, protection from discrimination, empowerment and opportunities for leadership.

Serving as Indonesia's main regulation for education, the National Education System Law No 20 of 2003 specifies democracy, equality and non-discrimination as the main guiding principles in implementing education and highlights the government's responsibility to provide good quality education for all citizens without discrimination. Indonesia's child protection regulations,

Ministry of Education and Culture Regulation No 82 of 2015 (MoEC, 2015) and Ministry of Women's Empowerment and Child Protection Regulation No 8 of 2014, (MoWECP, 2014) also focus on anti-discrimination and children's rights against abuse. Corporal punishment is considered a form of child abuse.

Indonesia: gender equality in education

Indonesia has made extensive policy provision for gender. The 2000 Presidential Decree (*Instruksi Presedensial* – Inpres) No 9 of 2000 on *gender mainstreaming in national development planning and programming* became the government's cornerstone in integrating gender issues into national and sub-national policies and programs. This was developed by the Ministry of Women's Empowerment and Child Protection and Ministry of Home Affairs. The Ministry of Education Regulation No 84 of 2008 on the *implementation guidelines for gender mainstreaming in education* applies the guidelines to education and they are reflected in the current strategic planning of the Ministry of Education and the Ministry of Religious Affairs, as the main administrator of Islamic education in Indonesia. MoEC has also developed standards and indicators of gender-responsive education (MoEC 2014) which cover eight elements of the national education standards (MoEC 2007, 2008, 2009, 2016). The standards cover graduate competence, learning content, learning process, educators and education personnel, facilities and infrastructure, school management, funding and education assessment.

The standards include reference to gender sensitivity in the content and process of teaching and learning to meet the needs of girls and boys. INOVASI can make use of these standards and indicators in developing a solid framework for integrating gender equality and social inclusion into INOVASI's pilots and grant partnership projects. They are also the entry point for discussions with MoEC and its affiliated agencies at sub-national education offices on applying and implementing gender-responsive education in Indonesia.

Indonesia: Disability inclusion

Indonesia's legal and policy framework supports the right for children with disabilities to access quality, inclusive education. Indonesia is a signatory to the United Nations Convention on the Rights of Persons with Disabilities17 which the country enshrined in Law No 19 of 2011. The government also passed Law No 8 of 2016, on Persons with Disabilities, which explains that 'inclusive education' is:

> *'…education in regular schools or in universities where students with disabilities and those without disabilities study together.'*

The national commitment to inclusive education is stated in Article 3.1: 18

> *'… every student having physical disability, emotional, mental or social difficulties, or having exceptional ability and/or talent, deserves to have inclusive education within schools according to their needs and abilities.'*

Schools not appointed as inclusive must also enrol students as stated in Article 3.1. The recent Government Regulation No. 13 of 2020 regarding reasonable accommodation for students with disabilities is pivotal in outlining steps required for enabling inclusive education.

Australia: gender equality and empowerment

Australia's approach to gender equality in the aid program is set out in its *Gender equality and empowerment strategy* (DFAT 2016). The strategy emphasises the importance of carefully analysing gender and political economy, pointing out that gender frequently intersects with other ways that people are marginalised, for example, through disability and indigenous identity. It is important for stakeholders concerned with improving classroom and school dynamics for all girls and boys to be sensitive to these intersections. It identifies three essential fields of work for attaining gender equality and empowerment: enhancing women's voices in decision-making; empowering women; and ending gender-based violence. The strategy indicates actions that are relevant to INOVASI's field of work in GEDSI. To enhance women's voices, it suggests supporting women's leadership and equal participation on committees and there is scope for this in INOVASI's aim to strengthen school leadership and promote community approaches to improving children's learning in and outside school. It recognises equal opportunities for learning as a core strategy for women's economic empowerment.

DFAT's approach to gender equality also makes the link between negative gender stereotypes and attitudes, and abusive and violent behaviour. As with Indonesia's child protection policy, the DFAT policy also emphasizes the importance of creating classrooms and schools that are free of discrimination and violence.

DFAT has a zero-tolerance approach to child exploitation and abuse, recognising that all adults share the responsibility for preventing this from happening. Therefore, as a program funded by DFAT INOVASI will ensure the design and delivery of programs and organisational operations do not expose children to adverse impacts, including the risk of abuse and exploitation, and that any concerns about children's safety within the communities where we work are appropriately reported.

Australia: Disability inclusion

Australia's policy on disability inclusion *Development for all 2015–2020: Strategy for strengthening disability-inclusive development in Australia's aid program (*DFA strategy) (DFAT 2016) aims to improve the quality of life of people with disabilities in developing countries through three approaches: enhancing participation and empowering people with disabilities; reducing poverty among people with disabilities; and improving equality for people with disabilities in all areas of public life, including education. The policy highlights the need to be more inclusive across the diverse range of people with disabilities, including those with psychosocial and intellectual disabilities as well as the need to reduce stigma.

The strategy for inclusion advocates a twin-track approach whereby people with disabilities are actively included as participants in and beneficiaries of development efforts across all sectors ('mainstreaming'), but they are also 'targeted' in development initiatives designed specifically to benefit them. Targeted approaches include providing assistive products to support mobility and communication and facilitating access to health and rehabilitation. The strategy recognises that participating in development efforts can largely depend on people with disabilities having reasonable accommodation that provides the support, modifications and/or adjustments that meet their individual needs. Examples include providing accessible transportation, sign-language interpreters, accessible buildings and ensuring information or communication materials are in an accessible format.

The *Development for all* strategy promotes a comprehensive approach to inclusive education, including interventions such as policy dialogue, curriculum development, teacher training, accessible infrastructure, reasonable accommodation and student-centred learning tailored to all students' individual needs whether they have disabilities or not. Finally, the policy highlights the important role of strengthening disability data collection to inform evidence-based policymaking, programming and services delivery. This includes working with implementing partners to disaggregate data by disability status to understand how well investments are reaching people with disabilities.

Annex 2: Gender in Education Thematic Study, June, 2020 – Executive Summary

This paper is both a look back and a look forward. At the juncture between INOVASI's first and second phases, we reflect on what INOVASI learned over 2016–2020 and look ahead to how phase two will approach **gender**. Our intended audience is internal, primarily INOVASI management and staff, and secondarily, our colleagues at Technical Assistance for Education System Strengthening (TASS) and the Department of Foreign Affairs and Trade (DFAT). Unlike the themes of continuing education, disability, literacy, numeracy and problem-driven iterative adaptation (PDIA) (the other thematic study topics), we did not focus on gender equality in phase one. Therefore, this paper is an opportunity to reflect and to look ahead, rather than to dive deep into 'what works' for gender equality.

INOVASI took a relatively light touch in its treatment of gender in the first phase for several reasons. However, phase two presents the opportunity for INOVASI to build on what we have learned and focus on two areas that we are uniquely positioned to consider from a gender perspective: educational leadership and character education. An energised contribution in phase two means that INOVASI will need to invest in new in-house skills and forge alliances with new partners in government and civil society.

In phase one we embedded gender in our wider gender equality and social inclusion (GESI) strategy. This strategy outlines our scope of work in the following areas: gender equality and empowerment; disability and social inclusion; and child protection. It advocates a twin-track approach for inclusion of both mainstreaming and targeting individuals and groups potentially at-risk. Key elements of this strategy included:

- Investing heavily in basic literacy for the many children who do not speak Bahasa Indonesian at home (multi-language pilots);

- Improving how teachers identify and teach children with disabilities;

- Piloting approaches in communities that have difficult educational contexts (for example, high absenteeism, low parent engagement, child labour);

- Identifying innovations that improve teaching and learning in schools in remote areas.

Although we included gender equality and women's empowerment in the strategy and to a certain degree we have put the gender mainstreaming track in place, our phase one program has not been targeting gender equality. We have nonetheless:

- Celebrated a modest reduction in the 'boys' achievement gap' in numeracy and literacy (in INOVASI pilot schools);

- Ensured that most of our data collection and analysis was sex-disaggregated (and also tracked other dimensions of disadvantage such as disability, mother tongue and socio-economic status);

- Screened all our pilot materials to ensure the final versions are 'inclusive' and gender-balanced;

- Periodically discussed with our team how a gender perspective is relevant in our own workplace (harassment), in operations (recruitment) and pilots (learning days).

In phase two, we intend to build on this experience and to deepen our work on gender equality with renewed commitment by taking action to:

- Involve a full-time gender specialist from the beginning of phase two (to ensure pilot designs and policy work take account of gender from the outset);

- Ensure that we include gender-focused activities and events in the workplan and dedicate a realistic budget to support these activities;

- Seek out allies in government and civil society who can help us make wise choices about how we engage on gender;

- Explore the feasibility of designing and delivering a gender-focused pilot (grant, short-course or other) in the second phase;

- Strengthen the school leadership pilot to both improve leadership and management skills for all principals, *and* promote women's empowerment;

- Consider the potential for 'character education' to provide opportunities for children to practise values of equality, respect and team working – these can and should include a gender dimension.

Annex 3: Disability thematic study – executive summary

Executive summary

The purpose of this study is to assemble and examine early findings from the disability inclusion aspects of INOVASI's work in phase one. The study focuses on the activities in the three pilot districts of Central Lombok, Probolinggo and East Sumba, and covers activities within partnerships as well as those involving systems and policy engagement. The study explores what has worked and has not worked to improve disability-inclusive education in INOVASI, and what enablers and barriers we need to take note of in progressing Indonesia's inclusive education reforms.

Indonesia's legal and policy framework supports the right for children with disabilities to access quality, inclusive education. This is most clearly outlined in Law No 8 of 2016 on Persons with Disabilities, the related Government Regulation No 13 of 2020 regarding reasonable accommodation for students with disabilities and the Government Regulation No. 42 of 2020 regarding Accessible Housing, Public Services and Disaster Preparedness for People with Disabilities. Schools and any educational services are considered public services, and central and local authorities are obliged to provide accessibility for people with disabilities. Despite a supportive legal framework, various datasets, including most recently the Indonesian Bureau of Statistics' 2018 National Socioeconomic Survey, *Susenas*, show concerningly low rates of school enrolment, completion and progression for Indonesia's children with disabilities.

During phase one, INOVASI focused on: piloting teachers' capacity development programs for disability-inclusive education; developing and testing the Student Learning Profile (*Profil Belajar Siswa* – PBS*);* and participating in an extensive multi-stakeholder policy analysis and development process to develop the Central Lombok Regency Inclusive Education Roadmap (2019–2021). The data used for this study was drawn from three quantitative studies and an extensive document analysis. The studies included a pre and post-test for teachers in the inclusion pilot schools, the Indonesian Education and Learning Innovation Survey (SIPPI) and the spot-check assessments involving classroom observation and interviews.

The study revealed impressive improvements in learning outcomes among students with disabilities in the INOVASI pilot schools and highlighted the value of strengthening disability data systems and

'Initially students with disabilities at my school felt inferior, ashamed and insecure. They were also often criticized by other students. However, after being given an understanding, now other students are friends of those with disabilities. After the teachers received guidance through the (INOVASI) pilot, they also became smarter at guiding students with disabilities, more patient and diligent in educating students with disabilities. With the change in teaching methods, students – especially children with special needs – who were previously quiet, lacking self-confidence, ashamed and who had difficulty absorbing lessons, are now transformed into cheerful, confident, independent and easy-to-absorb students'

- Head of primary school in Central Lombok

policy tools to enable inclusive education. Numerous effective strategies were identified including: building teachers' skills in differentiated instruction; training teachers through simple and practice-based programs through the teachers' working group (KKG) system; investing in multi-stakeholder policy development work; working with village leaders, parents and community stakeholders; considering financial mechanisms and incentives for inclusion; and interrogating where disability data and definitions create barriers and how they can become enablers.

The findings also highlighted the following areas for improvement:

- more proactively using and strengthening the work of disabled people's organisations and Disability Service Units in supporting the inclusive schools;

- designing pilots that have a broader focus than just teacher capacity development since most children with disabilities are out of school;

- building capacity also among principals and supervisors to ensure accessible infrastructure, resources and greater support for teachers;

- addressing the system and teaching capacity required to implement assessments inclusively.

Further implications from the study included the need to:

- strengthen partnerships with universities and other teacher training institutions;

- update the *General guidelines for the implementation of inclusive education* document to incorporate the obligations outlined in Government Regulation No 13 of 2020 regarding reasonable accommodation for students with disabilities;

- continue supporting the disability identification mechanisms that inform decisions about resources;

- monitor and evaluate inclusive education policy development and implementation efforts;

- develop a range of communications materials to increase awareness of policies and systems, such as guidance for school leaders on accessing resources for inclusion through schools operational funds (BOS);

- strengthen linkages between schools and early intervention, health and specialist services;

- work with communities and other stakeholders to address non-school barriers to inclusive education.