

Gender Equality and Social Inclusion Strategy 2018-2022

17 November 2018

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Contents

Terminology	iii
1. Introduction	1
2. The Policy Context	4
3. Gender Equality and Social Inclusion in Indonesia’s Knowledge Sector	6
4. KSI’s Focus and Approach	9
5. Monitoring, Evaluation and Learning	15
6. Program Management and Operations	19
7. Implementing the Strategy	21
Annexes	23
Annex 1: Guidelines for Inclusive Events, Inclusive Communication and Inclusive Language.....	24

Tables

Table 1: Strategies and key interventions for achieving outcomes	14
Table 2: Indicators for measuring progress against outcomes	18

Terminology

Disability is a diverse and evolving concept. How disability is experienced varies between individuals. Disability is based on relationship between an individual's impairment and the barriers that person faces in society. For the purpose of this strategy, disability is represented as follows:

Disability = impairment + barriers.

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) does not define disability. However, the CRPD describes persons with disabilities as including 'those who have long-term physical, mental, intellectual or sensory impairments which *in interaction with* various barriers may hinder their full and effective participation in society on an equal basis with others' (Article 1).

Disability inclusive development refers to ensuring the full participation of persons with disabilities in all development and humanitarian processes and works. Empowering persons with disabilities to represent their own interests is central to this process. At its core, disability inclusive development is concerned with improving access for persons with disabilities through the removal of barriers that prevent participation on an equal basis with others.¹

Disabled people's organisation (DPO) refers to the representative organisations of persons with disabilities. DPOs may consist entirely of persons with disabilities or, in some cases, have a majority representation of persons with disabilities in their governance structure. DPOs are organisations of and for persons with disabilities.

Disaggregated data refers to data that is broken down into parts. The 2030 Agenda for Sustainable Development and other international frameworks now commit to disaggregating, or dividing, data into groups on the basis of gender (sex), age and disability. This is a minimum requirement and can assist in monitoring social inclusion in policy and practice.

Gender refers to the socially defined roles, behaviours, activities and attributes considered characteristic of, and the relationships between, women and men. Gender inequalities, including opportunities, access to and control over resources and decision-making are influenced by how society views women and men of all ages.²

Gender analysis is the critical examination of how gender affects women and men differently in society. Gender analysis is particularly concerned with examining the roles and expectations of women and men, including the reasons for differences in participation in society. Gender analysis should be integrated into all program activities to ensure inequalities are addressed and not exacerbated by program approaches and activities.

Gender equality refers to women and men having equal rights, responsibilities and opportunities. A gender equality approach requires the interests, needs and priorities of both women and men are considered and diversity amongst groups of women and men recognised.

Gender/disability mainstreaming refers to an approach to achieve gender equality or equality for persons with disabilities. Gender and disability mainstreaming requires ensuring gender and disability perspectives are included and considered in all stages of policy and practice and at all levels. Mainstreaming implies the participation, interests and needs of marginalised individuals and groups are fully integrated into all development and humanitarian actions.

Gender/disability perspective refers to considering the situation of people who may be

discriminated against on the basis of gender and/or disability. A gender or disability perspective can help to identify and overcome constraints and barriers by considering the perspectives of both women and men with, and without, disabilities in planning and programming.

Intersectionality refers to the way an individual's characteristics are linked, including gender, age and disability. For example, a person may experience discrimination due to their gender and disability. This may lead to increased exclusion or risk for that individual and requires careful consideration. Intersectionality underscores the importance of not looking at any one characteristic in isolation and of adopting a holistic approach to social inclusion.³

Persons with disabilities is the terminology used in the CRPD and prioritises the person over any disability that person may experience. Euphemisms, undignified language and politically correct variations are to be avoided. In the Australian context, people with disability is also acceptable.

Reasonable accommodation is a core principle of the CRPD and is defined as 'means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms. The CRPD notes that any denial of reasonable accommodation is a form of discrimination (Article 2).

Sex refers to the physical and biological characteristics that distinguish males and females.

Social inclusion is the process of improving the ability, opportunity, and dignity of people, disadvantaged on the basis of their gender, race, ethnicity, religion, sexual orientation and gender identity, or disability status, to take part in society.⁴

Twin track approach refers to mainstreaming inclusion (see above) alongside providing specific interventions to ensure particular individuals and groups can participate on an equal basis with others. The twin track has become a core principle of gender and disability inclusive development.

1. Introduction

The Knowledge Sector Initiative (KSI) is a partnership between the governments of Indonesia and Australia. KSI is funded by the Department of Foreign Affairs and Trade (DFAT) and implemented in cooperation with the Ministry of National Development Planning/National Development Planning Agency (*Kementerian Perencanaan Pembangunan Nasional/Badan Perencanaan Pembangunan Nasional*, Bappenas). KSI is managed by RTI International, in association with the Nossal Institute at the University of Melbourne, the Overseas Development Institute and the Australian National University.

KSI supports Indonesian policymakers to develop more effective development policies through better use of research, data, and analysis. The program works with research providers and government agencies to strengthen the quality and policy-relevance of research and how research is used for policymaking. KSI also works to improve regulations and practices that support quality research and make using evidence in policymaking easier.

KSI's overall approach is to act as a catalyst for change. This means that KSI's work focuses on bringing stakeholders together to discuss problems, develop joint solutions, and work together to implement these. KSI also works with its partners to develop new knowledge and share this with a broader audience to raise awareness, promote debate, and mobilise broader support for change. To ensure that change is sustainable, KSI works to improve the underlying systems that support better use of evidence in policymaking.⁵

Gender equality and social inclusion (GESI) is an important part of KSI's work. More inclusive public policy is critical if Indonesia is to achieve its poverty reduction targets and continue to grow economically. Policymakers need access to quality evidence to understand the nature and extent of inequality and exclusion and the different impacts that policies have on women, persons with disabilities, and other socially excluded groups. Evidence concerning social inclusion and exclusion can help ensure that public policies are designed and implemented in a way that promotes equal access to public services, equal opportunities to participate in public life, and equal rights to a voice in decision-making.

KSI's work on GESI aims to improve the use of evidence on gender and social inclusion issues in development policymaking. The purpose of this work is to provide policymakers with evidence that they can use to design more inclusive and better-targeted policies.

KSI's GESI Strategy sets out a framework for the program to integrate principles and practices that promote GESI across all areas of work. It also provides guidance for implementing that framework. The strategy covers Phase 2 of the KSI program, from July 2017 to June 2022 and updates a strategy developed in June 2016 under Phase 1.⁶ While key aspects of the 2016 strategy remain relevant to Phase 2, the updated strategy reflects recent developments in the operating context and aligns with the new outcomes and activities for Phase 2. It also includes a stronger focus on social inclusion, particularly the inclusion of persons with disabilities. The increased focus on disability inclusion better aligns the strategy with 2030 Agenda for Sustainable Development commitments, Australia's Development for All strategy, and obligations under the 2016 Indonesian law concerning persons with disabilities. The strategy will be revised when necessary to reflect changes in the program.

The GESI strategy has been developed in close consultation with the program and operations teams. The strategy identifies key approaches for integrating GESI across KSI's program activities, program management and operations. It also outlines specific interventions and approaches for mainstreaming gender equality and social inclusion. These will be updated on an annual basis and

outlined in KSI's annual workplans.

Overview of KSI

KSI's overall goal is to improve the use of evidence in development policymaking. More specifically, the program aims to:

- Support Indonesian knowledge sector institutions and systems to generate better quality research and increase the application of evidence in policymaking, contributing to more inclusive and equitable economic growth for Indonesia.

Within this broad goal, the program focuses on:

- Better quality and more effective communication of policy research.
- More and better spending on policy research.
- Better management, availability and accessibility of data and information for policymaking.

By 2022, KSI expects to achieve the following key outcomes:

- There are better mechanisms for funding policy research, and funding is linked to the research needs of policymakers.
- Researchers and academics in universities have better incentives to do high-quality policy research.
- Researchers, policy analysts, and policymakers are increasingly interacting with each other, sharing knowledge and working together.
- Quality data on development planning, budgeting and performance is more available and accessible and data systems are better linked to each other.
- Research organisations are producing more quality policy research, communicating it effectively, and working collaboratively.

Three cross-cutting strategies apply across all of KSI's work:

- Gender equality and social inclusion (outlined in this strategy).
- Sub-national engagement.
- Media engagement.⁷

Although KSI's work is mostly focused at the national level, the program is working through partners' networks to improve the supply of policy research and analysis to local governments and the use of data for local development planning and budgeting. KSI is also working with selected media partners to promote more evidence-informed public debate on policy issues and raise awareness of the importance of using evidence in making policy decisions.

KSI's partners include non-government research and advocacy organisations, universities, government agencies, and professional and scientific associations. Key national government partners include the National Development Planning Agency; the Ministry of Research, Technology and Higher Education; and the National Institute of Public Administration. KSI also partners with Australian universities and other international organisations to facilitate access to international expertise, experience, and networks, and strengthen links between Indonesian and international institutions.

Lessons Learned

This strategy is informed by and builds on KSI's work on GESI in Phase 1.⁸ The key lessons learned from Phase 1 are:

KSI can play a catalytic role in addressing issues of gender equality and social inclusion: An important aspect of KSI's role in catalysing change is generating new knowledge and using this knowledge to mobilise support for reform. Towards the end of Phase 1, KSI commissioned several studies on gender issues in research and higher education. This research was successful in influencing aspects of research and higher education policy. For example, research undertaken by the Sajogyo Institute found that only 2-3% of research funded by the Ministry of Research, Technology and Higher Education were related to gender issues. As a result, the Ministry incorporated gender and social inclusion requirements into the Ministry's research grant schemes for universities. This experience demonstrates that a catalytic approach can be effective in stimulating reform related to gender and improved social inclusion. Building on this learning, KSI has identified a range of interventions that allow the program to play a catalytic role. These are outlined in Section 5.

Addressing systemic issues related to gender equality and social inclusion requires attention to incentives and ongoing learning: As a small program, KSI can best add value by focusing on reforms that have the potential to lead to systemic change across the knowledge sector. KSI's work on research grant guidelines, for example, is supporting reforms to how the Ministry selects and allocates funds for research on gender and social inclusion topics in all state and private universities across Indonesia. However, understanding which reforms will trigger systemic change requires careful consideration of the incentives and disincentives that stakeholders face as well as ongoing reflection and learning about whether reforms are having the intended effect. KSI will include reflection on the interventions identified in Section 5 in six monthly Learning Weeks and adapt these in response to learning and new opportunities.

KSI can support greater consideration of gender equality and social inclusion by being a critical friend to partners: Throughout the first phase, KSI encouraged research and government partners to incorporate gender equality and social inclusion perspectives in their work. This approach was successful in helping research partners to consider how gender and social inclusion was reflected in their research. It also led to Bappenas incorporating gender perspectives in quick response policy briefs and in the evaluation of local development practices.⁹ KSI's encouragement of disability inclusion in the 2018 Indonesia Development Forum, has resulted in Bappenas including gender and social inclusion as a sub-theme for the 2019 forum. In Phase 2, KSI will continue to play a critical friend role, providing input to partners to strengthen consideration of gender and social inclusion across program activities.

KSI can support and amplify the efforts of gender and social inclusion champions: An important enabling factor in many of the program's successes in relation to gender and social inclusion has been the support of key champions, including in Bappenas and the Ministry of Research, Technology and Higher Education. In Phase 2, KSI will focus on areas where there is support and momentum for change and use this to build broader awareness and demonstrate success.

Cross-program responsibility for gender equality and social inclusion supports stronger ownership: The Gender Equality and Social Inclusion Task Force established at the end of 2015 has been an effective approach, helping to build broader commitment to gender and social inclusion across the team. However, in the absence of specific expertise on gender and social inclusion in the program, it is important that the Task Force have appropriate advisory support. It is also important to ensure that staff are allocated time to undertake Task Force activities within their existing workloads.

2. The Policy Context

KSI's GESI Strategy has been developed with reference to the policies of both the Australian and Indonesian governments. These policies outline key approaches and priorities for GESI with which KSI aligns.

DFAT's Policies and Priorities

As an Australian government-funded program, KSI is guided by the overarching framework and principles laid out in relevant DFAT strategy documents. These include:

Australia's 2017 Foreign Policy White Paper provides a framework for Australia's engagement with the Asia Pacific Region and the globe. GESI are key values for Australia and integral to Australia's approach to aid and diplomacy. Australia promotes and invests in gender equality and social inclusion to protect and strengthen human rights and support increased productivity and stability in other countries.

Gender Equality and Women's Empowerment Strategy (2016): This strategy outlines three priorities for the Australian government's work on gender equality: 1) enhancing women's voice in decision-making, leadership and peace-building; 2) promoting women's economic empowerment; and 3) ending violence against women and girls. These are to be addressed through a twin track approach, with targeted programs and activities to tackle gender inequalities as well as mainstreaming. KSI's efforts to promote gender equality relate most strongly to the first priority, specifically by promoting research which deepens understanding of the issues women face and the impact of policy decisions on their lives and improving the conditions for women researchers and academics, including in leadership of universities and research organisations. KSI is also adopting a twin track approach for both gender and disability inclusion.

Development for All 2015-2020 – Strategy for strengthening disability-inclusive development in Australia's aid program (2015): The objective of this strategy is to improve the quality of life of persons with disabilities, including through enhancing their participation and empowerment as contributors, leaders, and decision-makers through a twin track approach. Two of the guiding principles for DFAT's work are 'developing programs and policies based on evidence' and 'supporting an active and central role for people with disabilities'.¹⁰ KSI can contribute to this by encouraging more research on disability issues and better data on disability, as well as by promoting the inclusion of persons with disabilities in research and policy-making processes. The Development for All strategy contributes to Australia's ratification of the CRPD and to commitments to disability inclusion in international collaboration (Article 32).

Aid Investment Plan – Indonesia (2015): DFAT's Aid Investment Plan for Indonesia defines gender equality and the inclusion of persons with disabilities as cross-cutting concerns. Key focus areas of the plan include women's political and economic empowerment, social protection and poverty reduction, access to education, reducing violence against women, and maternal and reproductive health. KSI can contribute to this plan by helping to ensure that research, analysis and data to inform development policies adequately considers GESI issues.

Gender Action Plan – Indonesia (2015): This plan sets out a 'twin-track approach' for mainstreaming gender across the aid program and implementing gender-specific programs and activities. It outlines two performance benchmarks:

1. The percentage of investments assessed as effectively addressing gender equality in

implementation.

2. The percentage of total spend where gender is a significant objective.¹¹

KSI is expected to address gender equality in implementation in line with the first performance benchmark and, as such contribute to DFAT's overall efforts to promote gender equality.¹²

Government of Indonesia Policies

As part of its commitment to GESI, Indonesia has ratified major international conventions that uphold GESI principles, including in areas related to political rights, elimination of discrimination, equal work remuneration, and access and participation.¹³ Indonesia has also adopted the United Nations Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development. Implementation of these commitments is supported by a number of laws and regulations. Those most relevant to KSI's areas of focus include:

Presidential Instruction No.9/2000 on Gender Mainstreaming in National Development: This instruction requires that women and men have equal access to and control over resources, development benefits, and decision-making at all stages of the development process and in all government policies, programs, and projects.¹⁴

2015-2019 National Medium-Term Development Plan (RPJMN): Gender equality is one of three cross cutting themes in the current RPJMN. In recognition of the intersection between gender, disability and poverty, it includes a range of strategies and targets for improving access to basic services, social protection, employment opportunities, and political rights for women, persons with disabilities and marginalised groups as part of a broader strategy for poverty reduction.¹⁵

Guidelines for Disability Inclusive Planning and Budgeting (2015): These guidelines - developed by the Ministry of National Development Planning - provide direction for ministries and government agencies in integrating disability issues in planning and budgeting for development programs.¹⁶

Law No.8/2016 on Persons with Disabilities guarantees equal opportunities and access for persons with disabilities to enable them to fully exercise their capacity in every aspect of development and engagement in the community. Law No. 8 requires the elimination of all forms of discrimination, including harassment, marginalisation, and alienation on the basis of disability. The law also guarantees the rights of persons with disabilities to privacy, legal protection, education, employment, health, politics, religious activities, sports, culture, social welfare, public services, protection from natural disaster, and rehabilitation. The law is a key initiative following Indonesia's ratification of the CRPD on 30 November 2011. At the time of writing, further government regulations are being developed to ensure the law is implemented. KSI will periodically review these developments.

Presidential Decree No. 59/2017 on the Achievement of the Sustainable Development Goals (SDGs): This decree supports the translation of the SDGs into Indonesia's development planning processes. The decree explains how each of the SDG goals relate to the National Medium-Term Development Plan (RPJMN) and which ministries and agencies are responsible for their achievement and targets for gender equality and disability inclusion.

Further notable commitments by the Indonesian government include to the Sendai Framework on Disaster Risk Reduction 2015-2030, which commits to ensuring women's leadership and recognises persons with disabilities as contributing stakeholders, and the Incheon Strategy to 'Make the Right Real' for Persons with Disabilities in Asia and the Pacific. These documents and frameworks provide

a strong policy and regulatory basis for KSI to support the development of policies, plans and budgets that promote GESI.

3. Gender Equality and Social Inclusion in Indonesia's Knowledge Sector

While the policies and regulations outlined above demonstrate Indonesia's commitment to GESI, progress in implementing them has been mixed. This section provides a brief overview of the GESI issues relevant to KSI's areas of focus. This overview is informed by a number of assessments on gender issues in research and higher education undertaken prior to and during Phase 1. However, this overview does not yet fully address wider social inclusion concerns, including disability. This is in part because disability inclusion in the knowledge sector is an emerging area of interest and information is not readily available. As such, KSI will commission assessments, as appropriate, to inform disability inclusion measures in different program areas.

Research on Gender and Social Inclusion

There are several sources of policy-relevant research on GESI in Indonesia. The first is universities, including women's and gender studies centres (*Pusat Studi Wanita/Pusat Studi Gender*). There are currently around 100 such centres in state and private universities.¹⁷ Some of these centres are well-established, with a strong track record of conducting policy-relevant research; however, many are poorly resourced and face a range of internal bureaucratic constraints.¹⁸ In the last five years, several universities have established centres that provide services for students with disabilities and also conduct policy research. Sunan Kalijaga State Islamic University in Yogyakarta established a Disability Service Centre (*Pusat Layanan Difabel*, PLD) in 2007 to support and foster an inclusive environment in the university.¹⁹ The Centre also conducts research on disability and inclusive education and in 2014 launched the peer-reviewed journal *Inklusi* (Inclusion) to publish and promote research on these issues.²⁰ Brawijaya University's Disability Studies and Services Centre (*Pusat Studi dan Layanan Disabilitas*, PSLD) is another example that was established in 2012 to provide services to students with disability as well as conduct research on disability issues.²¹

A second source of research is policy research institutes and women's organisations and disabled people's organisations (DPOs). Women's organisations such as Kapal Perempuan, Women Research Institute, Rumah KitaB and Koalisi Perempuan Indonesia and 'Aisyiyah provide policy research on gender issues, including gender mainstreaming, gender budgeting, and gender advocacy. State institutions such as the National Commission on Violence Against Women (*Komnas Perempuan*), and to a lesser extent the Indonesian Institute of Science (*Lembaga Ilmu Pengetahuan Indonesia*, LIPI), also produce research on gender issues. Other policy research organisations and advocacy organisations, including Cakra Wikara Indonesia, SMERU and PSHK have strong research programs in the area of gender.²² Disabled people's organisations, including SIGAB (*Sasana Inklusi dan Gerakan Advokasi Difabel*) and SAPDA (*Sentra Advokasi Perempuan, Difabel dan Anak*) carry out policy-relevant research on issues such as urban renewal, village development and access to basic services for persons with disabilities. However, in the main research is not the focus of women's organisations and DPOs and capacities and rigour in research vary. While there is potential for self-representation and for providing women's and persons with disabilities perspectives through these research initiatives, many of these organisations lack capacity in communicating research, such as through research reports and policy papers.

International development actors, including multilateral and bilateral donors and international non-government organisations (NGOs), are increasingly obliged to address issues of gender equality and

disability inclusion. While there are examples of these organisations working with Indonesian government agencies, national NGOs and DPOs to produce research on gender and disability, overall there remains a lack of quality evidence and data on gender, disability, and social inclusion issues. Further, there is a lack of understanding of how to integrate GESI considerations into the design of policy-oriented research.²³

The Research Environment

Policies and practices within Indonesia's research environment do not yet encourage female researchers, researchers with disabilities and researchers from socially excluded groups to conduct policy research or pursue leadership positions in their organisations. Although women make up 44% of academic staff in Indonesian universities, there are still major disparities at senior levels. Only 20% of professors in Indonesia are women. Men also occupy the majority of managerial positions in universities (deans, rectors etc).²⁴ There is currently no affirmative action policy in Indonesian universities to increase the number of female researchers.²⁵

There is no available information available on the number of lecturers with disabilities in Indonesia. However, exclusion from all levels of education may be considered the norm for persons with disabilities. A recent study indicates that disability reduces school attendance by 61% for boys and 59% for girls in Indonesia. The same study notes that 90% of children with disabilities across the study countries who are not in school have never attended school.²⁶ Given this low baseline, it is reasonable to assume that the number of students with disabilities in higher education is even lower and, as such, researchers with disabilities are by far the exception rather than the rule. Considering, existing gender inequalities, it is also not known what additional barriers female researchers with disabilities may face reaching senior positions. Persons with disabilities face a range of challenges to accessing education, including stigma, physical barriers and a lack of support, and this also applies to higher education.²⁷ It is noted that the Australian government has provided support to some persons with disabilities to study, including at PhD level, in Australia and that the 2016 Law on Persons with Disabilities requires tertiary education institutions to establish units to serve the needs of students with disabilities.²⁸

Recruitment and promotion policies continue to discriminate against women, persons with disabilities, and other socially excluded groups. The Indonesian civil service has begun to implement merit-based recruitment, selection and promotion (based on Law No. 5 2014). This system will apply to all civil servants, including academic staff at state universities, and researchers, policy analysts and planners in government agencies. Policymakers responsible for designing and implementing the merit-based system believe that the new system will enable equal opportunities for women and men across the civil service.²⁹ However, international research indicates that merit-based systems alone do not address the persistent gender inequities in the workforce because of the lack of a level playing field and unconscious gender norms.³⁰ Recent research from KSI partner Cakra Wikara Indonesia suggests that this is indeed the case, with men making up around three quarters of Echelon I and II officials across 34 ministries.³¹ Considering the barriers persons with disabilities face in accessing education in general, it is difficult to envisage how a merit-based system alone will address inequalities and increase opportunities for men and women with disabilities. Although the Ministry of Labour has introduced a quota for recruiting people with disability to the civil service, weaknesses in implementation mean that this quota is rarely filled.³²

Funding for research on GESI issues is limited.³³ A recent KSI-commissioned report found that of the approximately 25,000 grants provided by the Ministry of Research, Technology and Higher Education's competitive grants scheme between 2013 and 2015, only 2-3 percent were on issues related to GESI. Of these, only a very small number focused on disability.³⁴ However, based on this

research in 2017 KSI supported the Ministry to revise its research grant guidelines. These guidelines now include an emphasis on mainstreaming gender across all research areas. The guidelines also identify priority research topics related to gender and social inclusion, including women's agricultural work, accessible transport, the role of women and minority groups in managing marine resources, accessible technologies, and prevention of violence against women, children, and ethnic or religious groups.³⁵ To encourage research on gender issues, the Ministry plans to rank university research offices based on how they are addressing gender in their research and community engagement activities. Consideration of gender alongside the university's accreditation level would be a factor in allocating research grants.³⁶ However, to date little attention has been paid to disability or other social inclusion concerns.

Data Collection and Analysis

At the national level, the National Statistics Office (*Badan Pusat Statistik*, BPS) has incorporated gender dimensions in the Population Census, the National Socio-Economic Survey (SUSENAS) and the National Labour Force Survey (SAKERNAS). The Ministry of Women's Empowerment and Child Protection uses this data to produce analyses of key gender indicators on an annual basis.³⁷ Other national-level ministries and agencies collect and use sex disaggregated data for the purposes of planning and policymaking. However, not all ministries and agencies consistently disaggregate data.³⁸ Regional governments collect sex disaggregated data to feed into national level statistics and for the purposes of local planning and budgeting. However, only certain data is disaggregated and data is not always up to date.³⁹ Data on age is, as a rule, routinely collected in censuses and surveys. Despite improvements, there is still a need to strengthen the collection, analysis and use of sex and age disaggregated data across all sectors at national and subnational levels to better inform development planning and policymaking.

While there have been some efforts to improve the collection of data on disability prevalence, a number of challenges remain. The 2016 Law on Persons with Disabilities mandates the collection of accurate data on disability to help identify the barriers people with disability face in accessing their rights and to inform the development and implementation of policies to protect and fulfil these rights.⁴⁰ There is currently no standardised approach to disability data collection, and different ministries define and measure disability in different ways.⁴¹

In 2013, the World Health Organisation and United Nations Population Fund worked with BPS to improve disability data collection using the short set of questions developed by the Washington Group on Disability Statistics.⁴² One of the benefits of the Washington Group Short Set of Questions is they avoid, when administered correctly, direct mention of disability and aim to bypass the social stigma associated with declaring a disability which lead to underreporting of disability prevalence.⁴³ The Washington Group questions are increasingly accepted as the preferred tool for disaggregating data by disability for SDG reporting. Use of the short set was piloted in the Intercensal Population Survey in 2015 and is expected to be used in the next population census.⁴⁴ However, there are concerns that modified versions of the short set of questions in use in Indonesia are not fully in line with the principles of the Washington Group and may not be suitable for international comparison between countries as intended.

The lack of comprehensive data on disability makes it difficult for policymakers and planners to understand the diverse needs of persons with disabilities and the barriers to participation in society that persons with disabilities face. This constrains the design of evidence-informed policies and programs.⁴⁵ The lack of data also limits the data and information available to other policy stakeholders, including policy research organisations and universities, who could use official data to conduct their own analyses to inform policy. Further, the lack of consistency of approaches to

disability data collection across and within ministries and departments is a major barrier to referrals for persons with disabilities. For example, from early identification of disability in children to referral to inclusive or special education when of school age.

Demand for Evidence

There is significant variation in policymakers' demand, or perceived need, for evidence on GESI issues. At the national level, demand is higher within ministries and agencies concerned with education, health and social affairs, where GESI is understood as being directly relevant to policies and programs. However, policymakers in other sectors do not always see their policies as having a different impact on women and girls, persons with disabilities, or other social groups.⁴⁶ Rather GESI is seen as the domain of ministries or units that focus specifically on these issues. This perception is mirrored at the local level where recent research by SMERU and ODI found that local government officials saw programs such as health insurance, scholarships and food programmes as gender-neutral.⁴⁷

Where there is demand, the lack of quality gender and disability disaggregated data alongside limited research on GESI issues in general are key constraints. Women and persons with disabilities, and other socially disadvantaged groups are also underrepresented during policy dialogues, such as in community development planning meetings (*musrenbang*) or local parliament hearings.⁴⁸ As a rule, Indonesian policymakers currently do not have access to the evidence they need to understand the complexity of social exclusion and develop appropriate policy responses. This situation is also concerning in light of the Indonesian government's 2030 Agenda, and related framework, commitments to leave no one behind and to disaggregate data by gender (sex), age and disability for monitoring and reporting purposes.

4. KSI's Focus and Approach

The overall goal of KSI's GESI strategy is:

- To improve the use of evidence on gender and social inclusion issues in development policymaking.

The purpose of the strategy is to support more inclusive and better targeted development policies. As social inclusion is a broad area of work, KSI will focus efforts on disability inclusion. This is not to ignore other socially excluded groups. Rather, it seeks better allocate limited resources towards priority areas to maximise impact. It also seeks to better align with the 2030 Agenda commitments and Indonesia's 2016 Law on Persons with Disabilities, as well as with Australian government priorities.

KSI recognises that GESI is a process and, as such, will periodically review these priorities and respond appropriately to include other socially excluded groups throughout KSI's work. KSI also notes issues of intersectionality and that by promoting women's leadership and removing barriers to participation for women and men with disabilities, all of society benefits.

KSI will use a twin-track approach to implement the GESI strategy. A twin track approach involves mainstreaming GESI across all program activities and operations as well as specific interventions to improve access and the participation of individuals and groups with particular requirements. As noted, KSI is at an early stage of improving work on GESI beyond gender and recognises improvement in GESI require both individual and institutional change and that this takes time.

Initially KSI will prioritise the mainstreaming component to raise awareness and better institutionalise GESI within KSI, with partners and across program activities (see section 6 below). For example, to support mainstreaming KSI will build GESI considerations into activity design. Terms of References (ToRs) already include a section asking activity managers to outline relevant GESI considerations and how these will be addressed. A member of KSI's GESI Task Force (see below) then reviews these ToRs. Immediately actionable specific interventions include ensuring that events and meetings are accessible and improve information and communication accessibility, including in trainings and workshops (see Annex 1). KSI is conscious of the principle of 'nothing about us, without us' and will engage with DPOs, and women's representatives and men to better identify barriers and the specific interventions that are needed to overcome these barriers.

Guided by the twin track approach, KSI has identified considerations and principles for GESI focused activities as follows:

- Support KSI's overall goal of improving the use of evidence in development policymaking.
- Build on what is already working or capitalise on existing interest or opportunities.
- Address systemic issues relevant to gender and social inclusion in the knowledge sector.
- Utilise the networks of KSI's government, non-government and university partners.
- Work with and through local partners to build their capacity and ensure sustainability;
- Help build sustainable partnerships with Australian and other international organisations;
- Actively involve women, persons with disabilities, other socially excluded groups, and their representative organisations.
- Leverage and add value to the efforts of other DFAT programs.

By the end of Phase 2 in 2022, KSI expects to have achieved progress towards four program outcomes related to GESI. These GESI program outcomes are linked to and support the achievement of KSI's overall end of program outcomes, as explained below:

Outcome 1: Improved consideration of gender equality and social inclusion issues in policy research and analysis.

One of KSI's key aims is to support the production of quality policy research (End of Program Outcome 5) and policy analysis (End of Program Outcome 3). KSI's Program Implementation Strategy defines quality research as research that incorporates GESI perspectives. This extends to policy analysis. Without these perspectives, policy research and analysis cannot fully explain the nature of a particular policy problem or assess the potential and actual impacts of policies on all social groups. Supporting research partners and policy analysts to incorporate GESI perspectives in their work will contribute to better quality research and analysis and more effective policies.

Outcome 2: Strengthened networks between research institutions working on gender equality and social inclusion issues.

Stronger and broader networks support research organisations to share knowledge and enable peer-to-peer learning. This can help them to improve the quality of their research, enhance the effectiveness of their policy advocacy, and identify opportunities to work collaboratively. Supporting research organisations working on GESI to build their networks contributes to KSI's goal of strengthening research organisations within Indonesia's knowledge sector (End of Program Outcome 5).

Outcome 3: More Government of Indonesia knowledge sector-related policies are sensitive to gender equality and social inclusion.

KSI aims to reform policies and regulations to make it easier to produce and use quality research and data to inform policymaking (End of Program Outcomes 1, 2 and 4). Integrating GESI perspectives into these policies helps ensure that reforms in Indonesia's knowledge sector support improved understanding of inequality and exclusion and promote equal opportunities for all women and men, including persons disabilities and other socially excluded groups.

Outcome 4: Increased opportunities for women researchers and researchers with disabilities.

As explained in Section 3, women and persons with disabilities often do not have equal opportunities to pursue a research or academic career. This means that Indonesia is not capitalising on the skills and talent of a large portion of its workforce. Removing barriers and improving the opportunities for women researchers and researchers with disabilities will help provide better incentives for these individuals to conduct high-quality policy research (End of Program Outcome 2).

Strategies and key interventions for 2018-2019 to achieve each of these GESI outcomes are outlined in Table 1. While the strategies will remain consistent throughout the life of the program, some of the interventions may be adapted from year to year. Key interventions will be outlined in KSI's annual workplans.

Key interventions	Partner(s)	Who is responsible	Time frame
Outcome 1: Improved consideration of gender equality and social inclusion issues in policy research and analysis			
Strategy: Promote consideration of gender and social inclusion issues in policy research and policy analysis			
<ul style="list-style-type: none"> • Ensure that RPJMN background studies funded by KSI incorporate gender and social inclusion considerations (EOPO 1) • Monitor GESI aspects of research funded through the Ministry of Research, Technology and Higher Education's research grants. Use this to highlight successes and advocate for improvements (EOPO 2) • Ensure that the performance framework and training linked to the competency standards for policy analysts incorporate GESI considerations (EOPO 3) • Incorporate GESI into the application and piloting of the Index of Policy Quality, including at sub-national level (EOPO 3) • Promote GESI awareness training in the leadership training and/or training for functional officials (EOPO 3). This should be delivered through partnership with a disabled people's organisation. • Provide GESI awareness training to the Indonesian Association of Policy Analysts (AAKI) (EOPO 3). This could be delivered through a partnership with a disabled people's organisation. • Encourage policy research organisations to integrate GESI considerations into their research, including at sub-national level, by strengthening grant requirements, facilitating capacity building and brokering relationships with women's organisations and disabled people's organisations (EOPO 5) 	<ul style="list-style-type: none"> • KSI partner policy research institutes • Cakra Wikara Indonesia • LAN, KPPOD • LAN, BaKTI • LAN • AAKI • KSI partner policy research institutes 	<ul style="list-style-type: none"> • Strategic Partnerships Management team • Policy and Innovations Development team • Strategic Partnerships Management team 	<ul style="list-style-type: none"> 2018-2019 2018-2019 2018-2019 2018-2019 2018-2019 2018-2019 2018-2022
Strategy: Encourage more and better sharing of research on gender and social inclusion issues			
<ul style="list-style-type: none"> • Promote discussion of GESI issues at the Indonesia Development Forum, including by inviting targeted speakers and participants and supporting special sessions (EOPO 3) 	<ul style="list-style-type: none"> • KSI/Bappenas 	<ul style="list-style-type: none"> • Knowledge Exchange and Learning team 	<ul style="list-style-type: none"> 2018-2022

<ul style="list-style-type: none"> • Organise knowledge sharing events, including in collaboration with partners, on GESI issues • Ensure that women and representatives of socially-excluded groups, particularly disabled peoples organisations, are invited to speak at and participate in events • Ensure that knowledge sharing events are inclusive (See Annex 3) • Promote coverage of GESI issues through KSI’s Australian and Indonesian media partners and the KSI and IDF websites and social media channels 	<ul style="list-style-type: none"> • KSI • KSI • KSI • Indonesia at Melbourne, New Mandala, The Conversation Indonesia, other media 		<p>2018-2022</p> <p>2018-2022</p> <p>2018-2022</p> <p>2018-2022</p>
<p>Strategy: Support improved collection and analysis of data on gender and social inclusion and increased accessibility of this data for policymakers and the public</p>			
<ul style="list-style-type: none"> • Promote improved collection and analysis of data on gender and social inclusion in KRISNA (EOPO 4) • Promote importance of, and support, disaggregation of data by gender, age and disability and encourage policy research organisations to make their data on GESI more available and accessible (EOPO 5) 	<ul style="list-style-type: none"> • UI-CSGAR/E-Gov Lab • KSI partner policy research institutes 	<ul style="list-style-type: none"> • Knowledge Exchange and Learning team 	<p>2020-2021</p> <p>2018-2022</p>
<p>Outcome 2: Strengthened networks between research institutions working on gender equality and social inclusion issues</p>			
<p>Strategy: Support policy research institutes or research networks focused on gender and social inclusion issues</p>			
<ul style="list-style-type: none"> • Support establishment and growth of the Australia-Indonesia Disability Research and Advocacy Network (AIDRAN) (EOPO 5) 	<ul style="list-style-type: none"> • AIDRAN 	<ul style="list-style-type: none"> • Gender and Social Inclusion Task Force/ Strategic Partnerships Management team 	<p>2018-2022</p>
<p>Strategy: Encourage networking between Indonesian and Australian researchers working on gender and social inclusion issues</p>			
<ul style="list-style-type: none"> • Support Australia-Indonesia Disability Research and Advocacy Network (AIDRAN) to build links with researchers and organisations in Australia and Indonesia, including KSI’s local and international partners, DFAT programs and other international development partners (EOPO 5) 	<ul style="list-style-type: none"> • AIDRAN 	<ul style="list-style-type: none"> • Gender and Social Inclusion Task Force/ Strategic Partnerships Management team 	<p>2018-2022</p>
<p>Outcome 3: More Government of Indonesia knowledge sector-related policies are sensitive to gender and social inclusion</p>			

Strategy: Promote integration of gender and social inclusion in government policies, regulations and guidelines that KSI supports			
<ul style="list-style-type: none"> • Promote GESI perspectives in the Minister of Research, Technology and Higher Education’s research grants, including guidelines for evaluation and selection of research proposals (EOPO 1). • Promote GESI perspectives in government policies, regulations and guidelines identified throughout the program. This should be undertaken in partnership with women’s organisations disabled people’s organisations, and other representative groups. 	<ul style="list-style-type: none"> • Cakra Wikara Indonesia 	<ul style="list-style-type: none"> • 	2018-2019
		<ul style="list-style-type: none"> • Policy and Innovations Development team 	2019-2022
Outcome 4: Increased opportunities for women researchers and researchers with disabilities			
Strategy: Promote greater access to research funding by women researchers and researchers with disabilities			
<ul style="list-style-type: none"> • Support the Ministry of Research, Technology and Higher Education to collect data on grant recipients. Use this to highlight successes and advocate for improvements (EOPO 2) 	<ul style="list-style-type: none"> • Cakra Wikara Indonesia 	<ul style="list-style-type: none"> • Policy and Innovations Development team 	2018-2019
Strategy: Support better incentives and opportunities for women researchers and researchers with disabilities			
<ul style="list-style-type: none"> • Support piloting of Athena SWAN in Indonesian universities (EOPO 2) 	<ul style="list-style-type: none"> • Australian National University 	<ul style="list-style-type: none"> • Policy and Innovations Development team 	2019-2022

Table 1: Strategies and key interventions for achieving outcomes

5. Monitoring, Evaluation and Learning

As an Australian government-funded program, KSI is expected to report on how it is contributing to DFAT's overall efforts to improve GESI through regular quality reporting.

Gender equality is one of the main quality criteria in DFAT's annual Aid Quality Check.⁴⁹ All DFAT programs are assessed against six indicators for gender equality and a further two on disability (under 'Alignment with key policy priorities').⁵⁰ These indicators are:

- Analysis of gender equality gaps and opportunities substantially informs the investment.
- Risks to gender equality are identified and appropriately managed.
- The investment is making progress as expected in effectively implementing strategies to promote gender equality and women's empowerment.
- The M&E system collects sex disaggregated data and includes indicators to measure gender equality outcomes.
- There is sufficient expertise and budget allocation to achieve gender equality related outputs of the investment.
- As a result of the investment, partners increasingly treat gender equality as a priority through their own policies and processes.
- The investment actively involves persons with disabilities and/or disabled people's organisations in planning, implementation and monitoring and evaluation.
- The investment identifies and addresses barriers to inclusion and opportunities for participation for persons with disabilities to enable them to benefit equally from the aid investment.

KSI will measure and report on how well gender equality and social inclusion is integrated across the program as part of its balanced scorecard approach.⁵¹ This approach measures three dimensions of KSI's performance:

- Progress towards outcomes.
- Meeting shareholder expectations.
- Program management.

These three dimensions are assessed on a six-monthly basis using qualitative and quantitative monitoring, monthly reflections and six-monthly Learning Weeks. The results of the assessment are used to demonstrate KSI's progress, as well as to identify how the program needs to adapt to better achieve outcomes. The balanced scorecard forms the basis for KSI's six-monthly narrative reports to DFAT.

The eight aid quality criteria listed above will be assessed qualitatively as part of the 'meeting shareholder expectations' dimension of the balanced scorecard. KSI will also measure and report on progress towards the four outcomes mentioned in section 5 above as part of the 'progress towards outcomes' dimension. These outcomes will be measured using the indicators in Table 2.

In addition, KSI will support implementing partners to develop monitoring and evaluation plans to measure GESI-specific interventions to capture changes being seen beyond the specific indicators above. For example:

- Ministry of Research, Technology and Higher Education research grants – monitoring and evaluation will include a story-of-change which includes examination of changes within the Ministry to adopt and implement the guidelines.

- Athena SWAN - monitoring and evaluation will consider questions such as levels of awareness of GESI issues within selected universities and interest in addressing these, as well as progress being made to incrementally start addressing priority GESI issues within those universities (for example, reforms to policies, systems and procedures).
- AIDRAN - monitoring and evaluation will examine how the network is evolving (in terms of number and nature of connections) as well as the actions and outcomes being achieved by this network (including policy engagement and influence).

Indicator	Description	Measurement
Outcome 1: Improved consideration of gender equality and social inclusion issues in policy research and analysis		
# KSI-funded policy research studies by PRIs that are sensitive to GESI	<p>A research study that is sensitive to GESI should meet the following criteria, as relevant to the particular research topic:</p> <ul style="list-style-type: none"> • describes how the research contributes to improving the status of women, persons with disabilities and/or other vulnerable groups; • allows for participation of women, people with disability and/or other vulnerable groups in the development and conduct of the research to ensure the perspectives of these groups are heard; • analysis considers GESI issues and data and reporting is disaggregated by gender (sex), age and disability. 	<ul style="list-style-type: none"> • Monitoring of partner research institutes through interviews and focus group discussions (six monthly (tbc)) • Partner progress reports (quarterly)
# government research grants allocated to research that considers GESI issues	This measure initially focuses on the Ministry of Research, Technology and Higher Education’s research grants to universities, but in the future may include new or improved policy research funding mechanisms supported by KSI. The research may be on a topic related to GESI or at the very least should consider GESI issues in the research design, conduct, analysis and reporting.	<ul style="list-style-type: none"> • Ministry research grant records (annually)
Outcome 2: Strengthened networks between research institutions working on gender equality and social inclusion issues		
Strengthened connections between Australian and Indonesian academics with and without disabilities and Disabled Peoples Organisations working on disability issues	<p>This measure will initially focus on development of The Australian-Indonesian Disability Network (AIDRAN), which aims to bring together disability advocates, researchers and practitioners from both countries to promote disability-inclusive practice and policy in Indonesia. This measure will be updated by December 2018 following consultations with AIDRAN.</p> <p>‘Strengthened connections’ means there are new relationships or deepening of existing relationships (in terms of the type and frequency of engagement). Stakeholders should be engaging with each other more frequently, sharing knowledge and skills and conducting joint activities (e.g. research, advocacy).</p>	<ul style="list-style-type: none"> • Social network analysis (2018, 2020, 2022)
Outcome 3: More Government of Indonesia knowledge sector-related policies are sensitive to gender and social inclusion		
# KSI-supported Government of Indonesia	‘Government policy’ includes policies, regulations and guidelines at the national or sub-national level that integrate GESI considerations to promote equal access to opportunities for women, persons with disabilities, and people from socially excluded groups, or to	<ul style="list-style-type: none"> • Staff reflection logs (monthly)

policies that incorporate GESI considerations	promote research and policy that considers GESI issues. 'KSI-supported' means KSI has provided funding, technical expertise, training, facilitation or convening to assist in the development of the policy, regulation or guideline.	<ul style="list-style-type: none"> • Assessment of official government documents (as needed)
Outcome 4: Increased opportunities for women researchers and researchers with disabilities		
# universities implementing the Athena Swan model	'Athena Swan' is an accreditation and improvement program that promotes gender equity in higher education and research organisations in the fields of science, technology, engineering, mathematics and medicine (STEMM). This includes promoting equal opportunity for women in academia.	<ul style="list-style-type: none"> • Partner progress reports (six monthly)

Table 2: Indicators for measuring progress against outcomes

To support mainstreaming of GESI throughout monitoring, evaluation and learning, KSI will:

- Incorporate relevant GESI considerations into baselines, progress reporting, ongoing reflection, and evaluations, monitoring and reporting.
- Document progress, successes and challenges related to specific interventions on GESI.
- Collect and analyse gender (sex), age and disability disaggregated data to support tracking of KSI's progress in implementing this strategy and reporting to DFAT. This will include requiring partners to collect and report disaggregated data. Where possible KSI will also document participation of persons with disabilities and/or disabled people's organisations in program activities.
- Reflect on and document successes, challenges, and lessons learned in implementing the GESI strategy and adapt accordingly.
- Commission evaluations and assessments of GESI issues in Indonesia's knowledge sector as required to inform programming.

6. Program Management and Operations

As part of the twin-approach and as noted, KSI is committed to mainstreaming GESI across all aspects of program management and operations. KSI's current policies and practices, and commitments for Phase 2, are outlined below.

Communications and Knowledge Exchange

Accessibility and inclusiveness are key principles for KSI's communications and knowledge exchange. KSI aims to communicate the program in ways that are easily understood by target audiences. This means using plain language and providing information in a range of formats (written, visual, audio, video, face to face) and through a variety of channels (brochures, blogs, online platforms, social media, WhatsApp groups, meetings, seminars, workshops etc).

KSI communications will be bilingual and where possible available in formats that are accessible for persons with disabilities. Program communications and knowledge exchange activities will positively depict and promote the diversity of the Indonesian population in terms of gender, race, ethnic group, religion, age, disability and sexual orientation. Dignified language will be used in all communications and knowledge exchange activities. Annex 1 provides practical guidelines for KSI program and operations staff for inclusive events and communications.

KSI will also use communications and knowledge exchange to promote activities, successes and lessons related to GESI through the KSI website, program publications, and Australian and Indonesian media partners (see Annex 1).

Human Resources

KSI is committed to providing a workplace that fosters inclusiveness and values the perspectives and contributions of all staff. Good practices currently in place include:

- There is a good gender balance in the current team, with 15 women and 13 men. Of the outsourced staff, 5 are women and 7 are men. Of the senior leadership team, 2 are men and five are women.
- Advertisements for new positions state that RTI International values equal employment opportunities and that female candidates are encouraged to apply (see commitments below concerning adding persons with disabilities).

- The Program Operations Manual states that selection panels must be gender-balanced.
- KSI adheres to DFAT’s Child Protection Policy.
- KSI complies with RTI’s regulations on provision of maternity leave, paternity leave and leave in the event of miscarriage.
- All KSI staff must abide by [RTI’s Code of Conduct](#) and must complete annual online training. This includes information on workplace harassment and violence. It also outlines options for reporting incidences of harassment or violence, including to RTI’s Ethics Helpline.
- Staff are encouraged to contact their supervisor or the Human Resources Manager if they would like to request support and KSI’s Human Resources Manager is proactive in assessing needs for reasonable accommodation.
- KSI’s Human Resources Manager maintains an open-door policy for staff to communicate issues and will escalate these issues as necessary and according to RTI’s policies.
- Although the current male and female bathrooms at the KSI office are small and not fully accessible, KSI has used the executive bathroom adjacent to the male bathroom in the past as a more accessible option for persons with mobility difficulties. Given the proximity to the male bathrooms, it is necessary to install a temporary screen at the entrance to the male bathroom. KSI is currently considering a new office space and has factored accessibility into the selection process. KSI will seek guidance from a DPO, including a ‘walk-through’ of the building, during this selection process.
- Staff business cards are provided in braille.
- A space is available to be used by staff who are nursing young children.
- Lifts are available in the building and staff are briefed on evacuation procedures for persons with disabilities in the event of a fire or earthquake.

In Phase 2, KSI will commit to:

- Continuing to ensure gender balance on the team, including the senior leadership team.
- Promoting an organisational culture that respects and values staff diversity in terms of gender, race, ethnic group, religion, age, disability and sexual orientation.
- Providing reasonable accommodation to remove barriers for persons with disabilities to work at KSI and to ensure visitors with disabilities can participate in all program activities and ensuring that staff know this is available.
- Pro-actively providing training and mentoring to staff on GESI issues.
- Ensuring that all staff are familiar with this GESI strategy and how it is to be implemented.
- Recognising the contribution of members of the GESI Task Force in performance appraisals.
- Including responsibility for implementing this GESI strategy in job descriptions for all staff.
- Ensuring advertisements for new positions state that RTI International is an equal opportunity employer and that female candidates and candidates with disabilities are encouraged to apply.

Finance, Procurement and Grants

The Australian Government’s procurement regulations require that procurement be non-discriminatory and that potential suppliers be treated equitably. Good practices currently in place in KSI include:

- KSI’s standard templates for sub-contracts require suppliers to comply with DFAT and RTI International’s policies on GESI.
- KSI’s Grants Management and Administration Manual requires that applications for grants are ‘responsive to gender considerations’ and include strategies to manage gender issues. KSI’s proposal guidelines for policy research organisations also ask partners to include GESI

perspectives in their proposals.

There is significant scope for KSI to strengthen the integration of GESI in finance, procurement and grants. In Phase 2, KSI will commit to:

- Setting aside budget for reasonable accommodation, to ensure that persons with disabilities can participate in all program activities.
- Ensuring that accessibility and inclusiveness are considered in the procurement of event and meeting venues, including in Scopes of Work for event organising companies. All staff will be provided with the guidelines in Annex 1 to support them in the selection of venues.
- Tracking what KSI spends on GESI across the program. This will include spending on specific GESI interventions as well as expenditure related to GESI in other program activities;
- Including the requirement that grantees comply with DFAT and RTI International policies on GESI in KSI's standard grant template;
- Revising KSI's Program Operations Manual to include greater consideration of GESI perspectives, including incorporating principles of GESI responsive procurement. This could include:
 - Including GESI in the criteria for evaluating responses to requests for proposals and requests for quotations.
 - Incorporating GESI into the conditions for implementation of contracts and grants, such as the composition of the project team, analysis of GESI issues in project reports, and provision of gender (sex,) age and disability disaggregated data in indicators.
 - Sourcing from small businesses and businesses owned and/or controlled by women, persons with disabilities or socially excluded groups.
 - Sourcing from suppliers that internally advance equality or empowerment for women, persons with disabilities or socially excluded groups.

7. Implementing the Strategy

KSI's Gender Equality and Social Inclusion Task Force

As noted in section 1, rather than a dedicated GESI adviser, in Phase 1 KSI took a whole-of-team approach, establishing a Gender Equality and Social Inclusion Task Force (GESI Task Force) with members drawn from each of the program teams as well as the operations team.⁵² This approach helped embed gender and social inclusion across the program and has been continued under Phase 2. The Task Force currently consists of 3 male and 5 female staff, with oversight provided by the Deputy Team Leader and Team Leader. The members of the Task Force act as focal points within their teams. They meet on a regular basis to discuss program activities and other issues.

The Task Force is responsible for coordinating implementation of KSI's GESI Strategy and monitoring and reporting on progress. This includes:

- Supporting teams to integrate GESI considerations in activity planning, implementation, and monitoring and evaluation.
- Identifying capacity and information needs of staff.
- Facilitating access to expertise and resources on gender equality and social inclusion, including liaising with and seeking guidance from the representative organisations of persons with disabilities (DPOs), women and other excluded groups.
- Supporting teams to raise and promote GESI issues with partners.

- Reviewing progress in implementing the GESI Strategy.
- Supporting collection of program and financial data related to GESI for internal and external reporting purposes.
- Identifying good practices from across the program and sharing these with internal and external audiences.
- Providing advice and overseeing periodic review of KSI policies, documents, and operations manuals to ensure they integrate GESI considerations.

Two local GESI experts, Lies Marcoes (gender specialist) and Fajri Nursyamsi (disability specialist), provide support to the Task Force and the wider program team in developing and implementing activities. They are engaged as consultants by the program and provide support as requested by the team.

Key Partners

In line with the overall approach of catalysing change, KSI will work with and through local partners to implement this GESI strategy. This includes:

- Policy research institutes with expertise and interest in gender and social inclusion, including Cakra Wikara Indonesia, Pusat Studi Hukum dan Kebijakan (PSHK), Sajogyo Institute and SurveyMeter;
- Gender and social inclusion champions in the Ministry of Research, Technology, and Higher Education, Bappenas, and the National Institute of Public Administration (LAN); and
- The Australia-Indonesian Disability Research and Advocacy Network (AIDRAN).

KSI's international partners will provide expertise and access to relevant international models. This includes the Australian National University's support for piloting of Athena SWAN.

Collaboration with Other DFAT Programs

KSI will continue to coordinate and collaborate with other DFAT programs and other development partners on issues of joint concern. This includes actively participating in Development Partner Disability Coordination Meetings and coordinating with other DFAT programs working on GESI issues.

Annexes

Guidelines for Inclusive Events ⁵³

With a little bit of planning, it is easy to make sure that events are accessible for everyone. Here are some things to consider when you are planning your next event.

Selecting a venue and preparation

- Identify a central location close to public transport to reduce travel time and increase access to the venue for persons with disabilities who are dependent on public transport.
- Identify a venue that may already be used by persons with disabilities so people are familiar with it.
- Ensure that the entry to the venue and all meeting room(s) are accessible, including ramps, hand rails and doorways that are wide enough for a wheelchair.
- Make sure there are accessible toilets close to the meeting rooms.
- Meeting rooms should be large enough to allow enough space for people to move freely, including for wheelchair users.
- Be aware of obstacles such as thick carpet, columns or sudden changes in the level of the flooring.
- Walk through the venue with a person with disabilities in advance to check accessibility.
- Provide materials to any sign language interpreters in advance so they can familiarise themselves with the content and topics.
- Ensure all speakers who use visual aids are prepared to describe any pictures, photographs or diagrams so as not to exclude people who have difficulty seeing. Ensure speakers have planned the timing of their presentation accordingly.
- There is a limited supply of sign language interpreters in Indonesia and their services are increasingly in demand, so ensure you plan and book in advance.

Promoting the event

- Promote your event using print, audio and video to enable people with different disabilities to access information.
- Identify on promotional information that persons with disabilities are encouraged to attend to ensure that everyone feels invited and welcomed.
- Reach out to disabled people's organisations and other representative organisations of marginalised groups to promote awareness about your event.

Registration

- Ask participants to specify any accessibility needs when they RSVP or register for the event and emphasise that organisers will work with them to accommodate those requests. Requests can include:
 - Wheelchair access.
 - Accompanying assistant.⁵⁴
 - Sign language interpreter or fast-typist/real-time captioning.

- Note-taker.
 - Assistive listening device.
 - Video captioning.
 - Materials in large print.
 - Materials in braille.
 - Materials on a USB memory stick instead of paper.
 - Orientation to the venue.
 - Diet restrictions.
- Provide more than one option for participants to RSVP or register, for example, by telephone instead of only via email or online.
 - Online registration forms should be accessible (see Guidelines for Inclusive Communication).

Budgeting

- Incorporate costs for reasonable accommodation into the event budget from the beginning, such as costs for sign language interpreters or assistants.
- Note that sign language interpreters work in pairs and alternate. Budget accordingly for a minimum of two sign language interpreters.

At the event

- Have a designated person on hand to welcome participants and handle any requests that might arise. This person could also be responsible for liaising with sign language interpreters and assistants.
- Registration desks can quickly become crowded. Ensure that there is adequate space for people to move or provide a designated person or desk to assist people with disability to register.
- The stage area should be accessible, including ramp access and an adjustable lectern or microphone. Ramps should not be too steep. Be aware of any obstacles on the stage.
- Provide the option of front row seating for participants with disabilities to ensure participants using sign interpreters have unobstructed viewing and allow for participants with low vision to have access to visual content.
- Ensure there are wide walkways between and around chairs to enable ease of mobility for people using wheelchairs and other mobility devices.
- Ensure there is adequate lighting on presenters. This is useful for lip reading for participants who are Deaf or hard of hearing and improves visual identification of location of presenters for participants with vision impairment.
- Be considerate of the extra time it might take some people with disabilities to complete a task or move between conference sessions.
- Allow sufficient break time between sessions. This will allow additional time for people with disability to complete support needs.
- Think about the routes people will have to take to get to breakout groups and meals and ensure they are straightforward and barrier-free.
- Provide a quiet room and/or a sofa or comfortable chair at the back of the room to enable people to rest and relax.
- Develop a schedule, including breaks, for any professionals you are employing, such as sign-language interpreters or note-takers.
- Printed materials should be in a sans-serif font (such as Arial or Verdana), in black on white or high colour contrast, non-gloss paper, and no less than 12 point font. It is good practice to

have a few extra copies in large print (18 point font) available.

Meals and social activities

- Ensure that all participants can dine in the same area. People who use mobility aids or wheelchairs should have a selection of seating choices, and not be confined to the fringes of the dining area or at a 'special' table.
- Make sure there is an accessible route for moving between tables and aisles.
- If your event has a buffet, try to have staff available to assist as buffets can be particularly difficult for people who use mobility aids and people with low vision.
- Remember to include personal assistants and interpreters when estimating how much food is required.
- Tables are more accessible if they are less than one metre high. If long tablecloths are being used, tape or tie down the corners, so they do not pose a tripping hazard or get tangled in a wheelchair.
- Accessible bathrooms should be near the dining area.



Volunteers from BRAVO for Disabilities can provide support for people with disability at events. They can also provide disability awareness training for staff prior to events. Contact Nia on 087889319650 or Denny on 085695519828.

Guidelines for Inclusive Communication

Inclusive communication helps ensure messages are delivered in the most appropriate way and reach the widest possible audience.

Printed materials

- Ensure materials and publications positively depict and promote diversity in terms of age, gender, disability, and ethnicity.
- Use a minimum type size of 12 font and plain fonts, such as Arial or Verdana. These are often described as 'sans serif' (without small curls or decorative features).
- Avoid using blocks of text written in capital letters. Information is easier to read for people with low vision or limited literacy if it is written using a mix of upper and lower case.
- Use lots of white space and a simple layout.
- Use bold text for emphasis rather than underlining or italics.
- Justify margins on the left-hand side and leave the right-hand margin unjustified.
- Use contrasting colours to increase readability such as black text on a white background.
- Do not place text over pictures, photos or other images, as this makes the text hard to read.
- Avoid using tables, charts, graphics, or images. If you do use these, include a caption explaining the information.

Accessible document formats

The following links include step-by-step guides to creating accessible Word and PDF documents:

- Accessible Word documents: office.microsoft.com/en-au/word-help/creating-accessible-worddocuments-HA101999993.aspx
- Accessible PDF documents: office.microsoft.com/en-au/word-help/create-accessible-pdfsHA102478227.aspx

Make sure that you have either Adobe Acrobat Professional X or Adobe Reader X- installed to convert MS Word files to PDF.

Websites and social media

In addition to the above guidelines on printed materials, keep in mind the following points when designing your website and social media posts:

- Make sure that the website can be navigated using a variety of input methods (mouse, keyboard or accessibility aid).
- Include transcripts or subtitles for audio and video material posted to your website or social media channels.
- Make sure that photos and images on your website and social media channels have descriptive captions.

CBM's Digital Accessibility Toolkit provides comprehensive guidelines on making online content accessible: <https://www.cbm.org/article/downloads/54741/CBM-Digital-Accessibility-Toolkit.pdf>

Media Access Australia has developed guidelines on social media for people with disability which

include some useful tips: <https://mediaaccess.org.au/web/social-media-for-people-with-a-disability>

Technical guidelines for web content accessibility are available through the following link <http://www.w3.org/TR/WCAG20/>

Interpersonal communication

- Address the person with disabilities and not their support person or guide.
- When talking one on one with a person in a wheelchair, position yourself at eye level by going down on one knee or sitting on a chair if available. This will prevent the person from straining their neck.
- Do not touch mobility aids such as wheelchairs or canes (unless the person using them gives you permission or asks you to do so, such as pushing a wheelchair). Mobility aids are an extension of the individual and are a part of their personal space.
- When talking to a person who is Deaf or hard of hearing, make sure you face the person and articulate words clearly (don not mumble). If the person reads lips, this will help them to understand you better. There is no need to shout or talk too loudly.
- Feel free to ask a person with a speech difficulty to repeat themselves if you did not understand what he or she said.
- If you want to talk to someone who is blind or has low vision, you can identify yourself by tapping them lightly on the shoulder with the back of your hand. This ensures that the individual is aware that you are addressing them. Inform the person if you are moving away.
- Always ask if the person would like to be guided before you do so. If they ask to be guided to a seat (e.g. at an event), ask them where they would like to sit as each person has their own preferences.
- Place the person's hand on or slightly above your right elbow to guide them. Communicate verbally about any obstacles. If guiding to a seat, gently place the person's palm on the back of the seat and allow them to seat themselves.
- To tell people where objects are or to orient them to a room or space, you can use the clock face e.g. 'Your cup is at 12 o'clock'.
- If in doubt, simply ask the person with disabilities.

Guidelines for Inclusive Language

Many common terms and expressions create and reinforce bias against individuals and groups of people. Even when used unconsciously, using these terms can demean, offend, or alienate people and reinforce negative stereotypes.

Using inclusive and dignified language helps nurture an environment in which diversity is recognised and valued. This means not using terms and expressions that:

- Are sexist, racist or discriminatory;
- Stereotype people or groups of people;
- Are patronising, or represent people as dependent, powerless, or less valued than others.

Preferred terms change as language evolves. There may also be differences between the terms and expressions that individuals and groups of people prefer to use. Where possible, check with the individual or group if you are unsure.

The following are some general guidelines:

- Terms for people with disability should put the person before the disability and must not imply that the person is 'suffering' or a 'victim' in any way. The preferred terminology follows the language of the CRPD, that is: person with disabilities. In Indonesia's 2016 Law on Person with Disabilities, and following the CRPD, the term used is *penyandang disabilitas*.
- Do not use Indonesian terms such as *pengidap* (sufferer of), *cacat* (which has connotations of defectiveness or deformity), or derogatory terms such as *gila*, *edan* or *sinting* (crazy).
- Avoid gender specific words and gendered pronouns. For example, *ketua* should be translated as 'chairperson', not 'chairman'; *tenaga kerja* should be translated as 'labour', not 'manpower'.
- Women's rights activists prefer the term *perempuan* over *wanita*.
- Do not use derogatory terms for women or terms with negative connotations such as *perawan tua* (old maid), *janda kembang* (young divorcee).
- The term LGBTI (lesbian, gay, bisexual, transgender/transsexual, intersex) is used in both English and Indonesian. Use *transeksual* or *waria*, but not *banci* (which has negative connotations).

Endnotes

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- ¹ Definitions of ‘disability-inclusive development’, ‘persons or people with disabilities’, ‘reasonable accommodation’ are based on Al Ju’beh, K. (2017). *Disability-Inclusive Development Toolkit*. Bensheim, Germany: CBM.
- ² Definitions of ‘gender’, ‘gender equality’, ‘gender analysis’, ‘gender perspective’, ‘sex’, ‘sex-disaggregated data’ are taken from the UN Women Training Center’s Gender Equality Glossary, <https://trainingcentre.unwomen.org/mod/glossary/view.php>
- ³ This definition is adapted from the Swedish Secretariat for Gender Research’s online glossary <https://www.genus.se/en/wordpost/intersectionality/> and the definition provided in the Merriam-Webster dictionary <https://www.merriam-webster.com/words-at-play/intersectionality-meaning>.
- ⁴ This definition is taken from World Bank. (2013). *Inclusion Matters: The Foundation for Shared Prosperity*. Washington, DC: World Bank.
- ⁵ Further information on KSI’s catalytic role can be found in the *Program Implementation Strategy*, May 2018.
- ⁶ Hind, J. (2016). *KSI Gender Equality and Social Inclusion Strategy*. Internal document.
- ⁷ See *Communications and Knowledge Exchange Strategy*, November 2018.
- ⁸ See *Australia-Indonesia Partnership for Pro-Poor Policy: The Knowledge Sector Initiative: Phase 1 Achievements*, February 2018.
- ⁹ For further details see *Australia-Indonesia Partnership for Pro-Poor Policy: The Knowledge Sector Initiative Phase 1 Completion Report*, September 2017.
- ¹⁰ Department of Foreign Affairs and Trade. (2015). *Development for All 2015-2020: Strategy for Strengthening Disability-Inclusive Development in Australia’s Aid Program*. Canberra: Commonwealth of Australia.
- ¹¹ The first performance benchmark is also an indicator in DFAT Indonesia’s Performance Assessment Framework 3.0. DFAT’s annual Partner Performance Assessments also include a rating for partners’ implementation of DFAT policies including on gender equality and disability inclusive development.
- ¹² Since gender equality is not a significant objective of KSI, the second performance benchmark does not apply.
- ¹³ Department of Foreign Affairs and Trade. (2015). *Development for All 2015-2020: Strategy for Strengthening Disability-Inclusive Development in Australia’s Aid Program*. Canberra: Commonwealth of Australia, p. 5.
- ¹⁴ At the local level, this is regulated by Ministry of Home Affairs Regulation No. 67/2011 on Gender Mainstreaming in Local Development.
- ¹⁵ Kementerian PPN/Bappenas. (2014). *Rencana Pembangunan Jangka Menengah Nasional 2015-2019*. Buku I: Agenda Pembangunan Nasional and Buku II: Agenda Pembangunan Bidang. Jakarta: Kementerian PPN/Bappenas.
- ¹⁶ Direktorat Perlindungan dan Kesejahteraan Masyarakat. (2015). *Pedoman Perencanaan dan Penganggaran Inklusif kepada Penyandang Disabilitas*. Jakarta: Kementerian PPN/Bappenas.
- ¹⁷ Poerwandari, K., Sadli, S. and Ihromi, T.O. (2005). Chapter 1: Introduction. In *Indonesian Women in a Changing Society*, edited by K. Poerwandari. Seoul: Asian Center for Women’s Studies/Ewha Womans University Press, p. 26
- ¹⁸ Poerwandari, K., Eveline, R., Bachtiar, I., Tilawati, K., and Lestari, N. (2011). *Study of Knowledge Needs and Supply Constraints for Gender Research in Indonesia’s Knowledge Sector*. Jakarta: AusAID.
- ¹⁹ See <http://pld.uin-suka.ac.id/p/profil.html> and <http://wawasansejarah.com/sejarah-dan-peran-pusat-layanan-difabel-pld-uin-sunan-kalijaga/>
- ²⁰ See <http://pld.uin-suka.ac.id/p/profil.html>, <http://ejournal.uin-suka.ac.id/pusat/inklusi/index> and <http://pld.uin-suka.ac.id/p/jurnal.html>
- ²¹ See <http://psld.ub.ac.id/in/>. Other universities which have established Disability Studies Centres include Universitas Negeri Surabaya, Universitas Indonesia, Universitas Muhammadiyah Yogyakarta, and Universitas Negeri Yogyakarta.
- ²² Cakra Wikara Indonesia was established in 2016 by former staff of the University of Indonesia’s Centre for the Study of Politics (*Pusat Kajian Politik Universitas Indonesia*, Puskapol UI), a KSI partner during Phase 1, following a change in leadership in that organisation.
- ²³ A 2016 assessment of a small sample KSI research partners’ research products, for example, found a lack of attention to gender and social inclusion. See Marcoes, L. and Sirimorok, N. (2016). *Sintesis Review GESI atas Naskah Mitra KSI*. Internal document.

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- ²⁴ Aruan, C.D. (2017). *Sumber Daya Manusia dan Gender pada Pendidikan Tinggi Indonesia* [Human Resources and Gender in Indonesian Higher Education]. KSI Research report.
- ²⁵ Rakhmani, I. and Siregar, F. (2016). *Reforming Research in Indonesia: Policies and Practice*. Working Paper No. 92. New Delhi: Global Development Network, p. 43.
- ²⁶ Miunoya, S., Mitra, S. and Yamasaki, I. (2018) 'Disability and school attendance in 15 low- and middle-income countries'. *World Development* Vol 4, April 2018. pp. 388-403.
- ²⁷ Afrianty, D. (2015). People with disabilities: Locked out of learning?
<http://indonesiaatmelbourne.unimelb.edu.au/people-with-disability-locked-out-of-learning/> For many people with disability, even accessing their right to an adequate basic education is a challenge.
- ²⁸ Rakhmat, M. Z. and Tarahita, D. (2017). Indonesia's disabled ask Jokowi to fulfill his promises. *Asia Sentinel*, (10 November) <https://www.asiasentinel.com/society/indonesia-disabled-ask-jokowi-fulfill-promises/> and Afrianty, D. (2015). People with disabilities: Locked out of learning?
<http://indonesiaatmelbourne.unimelb.edu.au/people-with-disability-locked-out-of-learning/>
- ²⁹ Discussions and presentations during the KSI-supported Expert Meeting on Gender Inequality in Higher Education in Indonesia, Hotel Sari Pan Pacific, Jakarta, 30 May 2017.
- ³⁰ See Curtis, J.W. (2011). 'Persistent Inequity: Gender and Academic Employment'. Paper prepared for 'New Voices in Pay Equity', 11 April. https://www.aaup.org/NR/rdonlyres/08E023AB-E6D8-4DBD-99A0-24E5EB73A760/0/persistent_inequity.pdf and UN Women National Committee Australia. (2015). *Re-thinking merit: Why the meritocracy is failing Australian businesses*. Canberra: UN Women National Committee Australia.
- ³¹ Presentation by Cakra Wikara Indonesia researchers, Jakarta, 29 May 2017,
http://cakrawakara.id/wp-content/uploads/2017/05/Ketimpangan-Gender-di-34-Kementerian_CWI.pdf. See also 'Breaking the glass ceiling' *The Jakarta Post* 2 July, 2018
<http://www.thejakartapost.com/academia/2018/07/02/breaking-the-glass-ceiling.html>
- ³² Rakhmat, M. Z. and Tarahita, D. (2017). Disability issues and the lack of data in Indonesia. *Asia Sentinel* (23 June). <https://www.asiasentinel.com/society/indonesia-disability-issues-lack-data/> and Rakhmat, M. Z. and Tarahita, D. (2017). Indonesia's disabled ask Jokowi to fulfill his promises. *Asia Sentinel*, (10 November) <https://www.asiasentinel.com/society/indonesia-disabled-ask-jokowi-fulfill-promises/>
- ³³ Rakhmat, M. Z. and Tarahita, D. (2017). Disability issues and the lack of data in Indonesia. *Asia Sentinel* (23 June). <https://www.asiasentinel.com/society/indonesia-disability-issues-lack-data/> and
- ³⁴ Cahyono, E., Larastiti, C., Zaini, B., Latifah, U., and Maulana, I. (2017). *Studi Pelingkupan Keadilan Gender dan Inklusi Sosial dalam Hibah Penelitian Kementerian Riset, Teknologi, dan Pendidikan Tinggi* [Scoping Study: Gender Equity and Social Inclusion (GESI) in the Ministry of Research, Technology and Higher Education's Research for the Period 2013-2015]. KSI Research report, Figure 3.
- ³⁵ Direktorat Riset dan Pengabdian Masyarakat. (2018). *Panduan Penelitian dan Pengabdian kepada Masyarakat Edisi XII Tahun 2018* [2018 Guidelines for Research and Community Engagement 12th Edition]. Jakarta: Direktorat Jenderal Penguatan Riset dan Pengembangan Kementerian Riset, Teknologi, dan Pendidikan Tinggi.
http://simlitabmas.ristekdikti.go.id/unduh_berkas/Buku%20Panduan%20Pelaksanaan%20Penelitian%20dan%20Pengabdian%20kepada%20Masyarakat%20Edisi%20XII.pdf
- ³⁶ See 'Reducing the Gender Gap in Research' <http://www.ksi-indonesia.org/en/news/detail/reducing-the-gender-gap-in-research>
- ³⁷ See <https://www.kemenpppa.go.id>
- ³⁸ Poerwandari, K., Eveline, R., Bachtiar, I., Tilawati, K., and Lestari, N. (2011). *Study of Knowledge Needs and Supply Constraints for Gender Research in Indonesia's Knowledge Sector*. Jakarta: AusAID, p.8-9; 20-21, 24-25, 27-28. See also Surbakti, S. (2002). Gender Mainstreaming and Sex-disaggregated Data. In *Women in Indonesia: Gender, Equity and Development*, edited by K. Robinson and S. Bessell. Singapore: ISEAS–Yusof Ishak Institute.
- ³⁹ Poerwandari, K., Eveline, R., Bachtiar, I., Tilawati, K., and Lestari, N. (2011). *Study of Knowledge Needs and Supply Constraints for Gender Research in Indonesia's Knowledge Sector*. Jakarta: AusAID, p. 20-21, 23, 25.
- ⁴⁰ See Article 117 of *Undang-Undang Republik Indonesia Nomor 8 Tahun 2016 Tentang Penyandang Disabilitas*.
- ⁴¹ Sudarno, R. and Utomo, S. D. (2018). *Inovasi Pendataan Disabilitas: Inovasi dan Praktik Baik Mitra Program Peduli Disabilitas Fase 1 di Enam Provinsi*. Jakarta: Pusat Telaah dan Informasi Regional (PATTIRO).
<http://pattiro.org/2018/06/inovasi-pendataan-disabilitas-kajian-dan-praktik-baik-mitra-program-peduli-disabilitas-fase-1-di-enam-provinsi/> and Direktorat Perlindungan dan Kesejahteraan Masyarakat. (2015). *Pedoman Perencanaan dan Penganggaran Inklusif kepada Penyandang Disabilitas*. Jakarta: Kementerian

PPN/Bappenas, p 5.

⁴² See <http://www.washingtongroup-disability.com/>

⁴³ Sudarno, R. and Utomo, S. D. (2018). *Inovasi Pendataan Disabilitas: Inovasi dan Praktik Baik Mitra Program Peduli Disabilitas Fase 1 di Enam Provinsi*. Jakarta: Pusat Telaah dan Informasi Regional (PATTIRO). <http://pattiro.org/2018/06/inovasi-pendataan-disabilitas-kajian-dan-praktik-baik-mitra-program-peduli-disabilitas-fase-1-di-enam-provinsi/>

⁴⁴ Amannullah, G. (2016). Measuring Disability in Indonesia. Presentation at United Nations Regional Meeting on Disability Measurement and Statistics in support of the 2030 Agenda for Sustainable Development and the 2020 World Population and Housing Census Programme, Bangkok, 26-28 July, <https://unstats.un.org/unsd/demographic-social/meetings/2016/bangkok--disability-measurement-and-statistics/Session-6/Indonesia.pdf>

⁴⁵ Rakhmat, M. Z. and Tarahita, D. (2017). Disability issues and the lack of data in Indonesia. *Asia Sentinel* (23 June). <https://www.asiasentinel.com/society/indonesia-disability-issues-lack-data/>

⁴⁶ Discussions and presentations during “Expert Meeting on Gender Inequality in Higher Education in Indonesia”, Hotel Sari Pan Pacific, 30 May 2017, and observations by KSI staff. See also Poerwandari, K., Eveline, R., Bachtar, I., Tilawati, K., and Lestari, N. (2011). *Study of Knowledge Needs and Supply Constraints for Gender Research in Indonesia’s Knowledge Sector*. Jakarta: AusAID, p. 44.

⁴⁷ Athia Yumna, Vita Febriany, Muhammad Syukri and Paola Perezniето. (2012). *The politics of gender and social protection in Indonesia: opportunities and challenges for a transformative approach*. ODI Background Note. London: Overseas Development Institute.

⁴⁸ Datta, A., Nurbani, R., Satria, G., Antlov, H., Fatonie, I., and Sabri, R. (2018). *Policy, Change and Paradox in Indonesia: Implications for the Use of Knowledge*. Working Paper No. 29. Jakarta: Knowledge Sector Initiative, p. 37.

⁴⁹ Data from the Aid Quality Checks feeds into DFAT’s Annual Program Performance Report for Indonesia.

⁵⁰ Investments are rated against these indicators on a scale of 1 (very poor) to 6 (very good).

⁵¹ KSI’s balanced scorecard approach is outlined in the *Monitoring, Evaluation, Research, Learning and Adaptation (MERLA) Plan: Knowledge Sector Initiative Phase 2*. May 2018.

⁵² Membership of the Task Force is voluntary and taken on by staff in addition to their existing workloads.

⁵³ KSI would like to thank Ekawati Liu and Faisal Rusdi for their input on these guidelines.

⁵⁴ Two assistants — one male and one female — might be required if participants do not bring their own. It is considered best practice to provide free entry and meals to an assistant accompanying a participant.