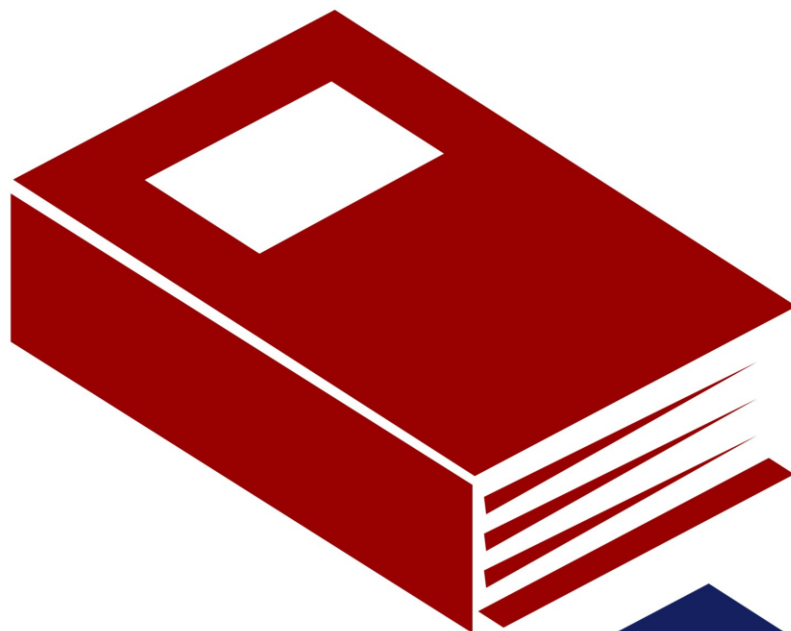


2019 Gender and Disability Inclusion Plan



November 2018



Revision History

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List of Acronyms

Bappenas	<i>Badan Perencanaan Pembangunan Nasional</i> / National Development Planning Ministry
DFAT	Department of Foreign Affairs and Trade
ESIP	Education Sector Investment Plan
FD	Facility Director
GDIP	Gender and Disability Inclusion Plan
GoI	Government of Indonesia
M&E	Monitoring and Evaluation
MoEC	Ministry of Education and Culture
MoRA	Ministry of Religious Affairs
M&E	Monitoring and Evaluation
QA	Quality Assurance
TA	Technical Assistance
STA	Short-term Technical Assistance
TASS	Technical Assistance for Education System Strengthening
ToR	Terms of Reference

1 Introduction

1.1 The Technical Assistance for Education System Strengthening (TASS) program

TASS works at the national level to support the Government of Indonesia (GoI) efforts to address two key constraints – (1) poor quality of teaching and learning; and (2) persistent disparities that adversely impact on learning outcomes.

TASS provides strategic short-term technical assistance to three counterpart agencies: the Ministry of Education and Culture (MoEC), the Ministry of Religious Affairs (MoRA), and the National Development Planning Ministry (Bappenas). TASS works with the GoI to identify best-fit activities that can address constraints to quality of teaching and disparities in learning outcomes. Where possible, activities build on each other and form part of GoI existing activities, rather than remain stand-alone initiatives. TASS' main modality for doing so is through providing responsive, demand driven technical assistance to support key Indonesian decision makers to develop and apply evidence-based policies, systems, processes, and programs that support education sector reform. TASS provides support that is politically smart and locally led and ensures activities are contextually informed, and designed to address locally-defined problems, support locally developed best fit solutions, and support entrepreneurial counterparts.

1.2 TASS Gender and Disability Inclusion Plan

Promoting and supporting gender and disability inclusion is an important part of supporting TASS's end of facility outcomes – improved quality of teaching and learning, and reduced impact of disparities on teaching and learning outcomes. The Plan, where possible within contextual and financial constraints, follows the twin track approach promoted by DFAT's *Gender Equality and Women's Empowerment Strategy*¹ and *Development for All 2015-2020*² strategy, that commit DFAT to:

- Take measures specifically designed to tackle gender inequalities while incorporating gender issues into all aspects of Australia's work;
- Integrate gender equality across all areas and sectors;
- Target people with disabilities in development initiatives designed specifically to benefit people with disabilities; and
- Actively include people with disabilities as participants and beneficiaries of development efforts across all sectors.

The Gender and Disability Inclusion Plan (GDIP) outlines activities that ensure that gender equality and disability inclusion is a key consideration in the technical assistance provided to the GoI. This GDIP meets the requirements of Clause 8.1 II iii of Service Order 70774/29 for TASS and will be updated annually as an annex to the Annual Work Plan.

¹ DFAT (February 2016). *Gender and Women's Empowerment Strategy*. <http://dfat.gov.au/about-us/publications/Documents/gender-equality-and-womens-empowerment-strategy.pdf> Accessed 12 May 2017.

² DFAT (May 2015). *Development for All 2015-2020*. <http://dfat.gov.au/about-us/publications/Pages/development-for-all-2015-2020.aspx> Accessed 12 May 2017.

2 Background

2.1 DFAT gender and disability inclusion strategies

2.1.1 Gender

DFAT, through its 2016 *Gender Equality and Women's Empowerment Strategy*, has committed to enhancing women's voices in decision making, leadership and peace building; promoting women's economic empowerment; and ending violence against women and girls.

The strategy adopts a twin-track approach, which involves a:

- Deliberate approach—taking measures specifically designed to tackle gender inequalities while incorporating gender issues into all aspects of Australia's work; and an
- Integrated approach - integrating gender equality across all areas and sectors.

DFAT, through the Australian Embassy in Jakarta, has recently issued a Gender Action Plan for the ESIP. This plan clarifies the approach, expectations, and operating principles and procedures for all ESIP programs so that the DFAT team and their implementing partners can make a tangible and measurable contribution to improving gender equality and women's empowerment.

Following the twin-track approach noted above, the Gender Action Plan commits DFAT and its investments to:

- Implement specific initiatives that will enhance women's voice in decision-making leadership and management in the education sector; support economic empowerment and opportunities for women and girls within the sector and beyond; and work through the school environment to help to end violence against women and girls, and
- Integrate gender in all ESIP programs to help build the capacity and systems, and identify solutions, to deliver services equitably and inclusively, reduce gender gaps, and promote gender equality.

2.1.2 Disability inclusion

DFAT is committed to supporting and promoting the right of people with disabilities to access quality education, and ensuring that people with disabilities are participants in and beneficiaries of the Australian aid program. Through implementation of the *Development for All 2015-2020* strategy for strengthening disability-inclusive development in Australia's aid program, DFAT aims improve the quality of life of people with disabilities through:

- Enhancing participation and empowerment of people with disabilities, as contributors, leaders and decision makers in community, government and the private sector.
- Reducing poverty among people with disabilities.
- Improving equality for people with disabilities in all areas of public life, including service provision, education and employment.

The Development for All strategy also takes a twin-track approach to implementation across the aid program, which involves:

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- A mainstream approach—actively including people with disabilities as participants and beneficiaries of development efforts across all sectors; and a
- A targeted approach—targeting people with disabilities in development initiatives designed specifically to benefit people with disabilities.

DFAT recognises that people with disabilities are particularly disadvantaged by poor quality, inadequate and inaccessible education. DFAT also recognises that additional barriers exist for women and girls with disabilities in accessing education, and that the diversity of disability means that people with specific impairments may be particularly likely to be excluded from education. Through its ESIP, DFAT has committed to support inclusion and equity in basic and senior secondary education in Indonesia. DFAT will support and promote inclusive education in Indonesia, whilst also considering that specialist education may be more suitable to people with disabilities in certain contexts. Each program within DFAT's education portfolio in Indonesia is expected to support implementation of the Development for All strategy and the approaches and principles set out therein.

2.2 Indonesia context³

2.2.1 Gender

Gender inequalities remain a significant challenge in Indonesia. Women and girls face discriminatory attitudes which prevent them from having equal access to health, employment, and decision-making in comparison to men and boys. Concepts regarding the role of women and men are shaped by both cultural and state discourses. By Indonesia's marriage law (1974), men are regarded as the head of the family while women manage the household as the housewife (UNESCO, 2013). These perceptions of women's role in the family limit their participation in public roles and representation in decision making (ADB, 2010). While there has been some improvement in gender equality in Indonesia, girls and women still face challenges in many areas, including education.

At the national level, gender parity has largely been achieved at all levels of the education system in Indonesia, with girls' participation rates increasing as the level of schooling increases. There is also parity in literacy rates for young people (15-24 age group). In school year 2016/2017, girls comprised 47.7% of the students attending MoEC primary schools. The dropout rate from primary school is low (0.15%), and the proportion of dropouts who are girls is 41.9%. For primary level madrasah under MoRA, girls comprised 48.2% of students.

At junior secondary level girls represented 48.9% of all enrolments in MoEC schools in school year 2016/2017. Dropout rates are low at less than 0.4% and only 17% of dropouts are girls. For junior secondary madrasah under MORA, 50.35% of the student body were girls.

At senior secondary level participation rates are higher for girls than boys: of the 4.7 million students enrolled in senior secondary school (SMA⁴) in school year 2016/2017, 55.5% are young women. The dropout rate is low at 0.78%; of the dropouts, 46.2% were young women.

³ Data in this section is drawn from MoEC 2016-17 statistics, unless otherwise indicated.

⁴ SMA = Sekolah Menengah Atas, Senior Secondary School.

For senior secondary madrasah under MoRA⁵ 56.7% of the student population are young women.

These successes result from a combination of effective policies and sustained national investment in education that have expanded the availability of schools in rural areas and lowered the direct and opportunity costs of schooling, for example through gender neutral subsidy programs such as School Operational Funding (BOS).

Turning to teachers and school leaders, national statistics show a clear pattern of the over-representation of female teachers and under-representation of female leaders and decision-makers at the school and district level. In common with many other countries of the world, women dominate primary school teaching and are increasingly represented in primary school leadership, but have progressively less representation in junior and senior secondary school teaching and principalship⁶.

In terms of student performance as measured by international tests, Indonesian girls score marginally higher than boys. For example on the 2015 Trends in International Maths and Science (TIMSS) test, girls scored marginally higher than boys in mathematics (403 vs 303), and science (401 vs 393). On the Program for International Student Assessment (PISA) of the same year, girls scored marginally higher than boys in reading (409 vs 386), mathematics (387 vs 385) and science (405 vs 401). Understanding the reasons for boys' decreasing participation in senior secondary school, higher dropout rates, and underperformance compared to girls, may be future areas of enquiry for GoI.

Both girls and boys in Indonesia face challenges from School-related Gender-based Violence (SRGBV). SRGBV takes many forms, including physical and sexual abuse, harassment and bullying. SRGBV can affect both boys and girls and has negative impacts, including increased absenteeism and dropout rates, undermining of achievement and participation, and promotion of harmful gender norms, roles, and stereotypes (Plan International, 2015). In a study undertaken in four countries, Indonesia reported the highest levels of SRGBV in schools at 84% (Plan International, 2015). The majority of SRGBV was reported to be perpetrated by teaching and non-teaching staff and peers.

More broadly, gender equality in education goes beyond enrolment and test scores; equality also encompasses girls' and boys' experiences in school, in terms of equal and fair treatment by teachers and the gender responsiveness of the curriculum, textbooks and learning materials, as well as the learning environment. Achieving equality of opportunity in the learning process, learning achievement and outcomes for both boys and girls is a key challenge for the Government in Indonesia in the next decade.

⁵ MoRA EMIS does not disaggregate data by general or vocational streams.

⁶ Education Partnership Performance Oversight and Monitoring. (2016). *Female Education Personnel: A Study of Career Progression*, page 9-10. Data reported in this study from MoEC and MoRA statistics (2014) show that the proportion of female principals in MoEC schools is 39% at primary level, 19% at junior secondary level, and 15% at senior secondary level. For madrasah under MoRA, the proportion of female principals is 28%, 18% and 14% respectively.

2.2.2 Disability

Indonesia's commitment to ensure that people with disabilities are included in the country's development is longstanding. GoI has developed a comprehensive set of policies and signed international conventions supporting the rights of children with disabilities to access education; of note in education is Article 24 (Education) of the United Nations Convention of the Rights of Persons with Disabilities; Law No. 8 of 2016 on Disability, in particular Articles 5 and 10 that state that the government should ensure that persons with disabilities have access to inclusive and quality education services; and MoEC Regulation 70/2009 that governs inclusive education.

Research literature indicates that there is a lack of accurate data on children with disabilities and their educational situation in Indonesia⁷. Contributing factors include the social welfare indicators (rather than health-related indicators) used by the Indonesian Central Statistical Agency (BPS) to record disability, meaning that surveys may not accurately record the number people with disabilities who live above the poverty line, or people whose disability does not significantly impact household economic status. In addition, official survey instruments do not capture the diversity of mental, emotional, and intellectual disabilities such as autism, Attention Deficit Hyperactivity Disorder (ADHD), Down Syndrome, psychotic disorders, and various other intellectual disabilities. A further contributing factor is that disability is still considered as a personal tragedy; consequently families are reluctant or embarrassed to report that they have family members with disabilities⁸. As a result, the statistical data on people with disabilities in Indonesia appears to be inaccurate and differs according to the source and data collection methods and definitions that are used⁹.

MoEC oversees 2,070 special needs schools (SLB) and in school year 2016/2017 enrolled 121,224 students (40% of whom are girls). However, MoEC estimates that 70% of all school-aged children who have disabilities are not participating in formal education. Given the inaccuracy of the data on children with disabilities and the probable underestimation of the number of children with disabilities, the gap in education access between children with and without disabilities is likely to be even greater.

Many children with disabilities do not attend school due to logistical, financial, social and policy barriers¹⁰. Policy level challenges include lack of a clear framework for classification of, and allocation of resources to inclusive schools, and divided responsibilities for managing and resourcing the education of children with disabilities. Operationally, teachers lack specialised training and support to teach diverse learners, including children with disabilities.

Aside from SLB, MoEC Regulation 70/2009 provides for a different model for education that entails transforming regular schools into inclusive schools where each child is respected regardless of his or her disability. In 2015, around 2,500 students with disabilities were enrolled in mainstream schools.

⁷ Education Partnership Performance Oversight and Monitoring. (September 2014). *Thematic Literature Review on the Drivers of Participation Rates of Children with Disabilities (CWDs) in Relation to Primary and Junior Secondary Schools in Indonesia*, page 12.

⁸ Ibid.

⁹ Ibid.

¹⁰ World Disability Report, WHO 2011

3 Objectives of the Gender and Disability Inclusion Plan

The Gender and Disability Inclusion Plan is a key document that will ensure gender and disability are included in activity design and implementation, and appropriately monitored and evaluated. The GDIP identifies resources, entry points, and initiatives that support gender and disability inclusion across TASS and outlines the approach of TASS in its work to support the inclusion of all women and girls, men and boys, including people with disabilities.

The GDIP is framed by DFAT's *Gender Equality and Women's Empowerment Strategy* (2016), DFAT's *Development for All 2015-2020: Strategy for strengthening disability-inclusive development in Australia's Aid Program* (2015), and ESIP's *Gender Action Plan* (2016).

The primary objectives of the GDIP are to ensure that TASS activities:

- Support GoI to enhance women's voices in leadership and decision-making, and advance outcomes for girls and women as actors and participants in education;
- Support GoI to promote the needs of boys; and
- Support GoI to enhance the voices of people with disability in leadership and decision making;
- Ensure that barriers that prevent people with disabilities participating in and benefiting from education are identified and addressed in the implementation of TASS activities.

At DFAT's request, the GDIP plan considers only gender and disability inclusion. Other forms of exclusion (i.e. based on ethnicity, religious beliefs, poverty) may be considered in activities where appropriate.

4 GDIP Implementation

Where previously TASS' GDIP implementation strategy aligned with DFAT's twin track approach – in that it envisaged delivery of gender and/or disability inclusion specific activities, as well as the mainstreaming of gender and disability inclusion in all activities. With current and anticipated future budget constraints, for 2019, TASS will focus efforts on mainstreaming gender and disability inclusion in each activity. This means that TASS will **actively advocate for and incorporate** gender and disability issues into each activity.

In practice, this means all initial requests from GoI and DFAT will be screened for alignment with DFAT's policy goals on gender and disability inclusion to ensure that women and girls¹¹, and people and children with disabilities stand to benefit from any changes in policies, systems and practices resulting from TASS' outputs, and have the opportunity to participate in decision making. If the request is found not to be aligned, TASS will make recommendations for how these goals can be incorporated into the request. Activity Scopes of Work (SoW) and advisers' Terms of Reference (TORs) will include requirements to consider and address gender and

¹¹ Also men and boys, where relevant.

disability inclusion, and where budgets allow, gender and/or disability inclusion advisers will be recruited within activities.

4.1 Activities

4.1.1 Application of Gender and Disability Inclusion analysis

A Gender and Disability Inclusion analysis was undertaken in 2018 to provide a comprehensive understanding of the differences between the lives of girls and boys, and women and men in Indonesian communities, how these differences contribute to inequity in participation and achievement for girls and women and, in particular, how this relates to policy and programming in the education sector. The analysis also included an analysis of disability inclusion in relation to participation and achievement, and highlighted the ways in which the inequities in education for people with disabilities, including women and girls, may be more prominent compared to people without disabilities.

The Gender and Disability Inclusion analysis is used to inform annual work planning and will be used in the development of activity SoW and adviser ToRs. It will be provided to recruited Short Term Advisers (STA) to provide contextual evidence to STA to understand and respond to gender and disability inclusion priorities and initiatives.

4.1.2 Application of Gender and Disability Inclusion tools

Specific tools and templates have been developed by the Gender and Disability Specialist in coordination with the TASS management team and other relevant advisers from the core STA team in 2018, to support TASS to integrate gender and disability inclusion in all activities.

Tools and templates will be reviewed as part of TASS M&E bi-annual strategic reviews, and the Annual Gender and Inclusion Health Check to ensure they contribute to the integration of gender and disability, and to address gaps and challenges that may be experienced by recruited STA. These tools will be used in the key stages of activity implementation, as follows.

4.1.2.1 Activity scoping

Gender and Disability is included in the TASS Screening Guideline that aims to ensure that opportunities to promote gender equality and disability inclusion are identified in activity screening and selection. The screening tool will be reviewed by TASS in early 2019, including review of Gender and Disability content by the Gender and Disability Specialist. Key questions will be refined where needed.

4.1.2.2 Development of activity packages

Templates for key documentation (i.e. Scope of Work, Activity Summary / Tasking Note, and Terms of Reference) include standard sections and guiding questions related to gender equality and disability inclusion. These are supported additionally through a Quality Assurance checklist for inclusion of gender and disability in activity package documentation.

4.1.2.3 Activity implementation

STA will be encouraged to use the gender and disability inclusion analysis in their work, and the policy and program analysis tool. Key points in activity implementation such as the submission of adviser work plans and check-point meetings also support TASS to ensure advisers have planned for disability and inclusion in their assignments.

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4.1.3 Communications

Checklists will be developed to ensure negative gender and social stereotypes of people with disabilities are not reproduced in communications products, and that content remains balanced and inclusive. When selecting communication formats and platforms, a wide range will be considered to ensure that TASS products and results are accessible to people with different types of disabilities.

The Gender and Disability Specialist will be available to review and provide technical advice as needed in the development of communications products.

4.1.4 Annual Gender and Disability Inclusion Health Check

A Gender and Disability Inclusion Health Check of the program is undertaken on an annual basis with the aim of building capacity and internal accountability. The Health Check ensures that within the scope and resources of the program, the GDIP remains an active document that is relevant to its intended objectives.

The Health Check will be supportive, with an emphasis on learning, knowledge generation and adaptation. The format of the Health Check will identify achievement in relation to gender equality and disability inclusion across the program and assess whether:

- Activity implementation is sufficiently responsive to gender equality and disability inclusion objectives;
- Team members have sufficient understanding of gender equality and disability inclusion objectives, relevant to their area of responsibility;
- Business processes are fit for purpose with regard to gender equality and disability inclusion; and
- Gender equality and disability inclusion risks are properly tracked, monitored and mitigated, as prescribed in the TASS Risk Management Plan.

The annual Gender and Disability Inclusion Health Check will be convened and led by the TASS Gender and Disability Specialist in collaboration with the Monitoring and Evaluation (M&E) Specialist. Input and support will be provided by TASS Education Specialists and the TASS core team. The Health Check will be followed by a short report on performance, areas for improvement, challenges, and opportunities for collaborating with emerging good practices.

The Health Check will be timed to coincide with the annual strategic review led by the TASS M&E Specialist to maximise utility of the Health Check in regular program review and evaluation, and ensure efficient use of core STA resources.

5 Modelling Gender and Inclusion in TASS

To support and promote gender and disability inclusion in TASS' work with DFAT and GoI, the TASS team will model the positive changes in gender equality and disability inclusion the program seeks to affect. Over the course of the program, TASS will aim to achieve this in the following ways.

5.1 Core values and operating principles

Core values related to gender equality and disability inclusion will be made explicit through our team members' Terms of Reference¹² (TORs); inclusion of core values will also be stated in TORs for recruited STA. We will ensure teams understand the principles of gender equality and disability inclusion and the objectives that we aim to achieve through this Plan. We will foster and celebrate diversity and good work related to gender equality and disability inclusion.

5.2 Recruitment

TASS will aim to have equitable representation of males and females in its management team and will seek to employ people with disabilities wherever possible. We will do this by explicitly calling for talented 'men and women' in adverts and we will include a 'commitment to diversity and inclusion' statement in our adverts.

In consultation with DFAT, TASS will offer a flexible workplace to accommodate women and men with families, and people with disabilities, such as working from home options, part-time and job sharing arrangements.

Further, all staff will be trained on Palladium workplace policies and accessible support services including the Respectful Workplace Policy and Family and Sexual Violence Employee Support Policy.

5.3 Performance management

LTA and STA will be assessed against key performance indicators related to gender equality and disability inclusion, through application of the Adviser Performance Assessment form. Gender and Inclusion-related indicators will be introduced in management team Performance Management reviews.

5.4 Reasonable accommodation

Reasonable accommodation is the provision of support, modifications and/or adjustments that meet the individual needs of persons with disabilities to ensure they enjoy and exercise all human rights and fundamental freedoms on an equal basis to others¹³.

Within TASS this will take the form of providing additional support for accessible transport to attend TASS meetings and events, and ensuring where possible that TASS delivers events in accessible venues and other arrangements as required. These costs will be built into budgets for each activity.

¹² For personnel recruited after development of the GDIP. For existing personnel the values will be included in future revisions of their TORs.

¹³ DFAT *Development for All 2015-2010* strategy, page 12.

6 Responsibility for TASS Gender and Disability Inclusion Plan

All TASS staff have a responsibility for applying the GDIP principles and approach. The operationalisation of this strategy will be a joint responsibility of the Facility Director and the Gender and Disability Specialist.

Table 1: Responsibility for Gender and Disability Inclusion Plan

Position	Responsibility
<ul style="list-style-type: none"> Facility Director 	<ul style="list-style-type: none"> Approves GDIP and any future revisions. Oversights implementation of the GDIP. Participates in Annual Gender and Inclusion Health Checks.
<ul style="list-style-type: none"> Activity Managers 	<ul style="list-style-type: none"> Support implementation of the GDIP within each program activity. Participate in Annual Gender and Inclusion Health Checks.
<ul style="list-style-type: none"> Planning and Quality Assurance Manager 	<ul style="list-style-type: none"> Directs the Gender and Disability Specialist. Supports implementation of the GDIP within each program activity. Mainstreams GDIP principles in activity design documents and adviser terms of reference. Participates in Annual Gender and Inclusion Health Checks. Ensure activity outputs adequately address gender and disability-related issues.
<ul style="list-style-type: none"> Communications Specialist / Communications Officer 	<ul style="list-style-type: none"> Ensure GDIP principles are incorporated in program communications. Participate in Annual Gender and Inclusion Health Checks.
<ul style="list-style-type: none"> Gender and Disability Specialist 	<ul style="list-style-type: none"> Supports and advises TASS on applying GDIP principles and approach, including in review of SOW and TORs. Leads Gender and Inclusion Analysis and Annual Gender and Inclusion Health Check. Coordinates with DFAT Gender and Inclusion advisers for cross-program learning.
<ul style="list-style-type: none"> Education Specialist / National Education Specialist 	<ul style="list-style-type: none"> Provide technical advice in conduct of the Gender and Inclusion Analysis Participate in the Gender and Inclusion Health Check
<ul style="list-style-type: none"> Short Term Advisers 	<ul style="list-style-type: none"> Support implementation of the GDIP within each program activity. Adhere to GDIP principles

7 Monitoring and Evaluation

The TASS M&E Plan includes relevant indicators in its Results Measurement Framework to measure the effectiveness of gender equality and disability inclusion activities. To ensure gender and disability considerations are present in the M&E system, we will:

- Include sex-disaggregated data to track the participation of men and women in all activities, including professional development activities, research, pilots, and communications and stakeholder engagement.
- Where possible, included disability-disaggregated data to track the participation of people with disabilities in all activities, including professional development activities, research, pilots, and stakeholder engagement.
- Consult with women and girls, and people with disabilities, and analyse TASS activities to understand any barriers which prevented women and girls and people with disabilities from participating in or benefiting from TASS outputs, and/or the extent to which these were successfully addressed.
- Track the utilisation of TASS outputs in policies, systems and practices that promote gender equality and inclusion of people and children with disabilities.
- Monitor the number and percentage of TASS outputs that address gender inequality and disability barriers to mitigate the risk that gender and disability-inclusion are insufficiently addressed in activity implementation.
- Monitor activities to ensure they do not perpetuate or intensify gender inequalities or disability exclusion or risks and take corrective action in case any activities are found have negative (or unintended) consequences.

Tools have been developed in collaboration with the TASS M&E Specialist to ensure sex- and disability-disaggregated data is collected to report on gender and disability-related indicators in the TASS M&E Plan. Tools designed to collect disability-disaggregated data draw on the Washington Group Questions where relevant. Program and policy analyses (for example, through Significant Policy Change case studies) will outline the different activity impacts on women and men, girls and boys, and people with disabilities.

8 2019 work plan

An indicative work plan for the 2019 implementation of TASS' Gender and Disability Inclusion Plan is presented below.

Table 2: Proposed 2019 Gender and Disability Inclusion Work Plan

Technical Assistance for Education System Strengthening (TASS)		2019											
Gender and Inclusion Plan Activities		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1	Review / update of Gender and Disability Inclusion Plan												
2	Activity scoping / development using Gender and Inclusion Analysis (Section 4.1.1)												
3	Gender and Disability Inclusion Health Check/Completion Reporting (Section 4.1.2)												
4	Communications (Section 4.1.4)												
5	Application in task implementation												

9 References

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