



United Cities and Local Governments
Asia-Pacific

A teal silhouette of a city skyline featuring various architectural elements like pagodas, modern skyscrapers, a bridge, and a monument, set against a white background.

GENDER-RESPONSIVE PARTICIPATORY BUDGETING (GRPB) TRAINING MODULE

A large, stylized teal female symbol (a circle with a vertical line and a cross at the bottom) is centered behind the title text.

BACKGROUND

United Cities and Local Governments (UCLG) is local governments' global association in the Asia-Pacific region and connected to more than 7,000 cities. UCLG ASPAC supports local governments and their associations by providing knowledge and information, building their capacities, and providing opportunities for the exchange of knowledge and best practices. One of the UCLG ASPAC's main focuses is to improve women's participation in the local governments in the region and to support gender participatory planning and budgeting.

Considering the gender disparities situation and lacking women's participation in decision-making at the local level in the Asia-Pacific region, UCLG ASPAC also comprehended to build the capacity of cities and all local governments in the region by organising various activities, including an online webinar on "Asia-Pacific Mayors Dialogue on Gender Responsive and Participatory Initiatives (GRPI)". Later, it was deliberated to develop a comprehensive module of knowledge and capacity development on "Gender Responsive and Participatory Budgeting" that will be adopted by cities and local governments, particularly members of UCLG ASPAC.

Objectives of the module development:

1. Increase awareness on gender equality, mechanism, and opportunities for inclusive participation in decision-making processes for delivery of public service and resource allocation;
2. Introduce best practices and tools to incorporate inclusiveness in programmes/projects undertaken by cities and local governments. The best practices of political will and strong leadership, institutional support, a pro-equality environment, and economic conditions are determinants of GB practices.

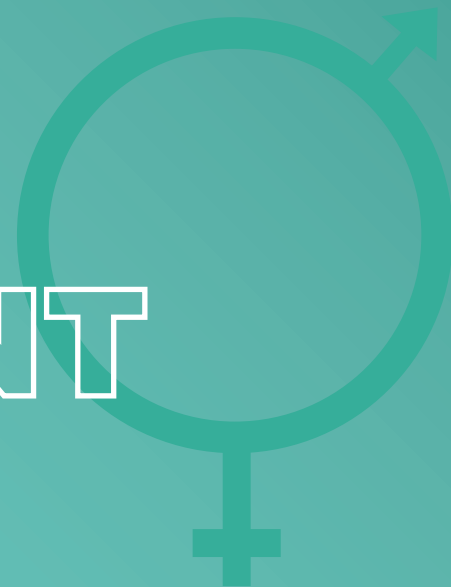
Prior to module development, a survey was conducted online on November 21, 2023 to February 12, 2024, and responded by 31 respondents from:

1. Southeast Asia : Indonesia, Philippines, Cambodia
2. South and Southwest Asia : Nepal, Pakistan, Bangladesh, Sri Lanka, India
3. East and North East Asia : South Korea, North Korea, China
4. Pacific : Kiribati, New Zealand

Objective of the survey is to assess the need of the UCLG ASPC members. Complimentary to the survey, a desk-review on gender regulation and social inclusion were also conducted.

Further, the module is designed as training of trainee with government officials as targeted training participants, particularly those who are responsible for planning and budgeting. The module can also be targeted to NGOs working for community.

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KEY CONCEPTS

Gender

The roles, behaviours, activities, and attributes that a given society at a given time considers appropriate for men/boys and women/girls. These attributes, opportunities and relationships are **socially constructed** and are **learned through socialization processes**. They are context/ time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context (UN Women)

Sex

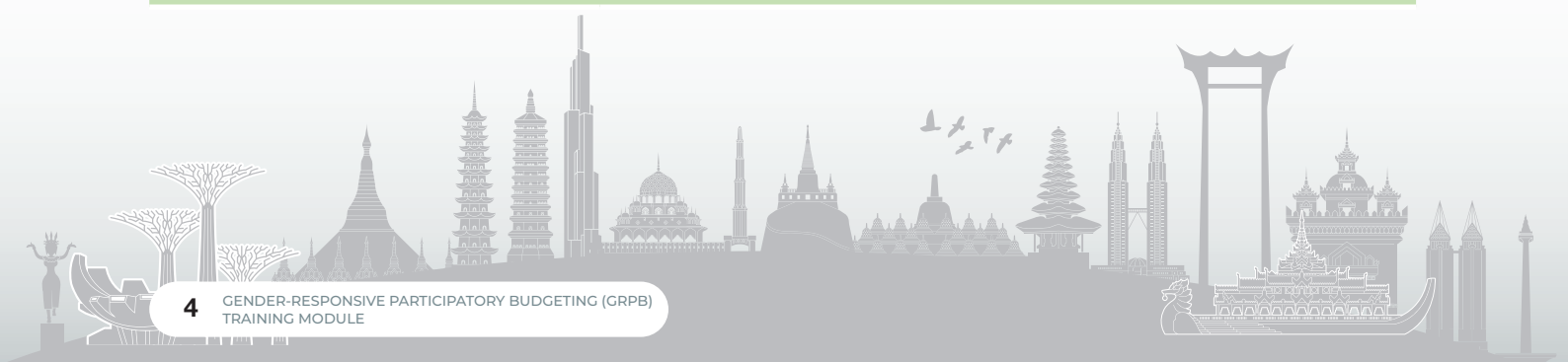
Each person's **physical feature**... including genitalia and other sexual and reproductive anatomy, chromosomes, hormones and secondary physical features emerging from puberty. Infants are typically assigned the sex of male or female at birth based on the appearance of their external genitalia, but there is also] someone with intersex variation" (IOM-UNHCR)

Gender Identity

Each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex they were assigned at birth or the gender attributed to them by society (IOM-UNHCR)

Gender Analysis

A systematic way of looking at the different roles of women and men in any activity, institution or policy and how its impact differs across women and men. Gender analysis asks questions relating to power, control, access, valuation, participation and benefit. Gender analysis seeks to understand whether, how and why a particular activity or situation affects and impacts men differently from women, with an implicit view to recommending changes in policy and attitudes so that gender equality is more achievable (PWDC)



Gender Responsive Budgeting

A strategy that creates budgets that work for everyone by considering and analysing the unique and diverse needs of every person (UN Women)

Intersectionality

An approach to analysis which recognises the different 'identities' each of us have and the different influences each of these identities have on our behaviour, opportunities and environment.

Intersectionality would combine the advantages/disadvantages/

challenges each of us have due to our gender with an analysis of the advantages/disadvantages/challenges that also accrue to us due to factors such as race, ethnicity, caste, class, age, ability/disability, sexual orientation, religion, education, location, and so on. Intersectionality stresses the need to address a multiplicity of factors rather than concentrate on just one (PWDC)

Social Exclusion

The involuntary exclusion of individuals and groups from society's political, economic and societal processes, which prevents their full participation in the society in which they live" (UN Department of Economic and Social Affairs).

Social Inclusion

The process by which efforts are made to ensure equal opportunities – that everyone, regardless of their background, can achieve their full potential in life. Such efforts include policies and actions that promote equal access to (public) services as well as enable citizen's participation in the decision-making processes that affect their lives" (UN Department of Economic and Social Affairs).



INSTRUCTION FOR using the module

INSTRUCTION FOR FACILITATOR

Facilitator is encouraged to read the module thoroughly in order manner, from background to reflection. Considering UCLG ASPAC is global association, social-cultural-political situation might be different among country. It is wisely recommended for facilitators to learn and understand about social-cultural-political situation in UCLG ASPAC members such as regarding gender diversity, gender regulation at state level, social issues (e.g., adolescent mother, low-income people, senior and youth people, indigenous people, migrant). Facilitator also needs to provide brief explanation on gender-responsive budgeting regulation within UCLG ASPAC members (see: Topic 1).

TRAINING CONTENT

The module is organized into six (5) topics that need to be applied sequentially.

TOPIC	DESCRIPTION
1: Regulation on Gender Responsive Budgeting Within UCLG ASPAC Members at Country Level	It gives overview on gender-responsive budgeting regulation within UCLG ASPAC members at state level.
2: Knowing Budgeting System	It provides explanation on budgeting system as for participants to be aware of the cycle and schedule. Please be aware that cycle and schedule might be different among country of UCLG ASPAC members.
3: Developing Community-Based Gender-Responsive Planning and Budgeting	It provides explanation on a) gender analysis tools applied worldwide and within specific UCLG ASPAC members, b) intersectional issues within UCLG ASPAC members as referred to the survey result, c) developing the budget. Please be aware that tools for gender analysis and budgeting might be different among UCLG ASPAC members as well as intersectional issues.
4: Legislation Process: Way to Implement the Plan	It introduces to the process of budget approval. In this chapter, there are success stories that can be referred to when dealing with advocating the plan and budget developed.
5: Reflection	It is for providing space for participants to reflect on the learning—how the module can be applied in their respective situation and what needs to be adjusted to meet with their respected situation within their respected area.

TOPIC 1:

REGULATION ON GENDER-RESPONSIVE BUDGETING WITHIN UCLG ASPAC MEMBERS AT COUNTRY LEVEL

A comprehensive desk review and survey conducted on the regulation and practices of gender-responsive budgeting among the members of UCLG ASPAC members reveal notable practice of gender-responsive budgeting. The findings indicate that a majority of UCLG ASPAC country members possess regulatory frameworks pertaining to gender-responsive budgeting as followed:

1. Southeast Asia

a. Indonesia

- Joint Circular Letter of 4 (Four) Ministers (2013), i.e., Minister of National Development Planning/Head of Bappenas, Minister of Home Affairs, Minister of Finance, and Minister of Woman Empowerment and Child Protection on National Strategic of Gender Responsive Budgeting.

b. Philippines

- All government agencies including the local government units are mandated to allocate a minimum of five percent (5%) of their total annual budgets specifically under the City's Development Fund for gender programs, projects and activities. This is a requirement in the budgeting process as per General Appropriations Act through Executive Order No. 273.
- Continued information dissemination to the barangays about RA 7610.
- GAD and Budget, Joint Memorandum Circular 2013-01.
- Magna Carta of Women (National); Iloilo City GAD Code.
- Magna Carta of Women (RA 9710).
- Republic Act 9710, City Ordinance No. 16-08 (Himamaylan City)

c. Cambodia

Each local government in Cambodia is required by laws to establish a Women and Children Affairs Committee. The Committee has its own budget allocated by the Administration.

d. Vietnam

Law of Gender Equality, No.73/2006/QH 11, 29 June 2006.

2. South and Southwest Asia

a. Pakistan

There is scheme under the Ministry of Women and Development. Based on the desk review, Gender responsive budgeting was first mentioned by the Ministry of Women Development (MoWD) in 2001 (Sharp et al, 2010).

b. Nepal

Federal Ministry of Finance has issued regulatory guidelines for the Government entities that Gender Responsive Budgeting (GRB) should be considered while preparing Annual Budget/planning. Whole government system is based in participatory approach that should be including and result oriented. Referring to the desk review, the manual of gender responsive budgeting is published in 2012 by the Ministry of Finance and (Bhul, 2022).

c. Sri Lanka

In its 2018 Budget Call, the National Budget Department (NBD) of the Ministry of Finance (MoF) introduced some initial steps toward GRB to be implemented under the medium-term budgetary framework from 2017 to 2019" (Raji, 2022).

3. East and North East Asia

a. South Korea

The National Financial Act 2006 that mandate Gender Responsive Budgeting by submitting gender budget statement and gender performance report (Ichii, 2013).

b. China

China has participatory gender budget (PGB), implemented since 2005. PGB refers to the practice of reviewing the government budget from a gender perspective and evaluating its various impacts on the two sexes. (Guo, 2014).

TOPIC 2:

KNOWING BUDGETING SYSTEM

Objective

1. To gain knowledge on budgeting system.
2. To raise awareness on the importance of knowing budget cycle and schedule.

Duration

90 minutes

Method

Presentation (by expert), question and answer (Q&A)

Step

1. To start the session, facilitator asks participants about their knowledge on budgeting system within their respective country.
2. Facilitator identifies participants' answers and leads to next activity, i.e., presentation by expert.
3. Expert (resource person) presents the material on budgeting system.
4. Q&A facilitated by facilitator;
5. Facilitator closes and summarizes the session.

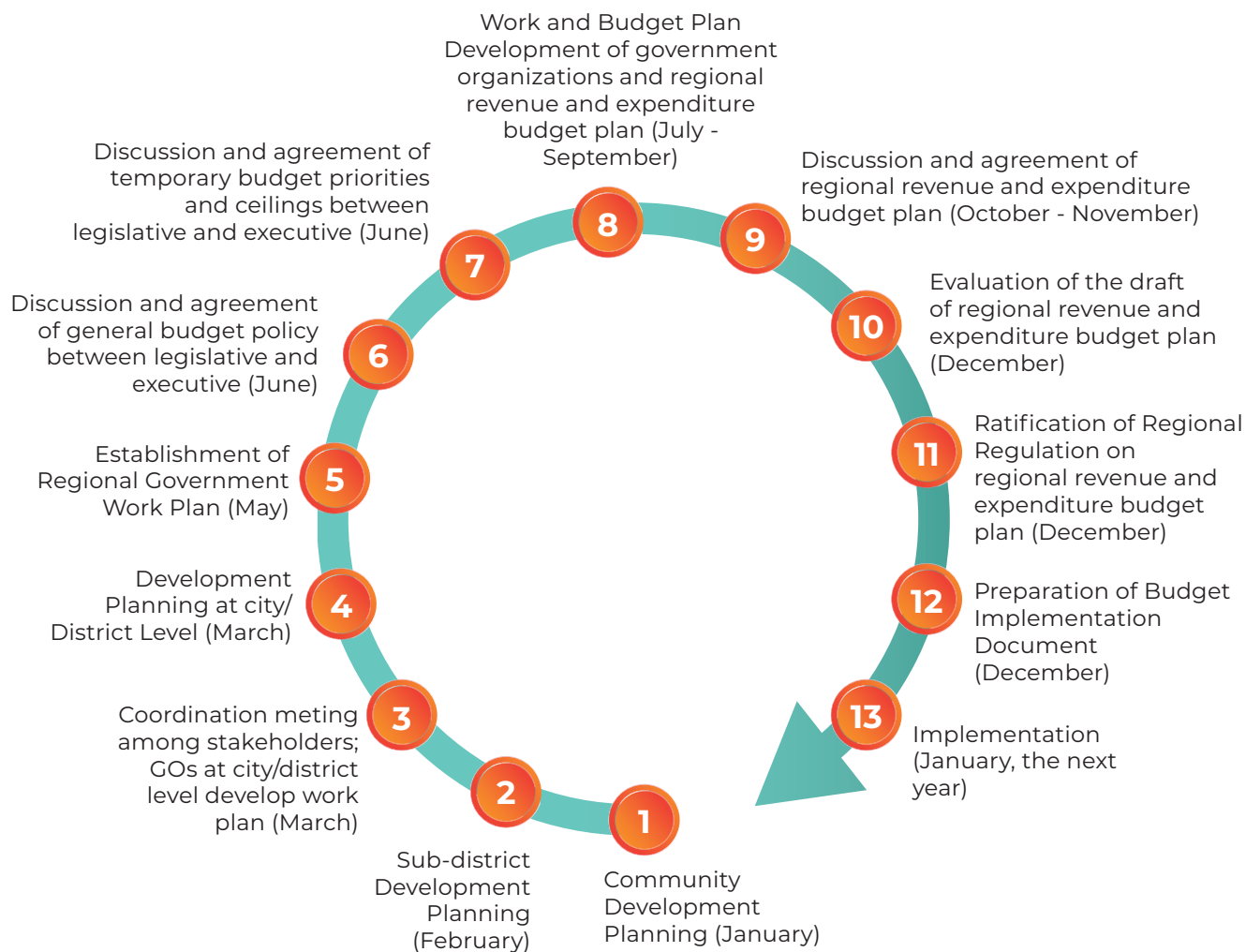
Preparation

Expert's presentation

Knowing budgeting system is important to ensure what we have planned can be implemented by following to the existing policy, procedures, and timeline. Two important things we need to know regarding this are:

1. Budget cycle

Budget cycle is the management cycle for budget planning, implementation and auditing (Frey, 2016: 25). Government budgeting system usually has to go through several parties such as community, executive and legislative. Example from Indonesia:



Source 1: Government of Indonesia Budget Cycle (Planning Guideline for Government Procurement of Goods and Services)

2. Schedule

Knowing the schedule is important for preparation such as when to conduct meeting with community or when the document has to be finalized. Example from Indonesia:

Month	Week			
	I	II	III	IV
January	Community development planning			
February	Sub-district development planning			
March	Coordination meeting among stakeholders; Government Organizations at city/district level develop work plan; Develop planning at city/district level			
May	Establishment of Regional Government Work Plan (known as RKPD)			
June	Preparation of General Budget Policy (known as KUA)	General Budget Policy is submitted to Regional Legislative Council (known as DPRD)	Discussion of General Budget Policy	
July	Adoption of General Budget Policy	Temporary Budget Priorities and Ceilings (known as PPAS) submitted to Regional Legislative Council	Discussion of Temporary Budget Priorities and Ceilings	Adoption of Temporary Budget Priorities and Ceilings
August	Preparation of work and budget plan of local government organizations (known as RKA OPD)			
September	Compilation of budget and work plan of local government organizations		Compilation of draft of Regional Revenue and Expenditure Budget (known as APBD)	
October	Draft Regional Revenue and Expenditure Budget is submitted to legislative	Discussion of Regional Revenue and Expenditure Budget draft		
November	Discussion of Regional Revenue and Expenditure Budget draft			
December	Ratification of Regional Revenue and Expenditure Budget	Evaluation of ratified Regional Revenue and Expenditure Budget by provincial government and the Ministry of Home Affairs		

Source 2: <https://seknasfitra.org/analisis/tentang-anggaran>; The Government of Indonesia's Planning Guideline for Government Procurement of Goods and Services

TOPIC 3:

DEVELOPING COMMUNITY-BASED GENDER RESPONSIVE PLANNING AND BUDGETING

Objective

1. To introduce gender analysis and some tools for gender analysis as tool for gender-responsive planning and budgeting.
2. To build capacity in developing community-based gender planning and budgeting.

Duration

240 minutes

Method

Presentation (by expert), Q&A, Group Assignment

Step

1. Facilitator introduces the session

Part 1: Presentation by expert

2. Expert provides explanation on gender analysis: brief explanation what gender analysis is and why it is useful in community planning
3. Expert provides presentation on gender analysis tools applied worldwide and the tools applied in the country
4. Facilitator leads Q&A session
5. Facilitator closes and wraps-up the presentation session

Part 2: Exercising gender analysis

6. Facilitator asks participants to form groups consists of 3-4 persons and ask participants to exercise gender analysis
 - For this activity, it requires case study for participants to discuss in group. Case study should reflect the situation within respected country/area.
 - If a country has gender analysis tool, then apply the tool the country uses.
7. Each group presents their work.
8. Facilitator closes and wraps-up gender analysis exercise.

Part 3: Exercising in developing gender budgeting

9. Facilitator explains about developing gender budgeting, then asks participants to work in their previous group to develop the budget by referring to the result of previous exercise of gender analysis.

Each group presents their work.

10. Facilitator closes and wraps-ups gender budgeting exercise

GENDER ANALYSIS TOOLS

As mentioned on key concepts, gender analysis asks questions relating to power, control, access, valuation, participation and benefit; moreover, gender analysis seeks to understand whether, how and why a particular activity or situation affects and impacts different gender.

There are several tools for gender analysis such as Harvard Analysis Framework, Moser Framework, or Gender Analysis Matrix (GAM). Different countries may apply different gender analysis tool, or they may have specific gender analysis tool. Below is the example of applying Harvard Gender Analysis Framework.

1. Activity Profile Tool

Activity	Women/Girls	Men/Boys
Production Activities a. Fishing - Activity 1 - Activity 2 - etc b. Farming - Activity 1 - Activity 2 - etc c. Home enterprise - Activity 1 - Activity 2 - etc d. Etc		
Reproductive Activities a. Taking care children/elderly - Activity 1 - Activity 2 - etc b. Home cleaning - Activity 1 - Activity 2 - etc c. Home cooking - Activity 1 - Activity 2 - etc d. Etc		
Community Activities a. Community development planning b. Social (e.g., community gathering for specific occasion) c. Politic (e.g. election)		

Example from Indonesia:
Amahusu Village, Maluku Province, Indonesia

Activity	Woman	Man
Production Activity		
- Fishing Woman catches fish at the seashore or not far from the coastline, while man catches fish in the middle of the sea	✓	✓
- Seaweed cultivation	✓	-
- Selling fish	✓	The number of men selling fish is quite limited.
Reproductive Activities		
- Preparing food for family	✓	-
- Home cleaning	✓	-
- Managing household financial	✓	-
- Grocery shopping for household needs	✓	-
- Taking care of family	✓	-
- Ensuring adequate water for household needs	✓	-
Community Activities		
- Posyandu (Integrated [Health] Service Post) Posyandu is a kind of community-based health effort with the support of health workers	✓	-
- PKK (Family Welfare Empowerment) This movement seeks to enhance community welfare. According to the existing regulation, PKK is designated for woman and, but it is mostly associated with woman.	✓	-
- Musrenbang (development planning meeting) at village level	Low participation	✓

Source 2: *Laporan Asesmen Gender - Situasi Gender Terkait Perubahan Iklim dan Risiko Bencana di Provinsi Sulawesi Tenggara, Maluku, dan Jawa Timur*, USAID APIK, 2016

2. Access and Control

Resources/Benefit	Access		Control	
	Women/ Girls	Men/Boys	Women/ Girls	Men/Boys
Resources <ul style="list-style-type: none"> - Land - Labour - Healthcare - Capacity Building - Equipment - etc 				
Benefits <ul style="list-style-type: none"> - Basic Necessities - Asset ownership - Power - Etc 				

Example from Indonesia:

Sambuli Sub-District, Kendari City, Southeast Sulawesi Province, Indonesia

Resources/Benefit	Access		Control	
	Women	Men	Women	Men
Resources Productive work (fisher and smallscale enterprise)	✓	✓	When extreme weather occurs, fisherwoman is expected to stay at home	✓
Work capital support	Not many women can access working capital support, particularly for those who work in male-dominated job like in fishery	✓	Most assets usually are under man's name, and most access to capital need guarantee such as house or vehicle certificate	✓

- Capacity building	Women tend to be able to access capacity building activities related to income generating activity stereotyped to them such as capacity building related to cooking	✓	Women tend to be able to have control in capacity building activities related to income generating activity stereotyped to them	✓
Benefits - Power in decision making (at community development planning)	Less women involve in community development planning	✓	Women who involve in community development planning still have no power to make decision	✓

Source 3: Laporan Asesmen Gender - Situasi Gender Terkait Perubahan Iklim dan Risiko Bencana di Provinsi Sulawesi Tenggara, Maluku, dan Jawa Timur, USAID APIK, 2016

3. Activity Profile

Activity in ...	Majority Work Done by	
	Woman	Man
Activity 1		
Activity 2		
Etc		

Example Activity Profile in Construction

Activity Profile in Construction	Majority Work Done by	
	Woman	Man
Digging the foundation	-	✓
Concrete work	-	✓
Block or brick laying	-	-
Fetching water	✓	-
Plastering	✓	-

4. Influencing Factors

Influencing Factors	Constraints	Opportunities
Community norms		
Economic factors		
Political factors (e.g., regulation, politic actors)		
Capacity building		
Etc		

Example from Indonesia:

Malang District, East Java Province, Indonesia

Influencing Factors	Constraints	Opportunities
Regulation	The frequency of job mutation/transfers at both the provincial and district/city levels is significant obstacle to the implementation of gender mainstreaming.	Gender mainstreaming regulation at provincial level: In East Java Province, gender mainstreaming is regulated in Governor Regulation Number 66 of 2013.
Economic factors	Unpaid care work: According to the socio-economic survey conducted in 2014, 76% of women in East Java are engaged in [unpaid] care work.	Woman can access productive work, mostly in agricultural sector, plantation, and labour.
Cultural norms	Woman as main caregiver: The role as main caregiver restricts women's ability to engage in public space/activity.	
Capacity building	Woman multiple roles: Time limitation for woman to access capacity building activity.	In farming sector, woman and man can access capacity building

Source 4: *Laporan Asesmen Gender - Situasi Gender Terkait Perubahan Iklim dan Risiko Bencana di Provinsi Sulawesi Tenggara, Maluku, dan Jawa Timur*, USAID APIK, 2016

GENDER ANALYSIS TOOL APPLIED IN UCLG ASPAC COUNTRY MEMBERS

1. Indonesia

The government of Indonesia applied gender analysis tool called Gender Analysis Pathway (GAP), consists of nine (9) steps as followed:

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
		Gender Issue						
Mention policy/program/activity that wants to be analysed	Provide data of specific regarding the situation of the policy/program/activity mentioned on Step 1. Data can be quantitative or qualitative.	Identify gap in Access, Participation, Control, Benefit	Cause of internal gaps (within a community or institution)	Cause of external gaps (that can be regulation, social-cultural practice, etc)	Formulate the gender objectives	Action plan	Establish a baseline for measuring progress by referring to step 2. Data can be quantitative or qualitative	Establish gender indicators as output and/or outcome. It can be quantitative and/or qualitative

2. Malaysia

Below is one of the tools applied:

STEP 1: Formulate Overall Priorities	
GRPB OVERALL: To be better at understanding and including the needs and contributions of women and men in our communities.	SPECIFIC GRPB INITIATIVE: To upgrade a public market to ensure the needs of all users are met.
STEP 2: Cascade Priorities down to Programmes	
GRPB OVERALL: To implement selected initiatives and projects specifically designed with GRPB processes and outcomes in mind.	SPECIFIC GRPB INITIATIVE: Plan a step by step process (see Part One of this Manual) involving the local community/market Users.
STEP 3: Validate Existing Work Flow	
GRPB OVERALL: Ensure structure and mechanism are in place to provide ownership, direction and accountability.	SPECIFIC GRPB INITIATIVE: Check that we have the right information and people involved.

STEP 4: Create New Work Flows within existing Structures	
GRPB OVERALL: Introduce new trainings/ capacity building/project initiatives both within our organisation and 'on the ground' which incorporate innovative GRPB approaches and principles.	SPECIFIC GRPB INITIATIVE: Use experience to institutionalise steps/data collection for all future similar projects.
STEP 5: Ensure Focus is on Programmes and Performance	
GRPB OVERALL: Develop appropriate KPIs (both departmental and staff based); ensure on-going project/budget analysis includes sex disaggregated data collection and use of gender analysis tools.	SPECIFIC GRPB INITIATIVE: Make sure there has been on-going monitoring and evaluation of the market initiative to feed in to future planning and budgeting.

Source 5: Gender Responsive and Participatory Budgeting Manual, PWDC, 2016

3. Philippines

Gender Issue (Column 1)	Cause of Gender Issue (Column 2)	GAD Result Statement/ Objectives
State the gender issue concerned	State the cause of gender issue	What should be achieved?

Source 6: GAD Webinar 5 - GAD Planning and Budgeting, Philippines Commission on Women, 2021

INTERSECTIONAL ISSUES

“...gender intersects with other social characteristic and contributes to different experiences of oppression and privilege” (EU-CIVICUS). This is what we call intersectionality.

Gender issue doesn't stand alone. There are other factors that need to be considered. Different individuals of the same gender might have different experience due to their social class, economic status, disability status, ethnicity for instance.

Based on the survey conducted among UCLG ASPAC members, the intersectional issues need to be concerned are a) low to moderate income group, b) age, c) gender minority, d) indigenous people, d) ethnicity/language minority, migrant, and e) adolescent mother.

Below are the examples of what information need to be collected regarding intersectional issues:

1. Sex, Age and Disability Disaggregated Data (SADDD)

Below is way to collect SADDD by referring to Washington Group Question (WGQ). Question should be asked at individual level.

Name: Age: Sex: m/f/other		
4.3 Do you have difficulty seeing even if wearing glasses: <input type="checkbox"/> No - no difficulty <input type="checkbox"/> Yes - some difficulty <input type="checkbox"/> Yes - a lot of difficulty <input type="checkbox"/> Cannot do at all	4.4 Do you have difficulty hearing even if using a hearing aid? <input type="checkbox"/> No - no difficulty <input type="checkbox"/> Yes - some difficulty <input type="checkbox"/> Yes - a lot of difficulty <input type="checkbox"/> Cannot do at all	4.5 Do you have difficulty walking or climbing stairs? <input type="checkbox"/> No - no difficulty <input type="checkbox"/> Yes - some difficulty <input type="checkbox"/> Yes - a lot of difficulty <input type="checkbox"/> Cannot do at all
4.6 Using your usual language, do you have difficulty communicating (for example understanding or being understood by others)? <input type="checkbox"/> No - no difficulty <input type="checkbox"/> Yes - some difficulty <input type="checkbox"/> Yes - a lot of difficulty <input type="checkbox"/> Cannot do at all	4.7 Do you have difficulty remembering or concentrating? <input type="checkbox"/> No - no difficulty <input type="checkbox"/> Yes - some difficulty <input type="checkbox"/> Yes - a lot of difficulty <input type="checkbox"/> Cannot do at all	4.8 Do you have difficulty with (self-care such as) washing all over or dressing? <input type="checkbox"/> No - no difficulty <input type="checkbox"/> Yes - some difficulty <input type="checkbox"/> Yes - a lot of difficulty <input type="checkbox"/> Cannot do at all

Source 7: SADD Minimum Standards & Guidance, HelpAge International, 2018

2. Gender and Sex Minority

Thailand Gender Equality Act 2015 mentions about gender diversity. Meanwhile, in Indonesia, though only two genders (woman and man) is formally acknowledged by the government, but study by Sharyn Graham Davies (2007) finds Bugis ethic –an ethnic in Indonesia, acknowledges five genders, i.e., woman, man, *calalai*, *calabai*, *bissu* (sacred gender). Also, in the webinar conducted by Philippines Commission on Women (2021), it mentioned about gender, sex, and sexual minority.

Further, intersex is mostly excluded in the learning of gender and sex. There are three types of sex characteristic: a) female, b) male, c) intersex (IOM – UNHCR).

Below are samples of questions that can be applied to know the situation of gender and sex minority:

1. What is the overall status of gender and sex minority in your country or region?
2. How does existing societal knowledge, beliefs and perceptions impact the gender and sex minority ability to participate in civil society?
3. Are there discriminatory policies or cultural beliefs and practices at national or local levels against gender and sex minority that limit their interaction and engagement in civil society?
4. What support services could help to enhance the participation of gender and sex minority in civil society?

Source 8: The Gender and Social Inclusion Toolkit, CIVICUS

3. Indigenous People

Below are samples of questions that can be applied to know the situation of indigenous people:

1. What is the range of ethnicities are within the country/region? Are their newly arrived migrants?
2. Who are the Indigenous Peoples of your country or region?
3. Are there discriminatory policies or cultural beliefs and practices at national or local levels against any specific ethnic groups that limit their interaction and engagement in civil society?
4. Are there barriers for any ethnic group to fully participating in civil society, i.e. joining meetings, participating in discussion at meetings, attending training courses, networking? How is this different for men and women?
5. How many ethnic minorities are represented at leadership level in civil society organizations. Is there any different representation among different gender?

Source 9: The Gender and Social Inclusion Toolkit, CIVICUS

THINGS TO CONSIDER:

→ Opening access and participation

It is important to open access for those who are socially excluded. Below are several questions that helps to identify who is socially excluded (EU-CIVICUS), that can be applied when doing the mapping:

1. Which groups of women are poor and among the poorest? (e.g. female-headed households, widows, people with disability or indigenous women)?
2. Which social groups are poor and/or socially excluded and why? Are they concentrated or over-represented in particular locations (such as remote or isolated areas, urban slums)?
3. Which social groups experience particular prejudices and stigma? (e.g. transgender people, people with mental disorder, ethnic minority, indigenous people)?
4. What is the status of migrants, refugees and/or internally displaced people (IDP)?
5. What are the opportunities and barriers to earning an income for different groups? (e.g. female-headed household, widows, transgender people, people with disability, ethnic minority, indigenous people, migrants/refugees and/or IDP)?

→ In ensuring access and participation, it is important to look at:

1. Power dynamics

Knowing power dynamics is important to know who is powerful and who is powerless. For instance, If in a community woman is not used to raise her opinion, then it is better to make specific forum for woman. Also, consider about the gender of the facilitator.

2. Taking forward the input

3. Build relationship over time

Getting involved with community should be built over time. If the situation is possible, consider using digital technology to keep the relationship.

(UNICEF Community Engagement)

Gender Analysis Pathway (GAP) Jambangan Sub-District, Surabaya City, East Java Province, Indonesia
(Context: Relocation of People Living in Urban Riverbank Area for the purpose of area development)

Step 1	Step 2	Gender Issue			Step 6	Step 7	Step 8	Step 9
		Step 3	Step 4	Step 5				
Activity: Social Conflict Management	Population of Jambangan Sub-District: Women 28,267, Men, 28,047	Access Woman is perceived as having no knowledge and skill in social conflict management, hence access is not granted	Internal gaps: Less women involved in social conflict management	External gaps: Social conflict management is perceived as man's responsibility	The increase of community satisfaction in area development	Accelerate the handling of social conflicts in accordance with existing regulations by involving woman and man	Number of social conflict cases that can be handled	Number of women involved in social conflict management
	Number of social conflict cases during 2023	Participation No woman participated in social conflict management						
	Personnels involved in conflict management: Woman 0, Men 17	Control Social conflict is difficult to manage without full participation of community Benefit - By involving all community and working together with government apparatus, it is expected social conflict will be more manageable, and community is satisfied with area development						

Source 10: <https://dp3appkb.surabaya.go.id/sigas/pprg/gapgbstor>

FORMULATING THE BUDGET: FROM ANALYSIS TO ACTION

After conducting the analysis, then next step is to formulate the budget. The following format is example from Indonesia namely Gender Budget Statement (GBS):

Gender Budget Statement		
Step 1	Mention the program/ activity/ policy that need to be budgeted	GAP Step 1: Policy/program/activity that wants to be analysed
Step 2	Situational Analysis	GAP Step 2, 3, 4, and 5 GAP Step 2 Provide data of specific regarding the situation of the policy/ program/ activity mentioned on Step 1. Data can be quantitative or qualitative. GAP Step 3 Identify gap in Access, Participation, Control, and Benefit. GAP Step 4 Cause of internal gaps (within a community or institution). GAP Step 5 Cause of external gaps (that can be regulation, social-cultural practice, etc).
Step 3	Achievement	GAP Step 6 The gender objectives
Step 4	Budget	Amount XXX
Step 5	Action Plan	GAP Step 7 with indicators mentioned on GAP Step 9 GAP 7 Action plan GAP Step 9 Gender indicators as output and/or outcome. It can be quantitative and/or qualitative.

Example of GBS:

GBS

Jambangan Sub-District, Surabaya City, East Java Province, Indonesia

Gender Budget Statement	
Activity	Social Conflict Management
Situational Analysis	<ul style="list-style-type: none"> - Population of Jambangan Sub-District: Women 28,267, Men, 28,047 - Number of social conflict cases during 2023 - Personnels involved in conflict management: Woman 0, Men 17 <p>Gender Issue</p> <p>Access Woman is perceived as having no knowledge and skill in social conflict management, hence access is not granted</p> <p>Participation No woman participated in social conflict management</p> <p>Control Social conflict is difficult to manage without full participation of community</p> <p>Benefit By involving all community and working together with government apparatus, it is expected social conflict will be more manageable, and community is satisfied with area development</p> <p>Internal gaps: Less women involved in social conflict management</p> <p>External gaps: Social conflict management is perceived as man's responsibility</p>
Achievement	The increase of community satisfaction in area development
Budget	(Amount XXX)
Action Plan and Indicators	<p>Action Plan Accelerate the handling of social conflicts in accordance with existing regulations by involving woman and man</p> <p>indicators Number of women involved in social conflict management</p>

In Indonesia, GBS should be integrated in document of work and budget plan of government organizations at every level -from city/district to national level. Then, it will be compiled into the document of Regional Revenue and Expenditure, and submitted to Regional Legislative Council for approval (see Topic 2).

Further, as way to manifest what has been planned, in Topic 4 we will discuss about budget advocacy -an effort to implement what has been planned by influencing decision makers. In Indonesia for instance, it is important to influence Regional Legislative Council (at city/district level) as party who approves the document.

THINGS TO CONSIDER (Recommendation)

- Knowing budget cycle and schedule (as mentioned on Topic 2: Knowing Budgeting System)
- Having knowledge and skill in budget advocacy (Topic 4: Legislation, Way to Implement the Plan)

TOPIC 4:

LEGISLATION: WAY TO IMPLEMENT THE PLAN

Objective

To introduce and build knowledge on legislation stage

Duration

90 minutes

Method

Presentation (by expert), Question and Answer

Step

1. Facilitator recalls the topic on budgeting system, that there are four (4) steps/stages of budgeting system, i.e., formulation, legislation, implementation, audit.
→ Facilitator gives brief introduction to next session about legislation
 2. Facilitator closes and wraps-ups the session
-
1. Facilitator introduces to the topic;
 2. Resource person provides explanation on legislation stage;
 3. Facilitator leads question and answer;
 4. Facilitator closes and wraps-ups the session

GETTING THE BUDGET APPROVED

In Asia Pacific countries, budget need to be submitted to the parliament for debate, amendment and approval (UN ESCAP, 2018). In order for our plan to be considered and approved, we need to advocate what we have planned.

According to International Budget Partnership, there are skills needed for budget advocacy:

1. Analytical
Advocacy work should be based on evidence-basis. Analytical skill is required.
2. Communication
We face various audiences with different interest. Complex analysis needs to be presented in compelling and easy-to-understand language for various audience. Public speaking skill is an advantage.
3. Collaboration/Interpersonal
Advocacy is collaborative work; hence it is important to have interpersonal skill.

BEST PRACTICES IN ADVOCACY

Wenling, China: Gender Awareness Training as The Starting Point

After the introduction of participatory budgeting principles in 2005, gender-responsive methods were launched through collaborations between the People's Congress and the local government. This initiative began with gender awareness training organized by the Wenling Women's Federation, specifically tailored for women from diverse demographic backgrounds.

Additionally, a gender-budgeting team was established to assess the extent to which the proposed budget addressed gender concerns during the legislative phase. The team consisted of an equal number of women and men, selected randomly from the recruited representatives who finished the capacity-building session. By engaging with political leaders in democratic discussions, they managed to persuade government agencies to adjust their budgets to prioritize gender equality initiatives.

In addition to fundamental elements like democratic consultations and capacity-building programs, the success of the initiative also hinged on political will. The initial momentum came from the People's Congress, with backing from the Party's Committee and Women's Federation, alongside cooperation with other local women's federations.

Source: Gender-Responsive Budgeting in Asia and the Pacific: Key Concepts and Good Practices, UN ESCAP, 2018

Penang, Malaysia: Pilot Projecting

In Penang, the initial gender-responsive and participatory budgeting (GRPB) initiative emerged from a partnership involving the Penang Women's Development Corporation (PWDC), the Penang Island Municipal Council (MPPP), and the Seberang Perai Municipal Council (MPSP) resulted in two low-cost apartment complexes in 2012.

The main strategies employed are as followed:

1. Pilot services based on shared priorities between authorities and communities.
2. Involving the community in identifying, implementing, and monitoring actions.
3. Utilizing Gender-Responsive Budgeting (GRB) tools such as sex-disaggregated data analysis, needs assessments, and beneficiary analysis to guide budget priorities.
4. Collaborating with government personnel to facilitate knowledge transfer and establishing connections with the community.

The GRPB model unfolded across four phases: 1) Conducting a demographic survey of household, 2) Holding focus group discussions (FGDs) with a diverse range of men and women, 3) Participating in the voting process to determine priority needs and allocate budget resources accordingly, 4) Engaging in consultative planning, decision-making, and project implementation.

Source: Gender-Responsive Budgeting in Asia and the Pacific: Key Concepts and Good Practices, UN ESCAP, 2018

Nepal: Working with Media

Nepal adopted the concept of the right to information (RTI) in the 1990; and later formalizing RTI laws in 2007. RTI plays a crucial role in fostering transparent and inclusive public finance systems. However, the NGO Freedom Forum discovered that simply having RTI legislation isn't sufficient. Collaborating with various media organizations, Freedom Forum recognized that collective efforts and training were essential for advocating accountability and achieving tangible outcomes.

In its endeavour to enhance RTI, Freedom Forum has collaborated extensively with journalists to uncover stories. The organization's approach to generating media coverage from RTI requests involves serving as an intermediary. Freedom Forum manages the RTI requests and analysis, collaborating with media outlets to disseminate the story to the public.

Source: <https://internationalbudget.org/stories/moving-beyond-transparency-to-accountability-in-nepal/>

REFLECTION

Objective

To reflect upon the training process: lesson learned and good practices

Duration

45 minutes

Method

Sharing

Step

1. Facilitator asks participants about their opinion/feeling on the training process and lead the sharing;
 - Ask participants to reflect on how they feel or think about the learning: what do they concern the most? Why is that? Is it related to their work, personal interest, or else?
2. Facilitator wraps-up and close the training.

RESOURCES FOR FURTHER LEARNING

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[fcm.ca](https://www.fcm.ca)

<https://www.fcm.ca/en/programs/international-programs/pmi-will/partnerships-municipal-innovation-women-in-local-leadership>

