

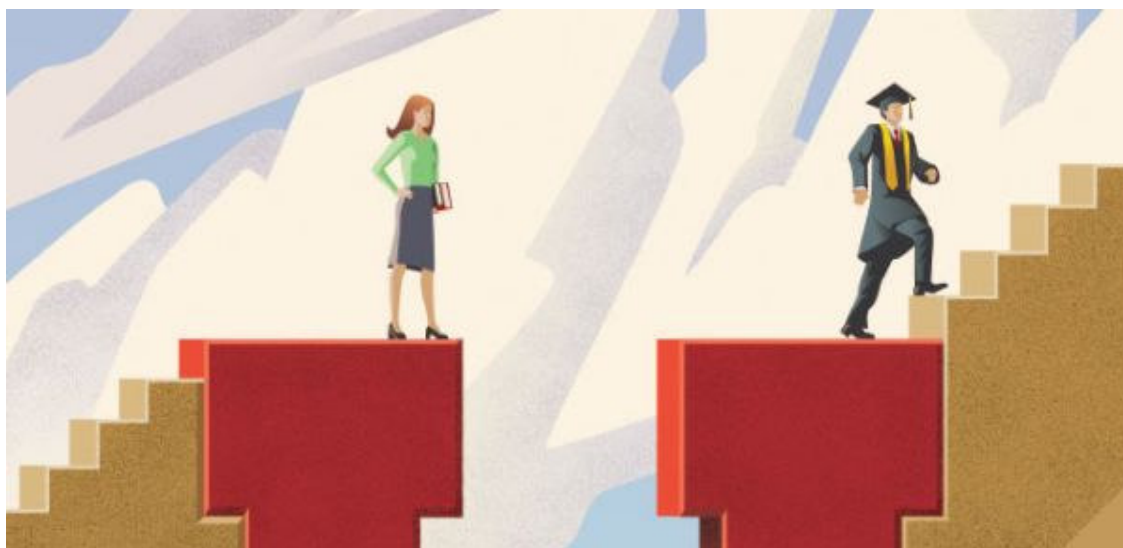
THE ACADEMY OF ECONOMIC STUDIES OF MOLDOVA

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FACILITATOR'S GUIDE

**Methodological support
for the instruction in the domain of**

GENDER RESPONSIVE BUDGETING



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FOREWORD

The need to implement the training programs in the domain of GRB is determined by the results obtained in consequence of the investigations, which have revealed weak points in the budgeting domain and have necessitated ambitious and intelligible reformative plans. GRB implementation, to our mind, should include durable elements of capacity development. For the staff involved, there is a need for the elaborate interaction accompanied by the technical assistance and familiarization with new concepts, terminologies and systems. This can lead to a productive dialogue and in the end to the transition to new adequate and acceptable budgeting systems.

The efforts to implement GRB will lead to the elaboration of the training programs in the respective domain, which will be based on the experience of the staff directly involved in the budgeting process, on the opinions and the advice of experts and academic community of the Republic of Moldova. Thus, at the very beginning there will be created favourable conditions for the training and professional improvement of the staff directly involved in GRB, who represent a target group of central public administration authorities. Later it will be possible to instruct a larger group of personnel of public administration and NGOs and to create a group of facilitators who will ensure the durability of the process of formation and improvement in GRB domain.

The introduction of GRB discipline at Cycle II, professional Master's and research Master's offered at the Academy of Economic Studies of Moldova, represents a major, intelligible and competitive task which will be accomplished in collaboration with public administration authorities of the Republic of Moldova.

From the institutional perspective some efforts of capacity development can and should be supported by an accredited institution of higher education with a remarkable scientific, methodological and didactic potential such as the Academy of Economic Studies of Moldova. ASEM is one of the first institutions of higher education among CIS countries that have included in the university Curriculum at Cycle II (Master's), specialization "Public Finance and Taxation", the discipline "Gender Responsive Budgeting". The Academy has a scientifically qualified personnel who have passed certain stages of instruction in GRB domain offered under the aegis of UNIFEM: Angela Casian, associate professor, Doctor of Economics (the author of Chapter IV), Andrei Petroia, associate professor, Doctor of Economics (the author of Chapter III), highly-valued research scientists whose area of research is: social policy and gender – Marina Belostecinic, associate professor, Doctor of Economics (the author of Chapter I); gender inequality indicators – Ion Pârțachi, professor, Doctor of Economics (the author of Chapter V); micro- and macrobudgeting problems – Angela Baurciulu, associate professor, Doctor of Economics (the author of Chapter II).

Moreover, ASEM can attract consultant-practitioners from central public authorities such as the Ministry of Finance, the Ministry of Social Protection, Family and Children to offer support in promoting GRB concept at the institutional level. Thus, the elaborated materials provide the opportunity to meet the instruction needs of the people involved in the budgeting process and to create a durable system of instruction of public officers debutants and of those experienced ones involved in the budgeting activity.

The facilitator' guide is a an instructively methodological work intended for the facilitators who will deliver instructive lectures, having the objective of offering support in the process of teaching people that are interested in Gender Responsive Budgeting.

The materials in the work can be used as a bibliographic support in the didactic process of institutions of higher education as well as in the activity of the public institutions involved in the actions regarding the promotion of the integrated approach to gender dimension in the budgeting process.

It should be noted that the Facilitator's guide is to be used together with the Textbook "Gender Responsive Budgeting".

The authors give special thanks to UNIFEM and SIDA for the offered support in the elaboration of the materials included in the textbook and the facilitator's guide.

The Authors

ACRONYMS:

GRB	Gender Responsive Budgeting
NBS	National Bureau of Statistics
HBR	Household Budgets Research
CEDAW	Convention on the Elimination of All Forms of Discrimination against Women
H-d	Household
GEI	Gender Equity Index
GPI	Gender Poverty Index
GSA	Gender Self Assessment
IPPF	International Planned Parenthood Federation
HDI	Human Development Index
WPI	Women Participation Index
HDSI	Human Development Sex-specific Index
IWDA	International Women's Development Agency
OECD	Organization for Economic Co-operation and Development
MDGs	Millennium Development Goals
NGOs	Non-governmental Organizations
UNO	United Nations Organization
GDP	Gross Domestic Product
PPAs	Participatory Poverty Assessments'
UNDP	United Nations Development Programme
SEGPR	Strategy for Economic Growth and Poverty Reduction
UNDESA	United Nations Department of Economic and Social Affairs
UNIFEM	United Nations Development Fund for Women
WBI	World Bank Institute

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GLOSSARY

TRAINING COURSE PLANNING AND REALIZATION

The elaboration of the training program represents an activity which requires a series of analyses and decision-making whose output determines the expected results from training, the people responsible for obtaining these results, the optimum type (format) of training due to which the desired outcome can be obtained, the minimal duration and the place of training, the necessary teaching materials, the modality to evaluate the results of training, etc.

The quality of the training programs and implicitly the quality of rendering training services is determined by some decisive aspects for their realization.

Course planning

For one thing it is important to bear in mind that the educated people usually have settled opinions on how the training should be given or how they should be treated. This is based on their previous experience. As adults they are more experienced, have a vaster system of reference and may be more motivated, for the training is connected with their current activity.

Arrange the classroom in such a way as to facilitate the discussion with them (cabaret or horseshoe style), ask them what they expect from this course and respect, use and develop their previously obtained knowledge. Describe the program to them and rely on original analyses in which you get their response reaction to how you manifest yourself. Make them speak about and register how the acquired knowledge will help them to execute/improve the way they do their job. This information can serve as a basis for the continuous improvement of the course.

At the beginning of the course, settle or agree upon certain basic rules for them regarding their contribution or questioning, taking the course seriously yet having a relaxed atmosphere.

Recognize that the contribution can seem uncertain for some people, that's why create for them the opportunities to work in pairs or in small groups before they suggest their ideas in front of the whole group. Do this particularly at the beginning of the course. Later, as people feel more confident with you and with each other, you can perform the activities with the whole group or use more active exercises.

Be sure to introduce a variety of tasks into your training course in order to satisfy different learning styles. The necessity for the reflector is usually neglected in our hurry to fit ourselves into the content.

Examine the classroom. Imagine how you would feel if you were the course participant in this classroom. What can you do to make the classroom look more comfortable and to raise the level of knowledge assimilation?

Aim and objectives of the training course

The aim and objectives of the training programs are focused first of all on what the participants are expected to learn (deepening knowledge, developing new skills and attitudes, exchanging experience, developing strategies and plans, etc.).

Determining the participation in training in accordance with the necessities, depending on the aim and objectives of the proposed training program, can be one of the most difficult tasks for the prospective beneficiary.

The difficulty arises either from the lack of clear setting of aims and objectives by the training provider, or because of some too ambitious objectives set by the training facilitator.

The aim should show the long-term intention of the training program and to clearly define the direction that the training program is following.

The training program objectives should be in accordance with the identified necessities and should ensure the clear definition of the anticipated results upon realization of the training program.

The lessons should be planned in conformity with the tasks, objectives and aims of learning. The content should reflect the knowledge that “must be assimilated”, “should be assimilated” and “could be assimilated”, as well as the visual means for ensuring the prominence of the knowledge that “must be assimilated”. The methods used should reflect the preferred style of learning.

Type (format) and length of the training course

Depending on the specific character of the target group the training courses have a certain format and length:

- a long-term course of professional improvement for public officers (30 academic hours);
- a course of Master’s degree with professional orientation (the length is established in the Curriculum for each speciality);
- a course of Master’s degree with research orientation (the length is established in the Curriculum for each speciality).

A certain number of participants will be invited to each training course. It is recommended that the number of participants in the target group should not exceed 25 people.

It is important to bear in mind that the training format will have an interactive character, and the facilitators will use a wide range of modern methods and advanced technologies. Also, the course format is a mixed one that combines lectures, which are aimed at transferring knowledge and facilitating assimilation of knowledge by the participants, and practical activities focused on knowledge assimilation as a result of discussions on various topics held by the whole group of the participants under the guidance of facilitators.

Hence, in order to achieve the objectives set and create favourable training conditions the courses will be structured as a well-balanced mixture of:

- lessons that will set forth general principles;
- team work in form of small groups under the facilitators’ guidance;
- individual presentation of the results developed by the working teams.

Within the orientation course there are stipulated recapitulative moments and is given time necessary for implementation of planned tasks. However, taking into account the complexity of the course content and limited time, a number of exercises and case studies can be proposed as homework at the end of each lesson.

Target group

The target group for the training process consists of the audience delegated by public authorities or by institutions and organizations from public and private sectors to the professional improvement courses or master courses run by the Academy of Economic Studies and other institutions or training centers. Each target group will have their own training agenda elaborated on the basis of curricula.

The training program will be based on the evaluation of training necessities and will contain besides the teaching materials the methodology elaborated on the basis of the Facilitator’s guide provisions.

Facilitator

Training will be provided by qualified facilitators who have experience in the domain. The qualities needed for the facilitator are:

- 1) domain-specific knowledge of the legislation of the Republic of Moldova;
- 2) expertise in practical implementation of GRB.

The facilitators' expertise in specific domains should be complemented by the experience in interactive training. Also, consideration of gender and age factors, experience in public administration activity, excellent knowledge of Romanian and Russian would be an advantage.

Teaching materials

The textbook "Gender responsive budgeting" (GRB) and teaching materials will contain relevant documentary examples which reflect the experience in GRB domain in different countries, experiences that will be brought into compliance with the realities of the Republic of Moldova. The content of the materials includes: general information, principles, observations, procedures, international experience, examples, exercises, etc. The facilitators will elaborate consistent and balanced teaching materials.

Besides the textbook "Gender responsive budgeting" (GRB) and the teaching materials the facilitators will use as a methodological support the Facilitator's Guide which contains information on both aim, objectives, format, methods and instruments which will be used in the teaching process and the design of notes for the facilitators.

The facilitators who will provide training can use the information given in the textbook and the Facilitator's Guide and/or to complement it with their own teaching materials depending on the specific necessities of the target group.

Each training course will contain theoretical presentations, exercises, teamwork, presentation of the results of the teamwork with discussions, conclusions made by the course participants and consultants. For presenting the material, depending on the topic, the facilitators will use demonstrative materials (presentations in Power Point, schemes on the drawing boards prepared in advance, etc), other materials and equipment necessary for training (A1 sheets of paper, markers, adhesive tape, projector, flipchart, etc).

Teaching methods and techniques

The teaching methods and techniques used in the teaching process should be adequate and relevant to the training content and obtaining of the expected results, ensuring the necessary impact on the course participants.

Methods and modalities used for providing information and generating knowledge during the courses should imply active influence of attitudes and values developing the ability and desire to act.

The participative methods are used for giving the participants the opportunity to learn one from another, eliminating organizational barriers. There are essential tasks within which the participants perform the activities directed towards the actions that deal with the problems of their organizations.

A fundamental principle in each interactive instruction is the implication of participants as a resource rather than target, thus giving them the possibility to learn more easily.

There are several basic conditions that are taken into account when choosing teaching methods:

- The objectives of the training course or module
- Time and available resources
- Problem complexity
- Size and level of training of the group.

DESIGN OF THE TRAINING COURSE

Further we present the design of the training courses in the domain of *Gender Responsive Budgeting* (GRB) with indication of the aim, objectives, instruments used and time required. Depending on the specific requirements of the course participants and the time allotted for each presentation, you can choose some exercises and omit the others. Also you can introduce new exercises resulting from your own experience or from the specific needs of the course participants.

Please, bear in mind that the design of the training courses should facilitate the achievement of the aim and objectives set and under no circumstances be limited to the discussions of general or political character.

Overview

The training course in the domain of GRB proposes an integrated modality of theoretical and practical approach to the principal domains of GRB.

The course participants will familiarize themselves with GRB, will discuss the problems and identify some practical solutions to these problems. For carrying out the proposed tasks the participants will be asked to prepare in advance the relevant information which would help them in the process of learning and emphasizing the ways of solving the problems in question.

Preliminary considerations

1. As a first step, the facilitators will familiarize the course participants with the aim and objectives of the training course. It is recommended to write these on A1 sheets of paper and to put them up in such a way as to be in view of the course participants during the whole day.
2. Participants introduction (it is recommended to be done according to the following scheme):
 - Name, surname
 - The institution where he/she works and their position
 - Education and speciality

Note: *Expectations will be listed on a sheet of paper and will remain posted during the whole day.*

3. Setting the rules of conduct in the classroom

The facilitator will ask the participants to express their points of view concerning the rules of conduct. After that the rules will be definitized in order to become well-defined. The following can serve as guide marks:

- one speaks, others listen to him/her
- collaboration, not confrontation
- you have set forth an idea, give your reasons for it
- confront the idea, not the person
- argue in a calm way and with tolerance
- respect the agenda
- let's be active

4. The facilitator will make a brief presentation of the training course in the domain of Gender Responsive Budgeting (GRB) and of the agenda of each working day.