



Community-Based Social Capital: The Key to Inclusive Political Initiatives from Gender Equality, Disability, And Social Inclusion (GEDSI) Perspective

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ABSTRACT

This research aims to develop social capital through a political education model that involves urban female cadre communities in increasing political involvement based on Gender Equality, Disability, and Social Inclusion (GEDSI). The research method employs a qualitative approach. This research involved 2 informants responsible for implementing political education regulations and 4 urban female cadre informants. Data collection methods include in-depth interviews and focus group discussions, which are subsequently analyzed through coding. The findings reveal that GEDSI-based women's political education serves as a benchmark for increasing the social capital of women's mobilization partners, enabling them to acquire the abilities, skills, and political acumen necessary to boost confidence and empower women in formulating policies addressing the needs, challenges, and solutions for their communities. This research contributes by emphasizing that GEDSI-based political education for women encourages the development of political competence among female mobilization cadre partners advocating for gender justice, accessibility for people with disabilities, and the welfare of marginalized groups.

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1. INTRODUCTION

The participation of women in the political arena is considered crucial at this time. This is in line with the policy regulations in Law Number 7 of 2017 concerning Elections, which require a representation of women amounting to 30%. This can indirectly depict a paradigm shift towards gender equality and feminism in political representation. In recent years, women have become increasingly active at various levels of government, ranging from general elections to executive and legislative positions. (Jandevi, 2019; Nawisa et al., 2022). This indicates a shift towards a more inclusive political paradigm, where women have an increasingly significant role in making decisions that impact society. The presence of women in politics brings diverse perspectives and enriches political discussions with various viewpoints and experiences. Of course, the journey towards gender equality in politics still faces various challenges, such as gender stereotypes and discrimination. Efforts to enhance women's participation in politics are a crucial step towards realizing a fairer and more inclusive society (Yoteni et al., 2023). Therefore, women's participation in politics not only reflects a paradigm shift in feminism within political representation but also represents a positive step towards a more democratic and equal society (Kumar, D. P., 2017; Bullough, A., et al., 2012; Stockemer, D., 2012).

The state has provided opportunities for women to play a role in the political arena, as outlined in the policy direction and strategies for gender equality and women's empowerment in the National Medium-Term Development Plan for 2020-2024. In this document, there is a strong commitment to encourage women's participation in various aspects of political and governmental life, encompassing various programs and policies aimed at increasing women's representation in political institutions such as parliaments and local governments. Additionally, these programs also support women's empowerment in politics through political education, leadership training, and the removal of barriers that can hinder women's participation. The National Medium-Term Development Plan for 2020-2024 also reflects the government's commitment to promoting gender equality and empowering women in politics. This is a crucial step in realizing a more inclusive and fair society, where women have an equal role with men in political decision-making and nation-building (Abdurrahman & Tusianti, 2021).

However, the fact remains that Indonesia is still confronted with issues related to the imbalance of political participation for women stemming from socio-cultural structural inequalities colored by gender-biased interpretations of religious teachings. This is reflected in many aspects of social and political life, where women often face obstacles rooted in patriarchal norms and gender-biased interpretations of religious teachings (Eliyanah, 2019). This inequality can be observed in the low number of women occupying high-level political positions, such as president, minister, or regional head, compared to men. Additionally, during the electoral process, women often encounter challenges such as campaigns that focus on physical appearance rather than policy substance, sexual harassment in politics, and limited access to political and financial resources (Bardall et al., 2020; Kassa, S., 2015; Janova, M., 1992; Mervis, Z., et al., 2013).

The issue of women, which should be part of the political contestation, has not yet addressed how women are perceived to be capable policy-makers. This creates a perspective that women still lack adequate competency modalities. These constraints are mostly related to gender stereotypes and perceptions that still view women as less competent or unable to compete in the political world (Aula, 2023). Therefore, it becomes a significant question when the representation of women in parliament is still a minority, even though the population and

the majority of voters are women. This yields the image of women's representation in the Indonesian parliament as follows:

Table 1. Women's Representation in the Indonesian National Parliament Post-Reform

Year	Number of Seats in Parliament	Number of Female Members	Percentage %
1999	500	44	8,8
2004	550	65	11,82
2009	560	100	17,86
2014	560	87	17,32
2019	575	118	20,5

Source: General Election Commission (Indonesian Statistics Publication, 2019)

Based on the table above, it can be understood that women are only considered as complements; the number of women sitting in parliament does not meet the 30% quota. The last election in 2019 resulted in the highest representation of women in history, but this number is still far from the 30% quota proportion for women. This indicates that the target of 30% female representation has not been effectively implemented. Furthermore, according to data from the World Bank (2019), Indonesia is ranked 7th in Southeast Asia for female representation in parliament. This illustrates the low level of women's participation in Indonesian parliament. When compared to the global average, the proportion of women in the Indonesian parliament is still well below the 30% quota and below the global average. The global average is 23.6% of women occupying seats in parliament ([Coordinating Ministry for Human Development and Cultural Affairs Indonesia, 2021](#)).

This is similar to the representation of women in the City of Bandung Regional People's Representative Council (DPRD), which is a concern in partner service areas. For instance, the representation of women in the Bandung City DPRD is still very low, at 16%, or 8 out of a total of 50 seats. However, the target for women's representation in the legislative body of Bandung City is 15 seats or 30%, in accordance with the mandate of Law Number 12 of 2014 on Elections ([Malihah et al., 2020](#)). Over time, the number of seats in the Indonesian National Parliament has increased in response to the growing aspirations of the public. However, this increase has not always been accompanied by a proportional increase in the number of elected female members.

Factors such as patriarchal culture, societal attitudes, and a lack of political support for women continue to be obstacles. As a result, women's representation in policymaking that impacts the entire society remains limited. It's important to remember that one's capability and qualifications as a policymaker should not depend on their gender ([Chang & Milkman, 2020](#)). Women have the same potential to play a role in the political decision-making process as men. Therefore, there is a need for further efforts to change perceptions and promote understanding that women have adequate capabilities to be effective leaders and policymakers.

Efforts in education, leadership training, and promoting the role of women in politics can help change these misconceptions. Furthermore, the creation of an inclusive political environment that supports women in engaging in the political process is also crucial ([Valdini,](#)

2019; Warburton & Aspinall, 2019). One way to build women's skills to promote them in politics is through political education programs for women. Political education for women holds undeniable importance. When women are given equal opportunities and support, they can make valuable contributions to policy formulation and better societal representation (Hessami & da Fonseca, 2020). This not only enhances the quality of democracy but also brings broader perspectives to political decision-making.

Political education equips women with knowledge, skills, and confidence to actively engage in the political process. Thus, women can play a role as agents of change, promoting gender equality and realizing a more inclusive and just society. This is a crucial step towards a sustainable and equitable society. The need for political education for women is a direct effort to address issues through activities or programs with current event content, thereby encouraging women to make informed decisions and contribute to quality policy-making. According to Sanusi & Darmawan (2016) political education aims to enable individuals in the state to become responsible participants, thus understanding the process of power usage in upholding rules in society, and the public, in general, can exercise their political rights. In the context of gender equality and the role of women in politics, political education enables them to become responsible participants in nation-building.

The Gender Equality, Disability, and Social Inclusion (GEDSI) aspect can be one of the political education strategies that can be implemented for women, where the direct involvement of women as decision-makers in public matters can demonstrate that women have substantial capabilities (Theakston, 2011). In essence, GEDSI is a process of analyzing information to ensure that the benefits and resources of development are targeted effectively and fairly, and that any negative impacts of development interventions on women, people with disabilities, or marginalized groups are anticipated and mitigated successfully. Some countries have already implemented GEDSI-based political education as a means to enhance the competence and capability of every political actor, especially women, as presented in the table below:

Table 2. Comparison of Political Education Implementation in Each Country

Political Education Implementing Institutions	Country	Political Education Implementation
Women's Political Resource Center (WPRC)	Georgia	The provided material includes contemporary approaches to understanding women's issues and gender mainstreaming at the international level.
Women and Cities Political Training Center	Spain and Argentina	Facilitation strengthens women's access to decision-making bodies at the local level and consolidates their positions in decision-making bodies to ensure that women can exert political influence.
Southern African Development Community (SADC)	Afrika	Developing programs to raise gender sensitivity among women and enhance their capacity to understand and articulate gender issues by equipping them with political and gender analytical skills.

Source: Compiled by the Researcher (2023)

In Table 2, it is evident that each country has a mission to conduct political education by facilitating women to develop the skills and knowledge necessary to participate in policy-making processes related to awareness of women's rights and potential discriminatory treatment that they may encounter and how to address them. Based on this issue, this research will discuss the context of training and empowerment strategies for political education partners among urban female cadres in the Antapani District of Bandung City, which are capable of incorporating GEDSI, considered as one of the efforts that need to be implemented to ensure the strategic planning of political vision from a women's perspective.

The Antapani District has shown its commitment to advancing the role of women through participatory activist cadres. However, it must be acknowledged that there are currently deficiencies in the implementation of specific political education programs for women. In efforts to enhance women's participation in political aspects, strategic steps are needed to develop programs that can provide political insights and skills to women in this subdistrict's environment. The Antapani District does not yet have the capability to implement gender-friendly political participation, be sensitive to the needs of people with disabilities, and provide access to socially inclusive groups. With appropriate political education, it is hoped that women in the Antapani District can become more actively involved in the democratic process and regional development.

Political education activities for women based on GEDSI serve as a benchmark for the social capital of women activist partners to possess political capabilities, including faculty, ability, skill, and capacity, as an empowerment enhancement of trust in women activist partners in formulating policies regarding the needs, issues, and solutions to the challenges faced by their own community (Asmorojati, 2019). Therefore, the plan for political education for women based on GEDSI is an effort to develop political competence modalities based on GEDSI among women activist partners who are concerned about gender justice, access for disabled individuals, and the well-being of marginalized groups, which are the ideal measures of a functioning democracy.

2. LITERATURE REVIEW

2.1. Gender in Politics

The study of gender in politics has become an increasingly relevant and important subject in political science and gender studies. Women's roles in politics have long been overlooked, but in recent decades, there has been an increased awareness of the importance of gender inclusion in the political process (Einarsdóttir, 2020; Lakoff, R., 2003; Burns, N., 2007). Gender in politics is a critical topic in discussions about gender equality and political participation. Gender refers to the social roles, norms, and expectations placed on individuals based on their gender (Schneider & Bos, 2019; Baiduri et al., 2023). When we discuss gender in politics, we are highlighting the roles of women and men in political decision-making and their impact on political dynamics and resulting policies.

Gender is considered to influence political agendas and prioritized policies. Women often focus more on issues such as family welfare, education, and healthcare, while men may be more inclined to dominate in issues related to national security or the economy. One of the key issues in the study of gender in politics is women's representation. Men have often controlled global politics, leaving women underrepresented or ignored in parliaments, governments, and political institutions (Bouka et al., 2019). However, over time, there has been an increased emphasis on the importance of promoting women's political participation. Many countries have adopted gender quotas or rules that require a certain percentage of

political seats to be filled by women. Research findings show that the adoption of gender quotas significantly increases the number of women elected to parliament (Umagapi, 2020).

Despite significant progress in the study of gender in politics, women still face many challenges in achieving equality in the political world. Recent developments in the study of gender in politics include an increased global awareness of the importance of gender equality in politics. Movements like #MeToo and other protest actions have highlighted issues of sexual harassment and gender inequality in politics (Castle et al., 2020). Many countries have also adopted stricter laws to protect female politicians from harassment and threats. However, there are still many challenges that need to be addressed. Strong patriarchal cultures still dominate in many political contexts. While laws and regulations are important, cultural changes are also necessary to create a more inclusive political environment.

One of the main challenges is that patriarchal culture still dominates many societies and political institutions. The primary issue is the imbalance in political participation between women and men. In many countries, women are still underrepresented in political institutions, including parliaments and governments. This can be attributed to various factors, such as gender stereotypes, discrimination, and access barriers (Blackman & Jackson, 2021). Other challenges include inequality in political resources, such as limited access to campaign funds and political networks (Reshi & Sudha, 2022). The importance of increasing women's participation in politics is to ensure that a variety of perspectives and experiences within society are represented in policymaking, so that decisions made are fair and reflect the interests of all citizens.

2.2. Political Education

Political education is necessary in a democratic state. Citizens need to acquire knowledge, understanding, and even enlightenment regarding political issues. According to Suryanef (2019) political education is an effort undertaken by formal and informal educational institutions to shape and cultivate political personalities in every citizen that align with the political culture of those assigned in political institutions. By shaping and cultivating political awareness at all levels, citizens become conscious and capable of building their political awareness. Political awareness itself can be simply described as an awareness of rights and responsibilities as citizens (Dauletova et al., 2022; Weaver et al., 2019). In line with this, when looking at the definition of Political Education according to Law No. 2 of 2008, it is the "process of learning and understanding the rights, obligations, and responsibilities of every citizen in national and state life." Political education is often seen as part of political socialization within the fields of education and political science. Political education is an effort made to ensure that every individual becomes a responsible participant in political life. As Westheimer and Kahne (2004) stated in their research titled "Educating the 'Good' Citizen: Political Choices and Pedagogical Goals," political education focuses on learning how the system of democratic governance works, aiming to teach how interest groups pursue their goals and analyze the processes of power in political, economic, and other institutions (Veugelers & Groot, 2019).

The aim of political education activities is to shape and cultivate political orientations in individuals. It encompasses belief in concepts with political content, as well as loyalty and political feelings, along with political knowledge and insight that lead someone to be aware of political issues and political attitudes. Political education can then be considered a means of conveying political concepts with the ultimate goal of making citizens more politically aware (Kołczyńska, 2020; Malik et al., 2020; Le & Nguyen, 2021). Politically aware citizens are those who are conscious of their rights and responsibilities, enabling them to participate in

the nation's life and development processes. Additionally, political education aims for each individual to be able to actively participate in political activities in their community.

2.3. Gender Equality, Disability, and Social Inclusion (GEDSI)

According to the [Rahmadhani & Sholeh \(2021\)](#) Gender Equality, Disability, and Social Inclusion (GEDSI) prioritize an approach that promotes equal rights and responsibilities for all individuals. GEDSI consists of three aspects. First, gender equality refers to equal rights, responsibilities, and opportunities that should be experienced by everyone, regardless of whether they are born male or female. Although women and girls usually face higher levels of discrimination and inequality, gender analysis and gender programs take into account the situations, experiences, and opportunities within the context of human rights and social justice.

Second, disability encompasses the interaction between individuals with disabilities (including visual or hearing impairments, and possibly physical, intellectual, or psychosocial disabilities) and barriers within their environment (which may include a lack of access to services, education, employment, physical environments, discriminatory laws, policies, attitudes, and poverty) that prevent equal and equitable access, participation, and contribution compared to individuals without disabilities ([Berger & Wilbers, 2021](#)) ([Ungurean, 2021](#)). Third, social inclusion involves enabling individuals and communities to fully participate socially, economically, and politically in society ([Juvonen et al., 2019](#)). Various factors contribute to the levels of disadvantage and inequality experienced by individuals and groups, limiting their participation. Identity is the most prominent factor; gender, race, religion, ethnicity, age, disability, sexual orientation, and medical conditions (such as HIV) can result in disadvantages. Disparities in geographical locations can also affect the level of access and opportunities for participation experienced.

The implementation of GEDSI is seen not only as a fundamental aspect of human rights and social justice but also as a prerequisite for improving the development process. In this regard, the positive impact of implementing GEDSI is not only beneficial for those less fortunate but also for overall economic improvement and good governance ([Pratiwi et al., 2022](#)). Without equal participation from everyone, including those less fortunate, society has missed an opportunity to achieve the concept of the full potential of good, effective, accountable, and inclusive governance at all levels ([Fatonie et al., 2022](#)). Therefore, it is crucial that at-risk groups, such as the elderly, children, women, and people with disabilities, are included.

GEDSI becomes a prerequisite for improving the development process by placing social concern as a commitment with the principle of "leaving no one behind" ([Rahmadhani & Sholeh, 2021](#)). Essentially, GEDSI is a process of analyzing information about the context of activities to ensure that the benefits and resources of development are effectively and fairly targeted, and that any negative impacts of development interventions on women, people with disabilities, or marginalized groups, as well as gender relations, are anticipated and avoided. Conducting GEDSI analysis will ensure that a designed activity (including budgets, plans, and approaches) is implemented in a way that does not harm and allows women, people with disabilities, or marginalized groups to participate, influence, and lead activities ([Pratiwi et al., 2022](#); [Umboh et al., 2022](#)).

3. METHOD

In this research, a qualitative approach with a descriptive method is used. According to [Aspers & Corte \(2019\)](#) a descriptive method with a qualitative approach is a research approach used to thoroughly describe or explain phenomena or events, without attempting to test hypotheses or make statistical generalizations. The data collection techniques employed include in-depth interviews and focus group discussions with 2 informants responsible for implementing political education at the district level and 4 informants who are urban female cadres from each sub-district in the Antapani District.

The research location is situated in the Antapani District of Bandung City, where the Antapani District is considered capable of incorporating GEDSI (Gender Equality, Disability, and Social Inclusion) as one of the efforts that need to be implemented in ensuring the strategic planning for the creation of a political vision from a women's perspective. The conditions of female community leaders themselves are divided in each sub-district, including Antapani Kulon Sub-district, Antapani Wetan Sub-district, Antapani Kidul Sub-district, and Antapani Tengah Sub-district.

There is no widely accepted consensus on the specific phases involved in the qualitative data analysis process ([Mezmir, 2020](#)). The research analysis was conducted using coding techniques, which adopted the stages outlined by Bryman. According to [Parameswaran et al., \(2020\)](#), coding is not the entirety of data analysis, but rather a technique used to structure the data, allowing the researcher to uncover the underlying messages conveyed by the data. Characterizes coding as the crucial bridge between collecting data and elucidating its meaning. A code is a descriptive framework intentionally crafted by the researcher to encapsulate the core content or essence of the data. Coding is an interpretive endeavor, and as a result, it's possible for two researchers to assign different codes to the same data due to factors such as the research context, the nature of the study, and the researcher's interests ([Mezmir, 2020](#)).

While engaging in the coding process, certain codes may recur, potentially signaling the emergence of patterns. These emerging patterns or commonalities among the codes can give rise to categories. Coding goes beyond mere labeling; it involves linking data to conceptual ideas, and it's a cyclical process. Incorporating more cycles into the coding process can yield more profound insights, categories, themes, and concepts from the data ([Mezmir, 2020](#)). Firstly, the open coding phase involved the process of disassembling, comparing, conceptually describing, and grouping data according to the emerging concepts during the data collection process. Secondly, in the axial coding phase, the steps taken were to organize and establish relationships between different concepts. Finally, in the selective coding phase, a structured approach was used in selecting categories and verifying each relationship, ensuring precise development in addressing all emerging connections.

4. RESULTS AND DISCUSSION

4.1. Challenges and Obstacles in the Implementation of Political Education

Political education is one of the crucial aspects in the process of democracy and nation-building. The primary goal of political education is to provide citizens with a better understanding of the political system, their rights, and responsibilities in upholding democracy. In the Antapani District, the focus of priority issues relates to achieving gender equality, particularly addressing the strategic role of women, who often tend to be treated as objects in the political sphere and in various programs that are implemented.

This can be seen from the issues still faced in the social humanities field related to women. Firstly, the quality of reproductive health and family welfare is a major concern. Although there has been progress in women's access to reproductive health services, many women still face challenges in obtaining equal access to quality reproductive healthcare. This includes issues such as high maternal mortality and limited access to contraception. Secondly, issues of sexual violence continue to be a serious problem. Sexual violence against women still occurs frequently, and many women are reluctant to report it due to stigma and distrust in the justice system. Thirdly, the lack of attention to disabilities and the elderly is also a problem. Women with disabilities often face double discrimination and limited access to healthcare and education services. Fourth, discrimination against women in the legal system that disadvantages women's positions still persists. This includes issues related to property rights, child custody rights, and access to justice. Although many women have access to education, there are still barriers preventing them from achieving higher education and becoming leaders in various fields, including politics. All of these issues together create significant barriers to women's participation in the political sphere.

Increasing women's representation is not only about quantity but also about quality and addressing structural barriers that hinder women from fully participating in policy-making and politics. The political participation of women's community leaders in the Antapani District is not yet perceived as transformative, which can change the political agenda to be more gender-just, concerned about access for people with disabilities, and inclusive of the well-being of marginalized groups. In reality, efforts have been made to include gender aspects in political education. However, social inclusivity and disability aspects are considered to have limitations and have not been practically implemented in political education due to the lack of readiness in terms of support facilities and human resources. Therefore, based on these issues, it is urgent to prioritize a political education strategy that emphasizes the involvement of women

Political education involving women must be able to promote democracy, which is related to the three GEDSI (Gender Equality, Disability, and Social Inclusion) areas. Gender equality is the primary foundation for creating a fair democratic society. Political education should teach gender equality values, combat gender stereotypes, and provide women with the tools and knowledge needed to actively participate in politics (Hessami & da Fonseca, 2020). Meanwhile, disability and social inclusivity are crucial aspects to ensure that all citizens, including women with disabilities, have equal access to the political process. Inclusive political education must consider the individual needs of people with disabilities and ensure they can fully engage in political activities without barriers (Hansen et al., 2020). Furthermore, political education should also educate the community about the importance of social inclusivity so that every group in society feels recognized and valued. By doing so, the political participation of women from various backgrounds and conditions will become more effective and sustainable, ultimately strengthening the foundation of true democracy (Hansen et al., 2020). Holistic political education that addresses GEDSI is a crucial step towards a more democratic and inclusive society where all citizens have a voice in political decision-making.

The need for GEDSI-based political education for women is considered to be one of the efforts that should be implemented to ensure the strategic planning for the creation of women's political vision, not just a demand for simple justice or democracy. Prerequisites are necessary to ensure that women's interests are taken into account in promoting a gender-friendly democracy that respects the rights of women, people with disabilities, and minority groups (Thwala & Gana, 2023). This includes those who are less fortunate, as society has lost

an opportunity to achieve the full potential of good, effective, accountable, and inclusive governance at all levels of the social and political development process.

4.2. Implementation of Gender Equality, Disability, and Social Inclusion (GEDSI)-Based Political Education

The GEDSI-based political education method can be implemented through discussions or sharing sessions, video simulations, and practical games on how to create inclusive political knowledge as an effort to direct the political capabilities of women towards GEDSI aspects. Conceptually, the implementation approach of GEDSI-based political education is carried out through a twin-track approach used to empower the confidence of women activists in formulating policies regarding the needs, issues, and solutions of GEDSI issues (Opoku et al., 2021). The application of political education for women activists in the Antapani District follows a two-track approach.

The first track focuses on understanding the importance of regulations related to equality of rights, achieved by strengthening the GEDSI system by removing barriers and facilitating access. This ensures fair opportunities and rights for women and men from all minority groups to people with disabilities. The second track focuses on providing practical knowledge and skills for women activist leaders to facilitate the participatory involvement of at-risk groups according to the GEDSI system through targeted solutions and individual support. Efforts are concentrated on active participation that can advance the status of women activist leaders in the Antapani District by catalyzing broad, long-term impacts through political education.

The practical framework of the GEDSI-based political education approach can be illustrated as shown in Figure 1 below:

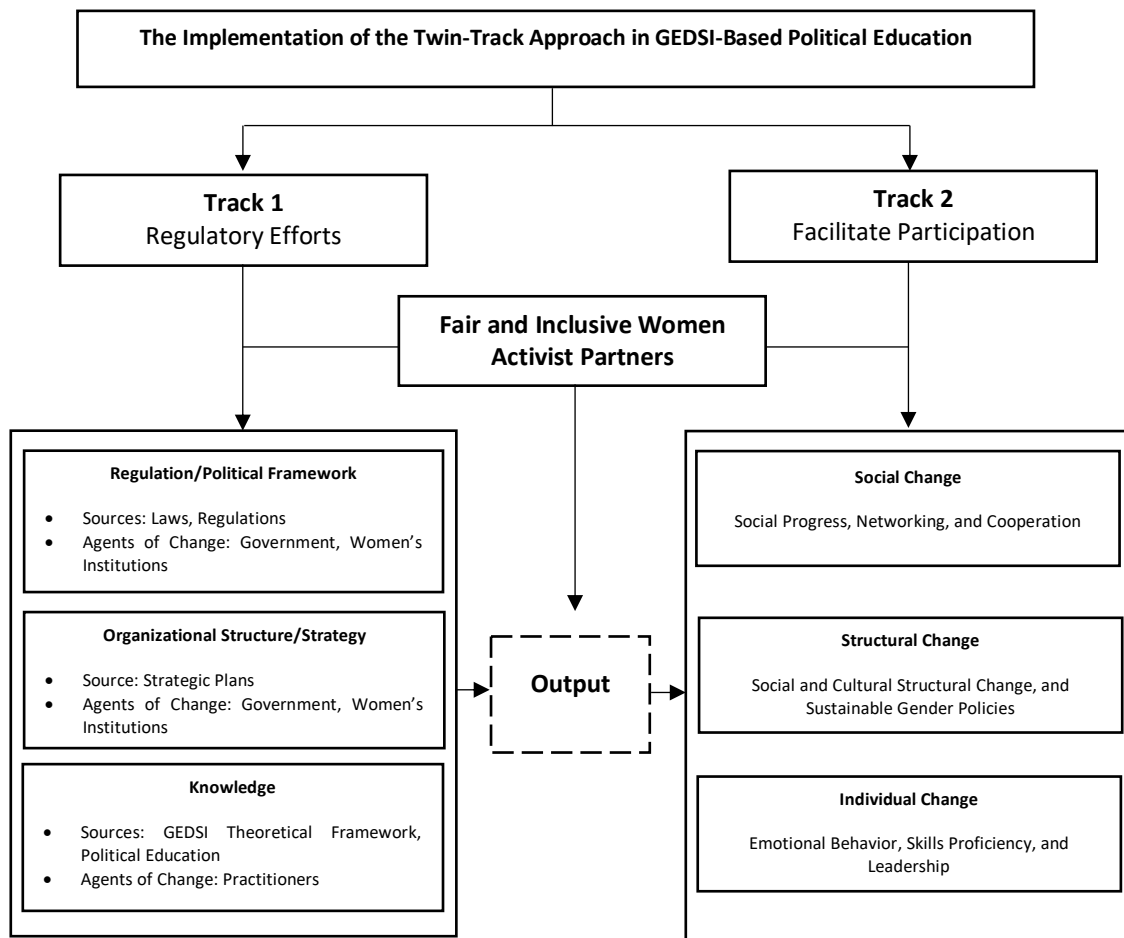


Figure 1. Practices of GEDSI-Based Political Education Approach

In the practice of the GEDSI-based political education approach, it refers not only to the fundamental aspects of human rights and social justice but also as a prerequisite for enhancing the development process by incorporating justice and equality. This means that women activist leaders in partner regions need to make GEDSI the foundation for regulations, political structures, and knowledge in understanding those who are less fortunate. Society has missed an opportunity to achieve the idea of the full potential of good, effective, accountable, and inclusive governance at all levels.

The implementation of the GEDSI-based political education activities through this twin-track approach needs to be carried out based on the principles of a collaborative Penta-helix framework and coordination among institutions, including universities, the government, and election organizers such as the General Election Commission, women parliamentarians, academics, media, and other professionals. This serves as a mapping step to support the implementation of GEDSI-based political education for women activist partners, as shown in Figure 2 below:

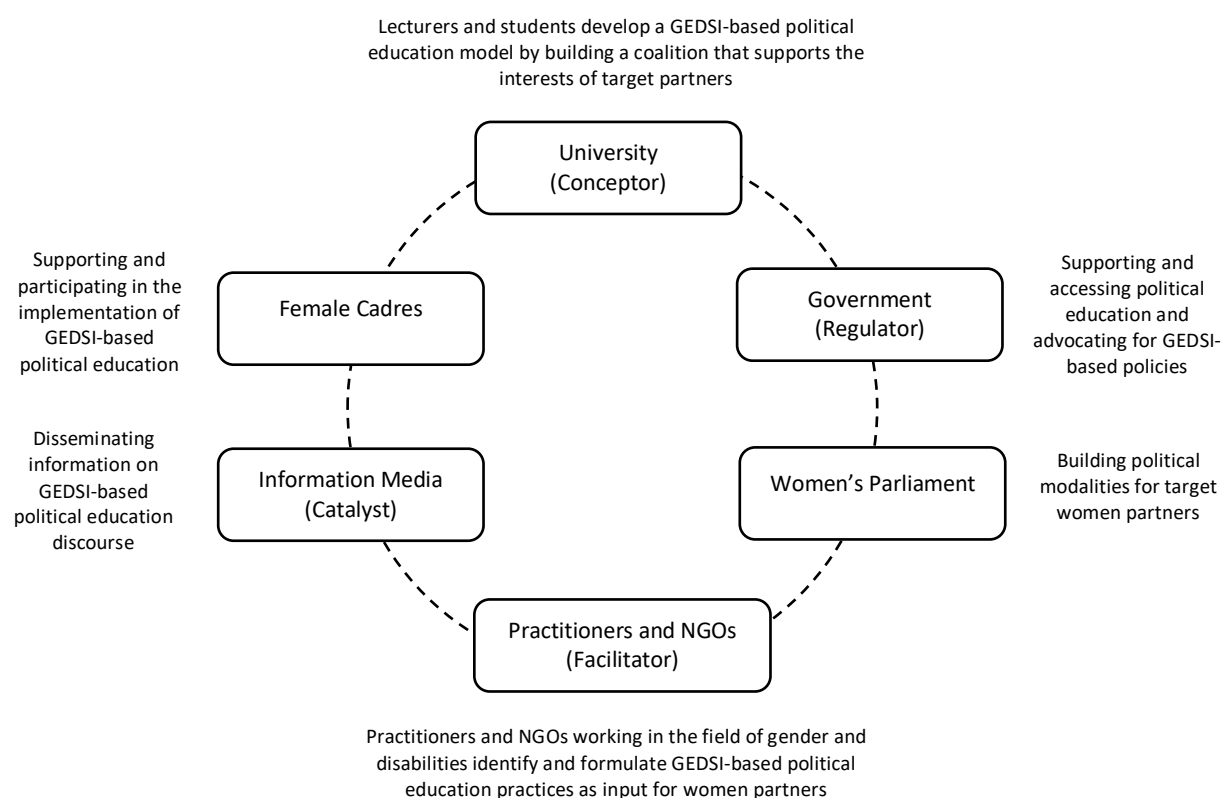


Figure 2. Framework for the Practice of GEDSI-Based Political Education Approach with Penta-Helix Collaboration

Based on the above Figure 2, the explanation of the framework for the practice of GEDSI-based political education approach for women activist leaders in Penta-Helix collaboration is as follows:

1. The role of universities, including lecturers and students, as (conceptors) in designing a GEDSI-based political education model is related to the goal of enhancing the

knowledge, awareness, and political participation of women activist leaders in partner regions. They also aim to build collaborations with supportive stakeholders in an effort to develop the empowerment of partners through the action plan of the GEDSI-based political education training model and socialization.

2. The government plays a role as a (regulator) both at the central and local levels, such as the Ministry of Women's Empowerment and Child Protection, the Ministry of Education and Culture, along with the Bandung City Political and Government Affairs Agency. They have a strong commitment and political will to assist in the implementation of GEDSI-based political education, which can serve as a reference for the government in the form of policy paper studies and gender-sensitive programs.
3. Women parliamentarians play a role in assisting in the implementation of GEDSI-based political education as a means of awareness and enlightenment for women target groups. This is designed to build effective political communication with their constituents, thereby increasing confidence in women's participation in politics.
4. Practitioners and NGOs, including individuals with disabilities and community leaders from West Java, including selected women leaders, are expected to provide information as (facilitators). This includes their motivations for involvement in development politics, their vision and mission regarding women's activities, their expectations regarding the role and participation of women in politics and development.
5. The strategic role of media and sponsoring institutions as (catalysts) is to build public awareness of the importance of women's representation and to promote the discourse of GEDSI-based political education related to the agendas of women figures in society, government, and politics, making it more widely known among the public.
6. Female Cadres partners play a role in supporting the implementation of GEDSI-based political education activities developed with the aim of helping advocate for women's rights and interests in political actions more effectively.

Mapping women's political support becomes a useful approach in the implementation of GEDSI-based political education by building coalitions that support women's rights and interests. This can lead to the creation of a more effectively integrated movement. The mapping of women's political support includes identifying individuals, groups, and institutions that support women's issues, including gender rights, social inclusion, and equality. By knowing who supports women's issues, women activist leaders can build strategic partnerships and create strong networks (Hansen et al., 2020; Reshi & Sudha, 2022).

Integrated coalitions or movements can strengthen women's positions in the political arena and assist them in advocating for their rights and interests more effectively (Jandevi, 2019). By collaborating, groups focused on women's issues can combine their strengths, amplify their voices, and enhance their bargaining power in policymaking. Integrated coalitions can also create platforms for sharing experiences, resources, and effective strategies in promoting women's rights and interests (Fraile & Sánchez-Vitores, 2020). They will have in-depth knowledge of how to advocate for the changes they believe in and

mobilize support from various stakeholder (Abramovitz et al., 2019).

Furthermore, the implementation of GEDSI-based political education can help transform the political culture, which is often dominated by patriarchal and exclusive views. By building strong coalitions and influencing the political process, urban women activist leaders can strengthen women's voices in the political arena (Kim, 2019; Salehi et al., 2020; Holquist & Walls, 2023). This, in turn, can help shift the social norms that hinder women's participation in politics and their advocacy for their rights. GEDSI-based political education can also provide urban women with the tools they need to understand and address the challenges they face in their daily lives. This includes an understanding of their rights to health, education, employment, and access to public services. With this knowledge, women activist leaders can be more effective in advocating for changes in policies and practices that impact their lives.

Women's involvement in politics can provide different perspectives and lead to more inclusive and fair policies, especially regarding the issues faced by women in partner regions and other minority groups. Therefore, GEDSI-based political education for women activist leaders in partner regions is considered one of the efforts that need to be implemented to generate solutions to these issues, including:

1. GEDSI-based women's political education activities serve as a benchmark for the social capital of women activist partners, enabling them to have the capability (faculty), capacity (ability), expertise (skill), and political competence (capacity) to engage in promoting rights, opportunities, and political analysis through courses addressing the issues and events they face.
2. GEDSI-based women's political education activities serve as an empowerment process to build confidence in women activist partners in formulating policies regarding the needs, issues, and solutions related to the challenges faced by their own communities.
3. Women have the competence to develop Action Plans by understanding aspects of social inclusivity and disability as differentiating competencies from men.
4. The availability of political education module procurement as an effort to prepare human resources for women activist leaders who possess sensitivity, skills, knowledge, and the ability to conduct GEDSI analysis.
5. Reproducing research on disability issues, which is so scarce in Indonesia.
6. Building political support to advocate for their rights and interests more effectively.

5. CONCLUSION

GEDSI-based political education should ideally provide a strong foundation for urban women activist leaders to engage with higher authorities and participate in decision-making processes. They can use their knowledge and understanding of gender equality, disability, and social inclusion to influence policies and programs that are more sensitive to these issues. In their roles as advocates, women activist leaders can encourage the government and relevant institutions to adopt more inclusive and equitable measures. Furthermore, GEDSI-based political education also helps build strong and confident female leaders. With a better understanding of their rights and gender, disability, and social inclusion issues, urban women

who serve as activist leaders will be better prepared to take on leadership roles in society and politics.

The implementation of GEDSI-based political education for urban women activist leaders has significant positive impacts. This approach enables political empowerment, support mapping, the formation of strong coalitions, and the development of a more inclusive and just political culture. Therefore, GEDSI-based political education not only helps women activist leaders understand important issues affecting them but also provides the tools and support necessary to advocate for their rights and interests more effectively in urban politics and society.

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