



Evaluation

# WAVES: Weaving Leadership for Gender Equality in Indonesia 2019–2022



## **WAVES: Weaving Leadership for Gender Equality in Indonesia 2019–2022**

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November 2022

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# Foreword

RECOFTC believes in a future in which people live equitably and sustainably in and beside healthy, resilient forests. One of its four strategic goals centres on social inclusion and gender equality, in which women, youth, Indigenous Peoples and other vulnerable groups are active and empowered contributors to forest management.

To achieve this goal, RECOFTC recognizes that gender equality and equity are matters of fundamental human rights and social justice and a precondition for sustainable forest governance. It uses an equity-oriented intersectional approach to help expand the representation and leadership of women and other excluded groups. This approach helps increase their access to income and other economic assets, promote gender-inclusive policy and extension mechanisms and tackle root barriers, including harmful gender norms, practices and knowledge gaps.

Tackling these long-standing inequalities is a complex process that requires dedicated attention and resourcing. RECOFTC established Weaving Leadership for Gender Equality, or WAVES, based on the idea that having stronger leadership and expertise will improve policymaking and investments in ways that promote gender equality and social inclusion. RECOFTC has positioned and engaged with WAVES as a regional network that leads, inspires and sustains long-lasting changes. WAVES was run in partnership with “gender leaders” who are change intermediaries creating context-relevant inclusive solutions that work for women, Indigenous Peoples and youth across the forest landscapes.

The WAVES results from the first nearly three years of the program, which are captured in this report, demonstrate innovative approaches, such as how engaging gender leaders and supporting them in determining national and organization-based gender issues and priorities can lead to locally acceptable and sustainable solutions. The results showcase the absolute value in power-sharing and inclusive engagement for co-creating long-term solutions on topics of gender and social inequalities.

The type and spectrum of changes brought about by the gender leaders that were evaluated for this report differed among them but were contextually relevant and significant.

We invite you to learn about WAVES and its gender leaders who have spearheaded different initiatives to make the forestry landscapes more equal and inclusive. We hope that WAVES will inspire you to become a gender leader, with each one of you taking actions to realize a more inclusive and equal world, especially in the forest landscapes.

## **David Ganz**

Executive Director, RECOFTC

## **Kalpana Giri**

WAVES Program Manager, RECOFTC



# Acknowledgements

The research report was designed and implemented under the technical oversight of Kalpana Giri, now the former Senior Program Officer for Social Inclusion and Gender Equality, RECOFTC, who also managed the WAVES program. Independent consultant Dibya Devi Gurung, who is the Coordinator of Women Organizing for Change in Agriculture and Natural Resource Management in Nepal, collected and analysed the data and wrote the initial draft of the report.

The WAVES country focal point in Indonesia, Reny Juita, reviewed and provided technical inputs. Vanessa Hongsathiviz and Julian Atkinson from RECOFTC provided technical inputs to finalize the report.

RECOFTC recognizes the partnership with and engagement from the gender leaders and their organizations in the WAVES network in Indonesia: Namira Arsa, Sulawesi Community Foundation; Dr Kusdamayanti, Bogor Environment and Forestry Regional Training Office of the Ministry of Environment and Forestry; Mardha Tillah, Rimbawan Muda Indonesia; Novaty Eny Dunga, Hasanuddin University; Dian Nurhadiatin, Ministry of Women Empowerment and Child Protection.

RECOFTC is thankful to the Swedish International Development Cooperation Agency for funding WAVES.

# Executive summary

Weaving Leadership for Gender Equality, or WAVES, is a RECOFTC initiative that promoted gender equality in the governance of forest landscapes in the Asia-Pacific region.

WAVES built a network of 36 gender leaders from seven countries where RECOFTC works. In Indonesia, five gender leaders from the Ministry of Environment and Forestry, the Ministry of Women Empowerment and Child Protection, Hasanuddin University, Rimbawan Muda Indonesia and the Sulawesi Community Foundation are now advocating for social and gender-equitable programs in their communities and institutions.

In early 2021, two years into the program, WAVES evaluations were conducted at country and regional scale to document the results and learnings. Gender leaders, partners and stakeholders provided inputs.

The evaluation found that the program triggered a range of results and changes among the WAVES gender leaders and partners at the individual and institutional levels. Gender leaders reported personal and professional growth in their ability to articulate gender and inclusion concepts, formulate effective plans and strategies and influence both high-level policymakers and community leaders through negotiation and advocacy.

Gender leaders built up their respective institutions' capacities. The Hasanuddin University gender leader, for example, trained lecturers on gender and social inclusion, sustainable development, communications and leadership. Gender manuals and gender-responsive monitoring and evaluation tools are now in use at Rimbawan Muda Indonesia.

At the Ministry of Women Empowerment and Child Protection, new civil servants receive mentoring and district project staff have enhanced capacity on gender mainstreaming. The Ministry of Environment and Forestry is now more gender-responsive.

Communities engaged by their institutions have benefited from the WAVES activities. Youth of the Kasepuhan Indigenous community received leadership capacity-building. Skills development training was provided for a farmers group in Na'na Village and a women's business group of Kahayya.

Lessons documented through the evaluation process include:

- An accurate understanding of the capacity of stakeholders that allow for reasonable timelines for complex activities and the ability of stakeholders to commit to longer-term work plans are all important determinants of project success.
- Gender action plans can be most effective when they are demand-driven, results-oriented and context-specific.

- Understanding and being responsive to intersectionality is important to achieving inclusion and equity.
- Financial support for WAVES-like interventions must be scaled up to achieve more widespread and sustainable impacts. Enabling follow-up action and partnerships are crucial to sustaining the momentum created through the activities made possible by WAVES.



# The evaluation

## About WAVES

Weaving Leadership for Gender Equality, known as WAVES, is a RECOFTC initiative that promotes gender equality in the governance, management and use of forest landscapes and their resources in the Asia-Pacific region. RECOFTC implemented the three-year WAVES program from March 2019 to September 2022. It was funded by the Swedish International Development Cooperation Agency (Sida).

RECOFTC established WAVES based on the idea that having stronger leadership and expertise will improve policymaking and investments in ways that promote gender equality and social inclusion more broadly. It also recognizes that creating transformative change requires identifying and supporting individuals working in natural resource management who can advocate for and negotiate such change at the institutional level.

The WAVES initiative so far has created a network of 36 gender leaders in the seven countries where RECOFTC works: Cambodia, Indonesia, Lao People's Democratic Republic, Myanmar, Nepal, Thailand and Viet Nam. Although the WAVES program has ended, RECOFTC continues supporting the gender leaders as they advocate for equality and lead gender-equitable programs in their communities and institutions.

The gender leaders across the region encompass technical experts, senior government officials, politicians, academics, directors and officers of civil society organizations, local community leaders, business managers and a journalist. To date, WAVES has equipped them with the knowledge and capacity to understand, design and implement gender-equality measures in forest landscapes. It has built up women's leadership skills to promote gender equality across public agencies, the private sector and local communities and has worked with men as allies to support gender equality. And it has supported the gender leaders to integrate gender equality into policies, investments and actions.

WAVES has helped the gender leaders maximize their potential by cultivating leadership skills and by providing technical and financial support as they implement their individual action plan. Through regular mentoring and ad hoc psychosocial support, WAVES has helped the gender leaders create new narratives and visions in leading gender equality efforts and has helped amplify their work by linking them with wider networks and collaborators.

With support from the WAVES program, the gender leaders challenge conventional ways of thinking and promote gender equality in policies and processes related to climate change, REDD+, forestry, forest law enforcement, governance and trade. They have revived and are driving the gender agenda and reminding their societies that the goal is inclusion and social justice for all.

The WAVES program is part of RECOFTC's dedicated effort to achieve its strategic goal 4 on social inclusion, gender equality and public action. In its work RECOFTC tackles systemic inequities and marginalization prevalent in the natural resource landscapes by using a participatory approach of critical framing and co-engagement and co-creation of knowledge.

## Four pillars of the WAVES program

WAVES was designed using participatory action research principles to activate self-discovery, analysis and actions (or co-creation) through a regional network of gender leaders. Participatory learning and action were activated by using engagement approaches that took into account the gender leaders' demand-driven needs and priorities. Multiple strategies were employed to address the intersecting barriers and drivers of gender inequality. The four pillars outlined here are part of the co-creation structure that was put in place to cultivate discovery and actions.

### Demand-driven

- The gender leaders were selected for their commitment to gender issues and their ability to work on context-specific issues and achieve results. They were involved in the program's conception and remain involved in its implementation.
- Before launching the program, the WAVES manager and focal points from the seven countries where RECOFTC works conducted informal outreach and national discussions with the gender leaders. Together, they identified gender issues relevant to the national context and priorities and assessed potential positive outcomes as well as challenges, conflicts and barriers, and they planned risk-mitigation strategies.

The gender leaders were selected based on the following criteria

- **Demonstrated commitment:** They had experience taking initiatives on gender and social inclusion work in forestry but were limited by the institutional set up or facing resistance.
- **Understanding of gender issues and activities:** They had some level of understanding of gender issues, activities and changes that result from such interventions and barriers.
- **Scope of manoeuvrability:** They had a mandate to create institutional influence over people working in gender, policy or planning who provide opportunities to influence institutional changes and were willing to lead work in these areas.
- **Diversity of partners to deliver different types of changes:** They collaborate with a wide group of organizations and people who can bring about diverse levels of change, from the policy level to practice, with a good representation of state and non-state actors and the private sector.
- **Period of engagement:** They were willing to commit to working with the WAVES program for three years (2019–2022).
- **English proficiency:** They had a working level of English sufficient to participate fully in the program.

## Participatory engagement approach

- **Meaningful engagement:** WAVES created spaces for deliberation and dialogue. It enabled ownership, power-sharing, knowledge co-creation and multifaceted engagement strategies. The gender leaders were involved in every step, from program scoping and implementation to unpacking tensions and nuanced resistance that they encountered. Problems and solutions, including unintended changes and resistance, were analysed as a group. The program's methods were defined by the participatory approach and power-sharing between the WAVES team and the gender leaders.
- **Tailored capacities:** WAVES provided the gender leaders with targeted and timely support at the regional and national levels. They were provided with trainings and workshops on various gender concepts and skill sets, based on each leader's specific skills, needs and interests to implement their action plans.
- **Learning space:** WAVES created learning channels to connect the gender leaders in a safe and trusting environment at the national and regional levels to share their accomplishments, challenges and pitfalls. WAVES focal points in each country moderated the learning channel at the national level.
- **Results-oriented:** WAVES provided support to each gender leader to implement their action plan and to link with other RECOFTC programs to expand their outreach and garner more support.

## Intersectional interventions

- Different types of interventions were needed for the gender leaders to implement their respective action plan.
- The WAVES program employed diverse strategies and actions to address gender gaps and structural barriers, mitigate emerging risks and reduce opportunity costs.
- Technical and financial support were provided at the regional and national levels to roll out interventions.
- Interventions promoted inclusive changes at the individual and institutional levels.

## Institutionalization and enabling systems

- The WAVES program design emphasized deliberative feedback loops to formal and informal spaces and governance procedures so that efforts to achieve gender equality extended to the institutional system to address systemic inequalities.
- A system of direct communication channels, such as the WAVES focal points working directly with the RECOFTC regional WAVES project team, leveraged influence and encouraged adaptive planning and strategizing.
- The gender leaders in each country supported one another and created communication loops between their informal network and the formal systems.
- Individual leadership approaches were used to influence institutional shifts within each gender leader's organization through policy changes, mandates, budgets and other means.
- The gender leaders were connected to a larger audience and network outside of their

institutions and forestry circle for collective advocacy and amplification.

Of the 36 gender leaders from the seven countries where RECOFTC works, 31 are women and five are men.

## About the evaluation: Purpose and framework

The regional evaluation was conducted in 2021, more than two years after the program had begun, by independent consultant Dibya Devi Gurung, in close collaboration with the then-WAVES program manager Kalpana Giri, the WAVES country focal points and the gender leaders.

The overarching objective of the evaluation was to review and identify the results and learnings of the WAVES program to date. The consultant interviewed the gender leaders, partners and stakeholders from all seven countries where RECOFTC works.

The approach of the evaluation was based on the principles and practices of participatory learning.<sup>1</sup> The gender leaders were guided through a process of self-reflection and assessment through several facilitated workshops and individual discussions.

### Framework for evaluating individual and institutional change

The framework for individual and institutional change,<sup>2</sup> which was also used to design the WAVES program, was adapted for the assessment. The framework focused on changes that took place at two distinct but interrelated levels:

**Individual change:** The performance and behavioural change of the gender leaders were assessed based on their understanding of gender and leadership concepts and how they were able to apply these concepts to their personal and professional lives. The evaluation also considered informal changes, such as increased confidence and capacities of leaders on gender integration into the efforts they have led towards influencing internal policies and programs.

**Institutional change:** The evaluation examined how WAVES effected changes in organizations' programs, policies, structures and work culture. It considered both informal changes, such as each institution's networks, peers, norms and values, and the formal changes, such as introduction of policies and programs to support gender equality.

### Evaluation process

The evaluation process was guided by a framework designed by the RECOFTC WAVES team with the consultant and the gender leaders. The framework was used as a guide to examine the WAVES results at the country and regional levels. The following section describes the evaluation process.

## Design and framework for evaluation

- The design and framework were developed by RECOFTC in consultation with the consultant and gender leaders.
- A first workshop was organized to create a common understanding of the evaluation framework among the consultant, the gender leaders and the WAVES RECOFTC team.
- The evaluation framework was then used to facilitate the country and regional evaluations.
- The evaluation was designed at two levels. First, workshops and meetings drew out evidence and learnings that occurred within each country. Then the learnings from the national evaluations were condensed into a regional perspective and shared at a regional evaluation workshop in March 2021.

## Project documentation

The evaluation drew on all project documentation:

- WAVES concept report
- WAVES framework
- Country reports
- Meeting minutes
- Case studies
- Documents related to participatory action research, gender and leadership

## Meetings and workshops conducted for the evaluation

- Country evaluation workshops: Country-level evaluations were made within a span of two months, from February through March. Each evaluation was conducted with a mixed approach of face-to-face meetings, virtual workshops and interviews and group discussions. One in-person workshop was conducted each in Lao PDR, Nepal and Viet Nam. One virtual workshop was conducted in Indonesia. Interviews and discussions were conducted in Cambodia, Myanmar and Thailand. The gender leaders shared their progress, learnings and achievements, including examples and evidence. The country-level workshops and meetings were used to assess the achievements, results, gaps and possibilities that the gender leaders had observed through their engagement with WAVES. Information derived through each country's evaluation process was then synthesized and consolidated to collate results and learnings at the regional level.
- Regional workshop: A three-day regional workshop in March gave the gender leaders the opportunity to present and discuss their results, learnings, challenges, opportunities and recommendations with all stakeholders, including partner and donor agencies.
- Meetings: Two meetings were organized between the consultant and the RECOFTC WAVES team to discuss and provide feedback on the draft reports. In addition, several rounds of in-depth discussions with the RECOFTC WAVES manager, the WAVES country teams and communication and learning experts were organized to gain a better understanding of the context and validate the findings.

## Limitations of the evaluation

Due to the COVID-19 pandemic, the evaluation had to be conducted virtually.

This made it difficult to discern behaviour changes and expansion of informal spaces, especially through the remote interviews. The pandemic made it unrealistic to visit the gender leaders' workspaces and conduct face-to-face interviews with them and their colleagues, subordinates, supervisors and partners, which could have provided further insights on the gender leaders' leadership practices and their influences on their colleagues' behaviour and institutional norms for gender integration. This also limited the face-to-face interaction with the WAVES leaders, except for Nepal, where the consultant is based.



# WAVES in Indonesia

## Gender leaders

RECOFTC supported five WAVES leaders and partners from government, civil society and academia: Bogor Environment and Forestry Regional Training Office; Ministry of Women Empowerment and Child Protection; Sulawesi Community Foundation (Sulawesi Community Foundation) and the Indonesian Institute for Forest and Environment (RMI); and Hasanuddin University.

The gender leaders were carefully selected based on their commitments to gender activities, their scope to create changes in policies and practices at national and local levels, and their potential to affect gender transformative shifts in their respective organizations. The program's main objective was to promote gender-inclusive participatory approaches in forestry policies and community activities.

	Name	Organization	Position
1.	Namira Arsa	Sulawesi Community Foundation Sulawesi (civil society)	Coordinator, Gender and Social Inclusion Division, Sulawesi Community Foundation
2.	Kusdamayanti	Bogor Environment and Forestry Regional Training Office (government)	Head of the Training Office
3.	Mardha Tillah	Rimbawan Muda Indonesia (RMI), or Indonesian Institute for Forest and Environment (civil society)	Director
4.	Novaty Eny Dungga	Hasanuddin University, Makassar, South Sulawesi (academia)	Lecturer
5.	Dian Nurhadiatin	Ministry of Women Empowerment and Child Protection (government)	Assistant Deputy Director for Gender in Environment

## Implementation of the WAVES approach

As this section elaborates, RECOFTC provided step-by-step, demand-based inputs and some financial support to each WAVES leader to implement their specific plan to meet the program's objectives. The focus in Indonesia was on strengthening community forestry networks to include and better represent women, particularly ethnic and marginalized women.

Within Indonesia, the WAVES approach evolved with the following primary inputs.

### **Country-level scoping meetings and orientation workshops**

The RECOFTC WAVES focal point in each country was oriented on the overall WAVES approach and provided them with guiding criteria to help identify prospective partner organizations and gender leaders. One country-level scoping meeting and one-on-one in-depth discussions were conducted with prospective participants to determine their vision for gender equality in forestry work, map out major barriers they faced to integrate gender in their work and to understand their interest to engage with a program like WAVES. After a few months of careful preparation by the RECOFTC country team and through the scoping meeting, the gender leaders were selected. They then attended a training workshop to learn about different gender concepts and analytical tools, how to apply them in a gender situation analysis and how to develop strategies and plans based on the situation analysis.

### **Regional launch, training workshops, coaching, mentoring and technical support**

A regional leadership workshop was organized in Bangkok to launch the WAVES program. The workshop examined training on gender concepts, including negotiation, communication and networking. Participants were encouraged to critically analyse their situation and explore solutions and opportunities for developing their individual action plan based on their needs, priorities and context.

After six months of implementing their action plan, the WAVES gender leaders attended another regional training in Bangkok on relational leadership and gender analysis. This Leadership Pathways and Change workshop focused on developing frameworks on domains of change and gender assessments, managing resistance and self-care, training of trainers with facilitation skills, designing training courses and developing delivery skills.

### **Demonstrated actions**

After returning to their respective organizations, the gender leaders started implementing their individual action plan in coordination with the WAVES focal point from the RECOFTC country office. RECOFTC provided financial support to help them execute their action plans. A WhatsApp group of the Indonesian WAVES gender leaders was created to enable regular meetings and exchanges among them. The WAVES focal points, together with the regional WAVES coordinator based in Bangkok, provided regular support to the gender leaders through technical backstopping, needs-based guidance, monitoring and addressing their queries and challenges at individual, interpersonal and institutional levels. These regular exchanges helped the gender leaders and RECOFTC staff analyse and identify needs and challenges to develop demand-based, tailor-made capacity-building programs for them.

Some examples of the activities implemented in Indonesia included:

#### **Meetings and discussions**

Monthly Zoom meetings were conducted to track and update the progress of the gender leaders' action plans. Periodic WAVES group discussions were conducted to provide technical and emotional or psychosocial support, identify and address emerging issues, needs and opportunities and plan appropriate responses. Two platforms were established to provide support: at the national level among the gender

leaders and the country WAVES focal points and a regional network among the gender focal points from the seven focal countries and RECOFTC Main Office.

### **Need-based trainings and workshops**

Based on the needs and issues identified in the monthly and periodic meetings, specific training, coaching and mentoring sessions were conducted. For example, training on creative writing was conducted for the gender leaders to write analytical reports. Both technical and gender-related trainings were conducted for the WAVES partners. These included gender, composting and harvesting training for women farmers groups in South Sulawesi; a workshop on gender equality, social inclusion, communication and leadership for the lecturers in all faculties in Hasanuddin University; and youth voluntary training for environment volunteers for social change in RMI.

### **Training modules**

The gender leaders drafted gender-based monitoring and evaluation tools and policy on gender equity for RMI that can also be adapted by other institutions; communication materials on gender equality in natural resource management for community activists, such as the module for training called “Berbagi ruang untuk maju bersama” or “share space to move forward together”; and gender-responsive criteria for the RMI faculty’s training curriculum in Bogor.

### **Gender analysis and technical inputs into the planning cycle**

The gender leaders raised gender-related questions and provided inputs into the different stages of planning cycles and discussions in their respective organizations. For example, Namira Arsa, Mardha Tillah and Kusdamayanti influenced their respective organizations’ budget to allocate resources for gender-related activities and raised gender issues during high-level discussions.

### **Regional trainings and workshops**

The gender leaders were provided with a series of trainings at the regional level. For example, the “Leadership Pathways and Change” provided training and a framework on the domains of change, a framework for gender assessments, managing resistance and self-care and training of trainers with facilitation skills, training design and delivery skills.

## **Findings and results**

The analysis and interpretation of the data have been organized around the following three areas:

- Outcomes generated by the WAVES program for the gender leaders
- Components of the program that were useful in contributing to these outcomes
- Variation in terms of the outcomes or results among the gender leaders

Overall, the WAVES program provided useful knowledge and skills to view and analyse

the social and gender equality issues from different dimensions and generated several outcomes and learnings at the institutional and personal levels.

Some of the significant findings and results include:

### **Increased self-awareness and reflective thinking**

The gender leaders are more aware about their behaviours; the way they think, perceive and interact with others; and how others perceive them. They are able to recognize their individual strengths and weaknesses and can see the need to improve them. They have become more thoughtful and innovative in their actions, decisions and planning. In other words, they have broadened their views and can analyse the same issues from different dimensions than what they did before. For example, Mardha Tillah from RMI said that although she is the director of her organization, she was constantly worried about other people's opinions of her decisions and felt unsure and afraid to take action. Now she recognizes these shortcomings and is able to better manage the feelings, question the status quo and take calculated risks. Namira Arsa from the Sulawesi Community Foundation said that she feels confident about her gender analysis skills and knows that her seniors recognize her inputs. She was able to influence her senior management to include gender concerns in their organization's mission statement and plan training activities for women farmers groups in the annual plan. Two years ago, when she was part of the administration staff, she could have never imagined entering into these spaces.

### **Practicing relational leadership**

The gender leaders can clearly differentiate between different types of leadership styles and were found to be making conscious efforts to practise relational leadership in their personal lives and in their workplaces. Some examples of the relational leadership practised by the gender leaders include:

- Working in collaboration with others: Mardha Tillah trained and mentored her subordinate male staff on gender analysis and gave some of her own responsibilities and even encouraged him to take up a new role as gender leader or focal point.
- Collaborative leader: All the gender leaders are conscious about respecting the opinions and knowledge of the concerned stakeholders and colleagues, listening carefully, involving them by encouraging teamwork and participation in making decisions.
- Increased frequency and quality of interactions with other colleagues and partners: The gender leaders have enhanced skills to understand each other better, be open and provide support to colleagues.

### **Recognized and respected as skilled gender resource persons**

The gender leaders have established themselves as knowledgeable and skilled gender resource persons and trainers and are trusted to take forward the gender agenda in their respective organizations. They are recognized and respected in their work environment for the quality of their services and commitments. Their roles and responsibilities within their organizations have been expanded and upgraded, and their ideas are more readily accepted. The gender leaders also expressed that they receive less resistance from their seniors and subordinates while executing gender-related

work. They reported that interest and requests to provide gender inputs from their institutions and partner organizations have increased. Namira Arsa from the Sulawesi Community Foundation, who was previously an administration staff member, was upgraded to manage the gender program for her organization.

### **Elevated levels of gender analysis**

The gender leaders have elevated their level of gender analysis and use gender language to influence their organizations and partners to effectively address gender issues. Their ability to conduct deeper analysis of gender gaps, challenges and opportunities and articulate and present the issues during strategic meetings, workshops and in planning cycles is commendable.

For example, although RMI has been working for a long time in community-based natural resources management, they had not identified the exclusion of women, particularly Indigenous women, in the customary forest management system. Mardha Tillah said that she realized how implicitly biased and exclusionary they had been in their extension work and needed to change it. She raised this issue with her staff and conducted sensitization courses and guided them to integrate it in their work. She also designed training and activities to include Indigenous women, who were not considered a specific stakeholder before. She also questioned their existing extension approaches and mobilized her staff to deeply analyse and review it to ensure inclusion from diverse perspectives and minimize elite capture.

### **Innovative approaches to address resistances and micro-aggressions<sup>3</sup>**

The gender leaders used innovative ways and approaches to deal with resistances and microaggressions in their workplaces. For example, Namira Arsa was never taken seriously when she tried to work on gender and social issues in her institution and in the community. Some of her colleagues even told her that she would not get married if she works like a feminist and talks about gender issues only. However, she did not lose hope but approached women and men and explained about the gender concepts and showed the benefits of addressing it through a series of interactions and orientations. She also trained and organized the women farmers groups on gender and relational leadership practices and mobilized them during the COVID-19 pandemic to support their neighbouring villages by supplying fresh vegetables. She was recognized for her work, and some of her colleagues have asked her to engage with them in her work. "I feel accepted and respected for my work," she says.

Mardha Tillah identified the local youths as their new stakeholders and trained them on gender issues and leadership. She also linked the local youths with urban youths and created a platform for dialogue and exchange. Within the government training institutions, Kusdamayanti made small but critical changes, such as provisions for gender-friendly facilities and allocated time and space for breastfeeding.

### **Creation of multistakeholder platforms and networks for social and professional growth**

The gender leaders were connected through the formation of a core team that also included the RECOFTC country office. The team met every month to discuss progress and issues for technical support. The gender leaders used these spaces to strategize, plan and discuss gender-related issues and seek support to address them. They

also expanded the gender groups to form a national network of gender leaders representing different sectors and groups, such as the government, civil society organizations and universities. They found this network of diverse stakeholders useful for strategizing, planning, cross-sharing and learning. These platforms were also used as safe spaces to discuss personal issues and provide emotional support to the gender leaders.

### **Changed narratives and stereotyping**

The gender leaders are able to identify and analyse the dominant narratives based on gender stereotypes and shift direction within themselves and among their colleagues and partners. For example, local Indigenous women were not considered as primary stakeholders and as leaders. But after Namira Arsa trained and mobilized them, they demonstrated good leadership skills, which changed the perceptions of the development agencies and their village elites towards Indigenous women.

### **Changes in personal life**

All the gender leaders expressed that they have become more aware and sensitive about their behaviours and changed the way they perceive things, interact and conduct themselves. For example, Kusdamayanti encourages her daughter to talk about her school experiences and has long discussions on gender-related issues. Mardha Tillah said that she was able to recognize the need to make changes in her life and now balances her work priorities with her personal life so that neither is neglected.

### **Components of WAVES that contributed to the outcomes**

This finding discusses the most important and useful aspects of the program that contributed towards achieving these outcomes.

#### **Enhanced knowledge and skills on different gender and leadership concepts, participatory approaches and tools**

The gender leaders found the knowledge and skills very useful and were able to apply them in their work and personal lives. It helped them to change the way they understood and perceived gender and in their own behaviours. The gender leaders have developed a deeper understanding of the different gender concepts and approaches and have adapted the WAVES approaches to facilitate trainings within their institutions and for their partners at the national and local levels.

For example, Namira Arsa from the Sulawesi Community Foundation adapted the WAVES training module to increase women's engagement in the village that her organization worked with. She conducted focus group discussions, identified social and personal barriers faced by women in public spaces and strengthened local women's groups. She adapted the WAVES training module on leadership for the women farmers groups and extension workers and linked it with agricultural enterprise development training. These women's networks are now well established and collectively run their agriculture farms. They were functional even during the COVID-19 pandemic and provided supplementary vegetables to needy communities. Mardha Tillah from RMI trained environmental youth volunteers and local NGO partners.



## Namira Arsa

Namira Arsa is the Program Coordinator and the Gender and Social Inclusion Coordinator with the Sulawesi Community Foundation. She runs the WAVES program with the help of her director and co-workers. She leads all gender-related programming for her organization as the gender focal point.

She has trained numerous women farmer groups in gender equality and relational leadership and has assisted in the formation and revitalization of local women's organizations in Kahaya Village to engage in agricultural farming and eco-tourism on customary (Adat) forest lands.

Some of Arsa's relational leadership skills have been reproduced by the women farmers groups. During the COVID-19 pandemic, these women's farmer groups helped other villages by sharing their vegetable crops.

"I believe my greatest accomplishment is assisting local women in developing their confidence and leadership skills," she said.

The Sulawesi Community Foundation promoted her to gender officer in recognition of her contributions to the growth and development of local women's leadership. Her co-workers now seek her assistance on gender mainstreaming projects and recognize her as a gender leader.

This recognition has helped Arsa in exerting her influence within the organization to plan and invest in gender-related initiatives. She also decided to pursue her master's degree in gender and development at Hasanuddin University, where she is supervised by Dr Novaty Eny Dunga, another WAVES leader.

Another best use of the knowledge and skills was in developing or upgrading their respective institution's training modules, curriculums and monitoring and evaluation systems. Kusdamayanti from the Bogor Environment and Forestry Regional Training Office, under the Ministry of Environment and Forestry, developed gender-responsive criteria and indicators and integrated them into their training curriculum and was able to demonstrate that gender can and has to be integrated into any kind of training program. She even received the Gender Mainstreaming Competition award from the Ministry of Environment and Forestry for effectively mainstreaming gender in her work.

Mardha Tillah from RMI developed gender-responsive monitoring and evaluation tools that could also be replicated in other organizations as well. They were also able to include gender in the meeting and workshop agendas. For example, they explained and included methodological steps to integrate gender in seven regional and five Forestry vocational schools and raised issues related to gender in the Directorate of Waste and Hazardous Waste Management meetings.

## Mardha Tillah

Mardha Tillah was the Director of Rimbawan Muda Indonesia (RMI), or Indonesian Institute for Forest and Environment, a national NGO. Although Tillah was already involved in implementing gender-related programs, the knowledge and skills she received helped her view and analyse gender issues from different aspects. She says she acquired a deeper understanding and analysis skills and now can clearly identify the gaps even within the participatory settings.

For example, she realized that although Indigenous women are the main stakeholders in their field sites, they were not included and recognized as primary stakeholders of customary forest management system by their project. She

questioned this and ensured that they were included. She conducted personal discussions with her colleagues within RMI and took the responsibility of leading the gender equality activities. She also recognized the roles of rural youths and encouraged them to orient themselves on gender equality policies and linked them with the urban youths. She advocated, developed and mainstreamed gender equality by developing gender training modules, a gender-sensitive monitoring and evaluation system and gender manuals and incorporated them into the organizational policies and planning cycle.

### **Self-awareness and mindfulness approach**

One of the components of the leadership training was on self-awareness and being mindful about behaviours, actions, language and thinking. This helped the gender leaders have better insights about themselves and self-reflect in a deeper and more systematic manner. It also helped them to better understand their strengths and weaknesses.

The different principles and approaches adopted by the WAVES program allowed the gender leaders to exercise their leadership and independently plan and implement their action plans. This provided them the freedom and ownership over the whole process. It helped them to be innovative and think beyond the project's life and to view it as a process of change as well as a lifelong learning process.

For example, Namira Arsa said that she does not react immediately or get emotional when her proposals do not get accepted or when she faces resistance. Instead, she self-reflects on the situation and strategizes on how to approach it differently and convincingly and be mindful about her behaviour and approaches in her workplace and change them accordingly.

Other gender leaders, such as Kusdamayanti and Mardha Tillah, recognized a need for change in their personal life, particularly on their gender roles and responsibilities at home, such as home and work-life balance.

## Platforms and networks

The gender leaders learned about the benefits of organized networks and groups and particularly on how it helps them to build a trusting personal relationship among the other gender leaders and exchange knowledge. They also learned to advocate to influence senior management to bring changes, plan and strategize, to support each other both technically and emotionally and to mobilize and use group resources. It also made them realize the importance of getting and giving feedback. All these insights provided them with space to share their problems, be open and transparent and call each other when needed.

## Leadership and change happen in context

The program outcomes have varied for different gender leaders. The outcomes depended on their position within the organization, the number of years of experience, type of organization they are affiliated with, the degree of support from their organization and their socialization at home. Although the levels of change were different for different gender leaders, all of them expressed that they were able to see more clearly the gender issues from different angles than before and felt empowered from this discovery. The changes observed can be roughly described into the following categories.

The analysis revealed that for the gender leaders who were already experienced and familiar in implementing gender programs and in senior positions in the civil society organizations, it was an opportunity to reflect, refine and implement their ideas and practices. It provided them conceptual clarity and skills to understand, design and implement the gender program. They were also able to do more systematic reflection both in their personal and professional lives. They said that they had become more mindful, thoughtful, analytical and reflective of their work. For Mardha Tillah from RMI, it was a revelation that the gender integration work that they were doing needed much deeper analysis and appropriate and adequate responses, which she could immediately take up within her institution.

The senior gender leaders from the government institutions had some exposure to gender mainstreaming and were motivated to improve their institution's internal mechanisms and structures to make it gender-responsive. However, due to the structure of their organization and their responsibilities, they were not able to give time and implement their plans and ideas fully. They had to be innovative and seek opportunities to implement their new knowledge and skills. They said that they had to become more sensitive on how they impact others and started working on improving relationships within their organization. For example, Kusdamayanti, from the Bogor Environment and Forestry Regional Training Office, could identify several gaps and issues related to gender but realized that the best she could do within her capacities was to bring small changes in her training program, which she leads.

The gender leaders with limited exposure and experience in gender integration work were eager to learn and expand their roles and responsibilities. They experienced a great deal of change in both their personal and professional lives. They felt that their behaviour and perspectives had changed and that they had become more thoughtful,

reflective and goal-oriented and had developed a good understanding of their roles and responsibilities. They were also able to make full use of the learning opportunities provided by the program.

## Opportunities for WAVES in Indonesia

- Although the evaluation found the outcomes of the WAVES program positive to date, it is necessary to identify the limitations associated with the results. In addition to collecting and analysing the data on change leadership based on a self-evaluation of the gender leaders, it is also important to systematically triangulate and document these results with observations from their supervisors, partners and colleagues to provide a broader measure of change leadership. Formally engaging these groups in the review process can also help to further promote the ideas of relational leadership and increase their awareness level.
- Implementation of the gender action plans developed by the gender leaders were mostly driven by and influenced through their individual efforts. The gender leaders found innovative ways to influence their peers and nurture their support to implement each leader's ideas. However, the gender leaders were also confronted with time constraints and workload issues to implement the activities on time. This was evident when their organization's priorities surfaced and the gender action plans had to be stalled temporarily to attend to those priorities. Despite these issues, the gender leaders were successful in following through on their plan. The add-on nature of the program and limited financial resources made it challenging for them to fully engage the other staff and partners. In the future, the WAVES leadership program and action plans could be tied up and embedded within the organization's overall workplan, with targeted additional gender-related activities. This could help in steering their institution to commit and systematically invest for gender equality and relational leadership-related actions.
- The concept of relational leadership is still not recognized in practice as an effective approach to address gender inequality and exclusion. The idea of relational leadership, while appreciated by the gender leaders, is not popular across the context and culture where they work. Some of the work achieved by the gender leaders has not been recognized as an attribute of their leadership, and thus, there is a risk of their contributions not being recognized either. Developing and embedding capacity-building support targeted at gender leaders, their peers and managers on relational leadership and gender analysis would help them all understand the value of practising relational leadership and developing the skills to do so.

## Recommendations

- The need for psychosocial support to the gender leaders was highlighted by all of them because they found it difficult to deal with the backlash and resistance, particularly when they questioned and challenged the norms and status quo, raised uncomfortable issues such as sexual harassment, called for policy changes and other sensitive and challenging issues. The safe and enabling spaces provided by the

WAVES program should be maintained and included as one of the main components of the future program. In particular, a psychosocial component needs to be introduced and strengthened to support the gender leaders to identify risks and deal with resistance, microaggressions and other challenges.

- The multistakeholder platform created by WAVES that is composed of stakeholders from the national and subnational institutions, such as the forest bureaucracies, national and local civil society organizations, academia and women's ministries, can be considered as an innovative initiative because it is not usual for Indonesia. These platforms have been useful to connect the different stakeholders to share knowledge, discuss issues and learn from each other. These spaces could be further strengthened and expanded as a WAVES Indonesia program to work collectively on promoting gender equality and relational leadership across these institutions. Additionally, these platforms could be expanded and strengthened by inviting like-minded individuals and institutions into the program and especially the training sessions. This could help to continue the momentum created by the WAVES program and help mobilize technical, sociopolitical and financial resources to elevate and expand the movement. Existing networks can be invited and mobilized through the WAVES network.
- The WAVES approach of promoting and addressing gender equality and relational leadership was found to be very effective by the gender leaders, particularly the components of self-awareness and reflection and the process of individual discovery to view the gender issues from different and multiple lenses. This approach could be further packaged, promoted and scaled up by the other development agencies in Indonesia. Components of the WAVES program, such as the rural-urban youth leadership program, were found to be effective in creating a pool of committed and educated youths to work on environmental and gender issues. Scaling up such targeted programs would be useful to create a cohort of youth leaders. Other WAVES initiatives, such as the 1,000 gender champions planned within the forest bureaucracy and the integration of gender and social inclusion as a subject in the University of Hasanuddin curriculum, could be further strengthened and supported.

# Endnotes

1. Pretty, J.N., Guijt, I., Thompson, J., and Scoones, I., *Participatory Learning and Action: A trainer's guide*, IIED Participatory Methodology Series. London: Sustainable Agriculture Programme, IIED, 1995; WOCAN, *Training Manual-Gender Integration in Planning*, 2011.
2. Gurung, B., and Menter, H., *Mainstreaming Gender-sensitive Participatory Approaches: The CIAT case study*. In *Scaling Up and Out: Achieving Widespread Impact Through Agricultural Research*, D. Pachico, ed. Cali, Colombia: Centro Internacional de Agricultura Tropical, 2004; WOCAN, *Framework for Assessing Participatory Action Research Program Activities*, 2010.
3. Microaggressions are everyday verbal, non-verbal and environmental slights, snubs or insults, whether intentional or unintentional, which communicate hostile, derogatory or negative messages to target persons based solely upon their marginalized group membership" (Sue et al. 2019. *Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders*. *American Psychologist*, 74(1), p. 128). They are almost always the result of stereotyping of certain groups, which is learned through our social conditioning and we may be unaware of how these can affect others.



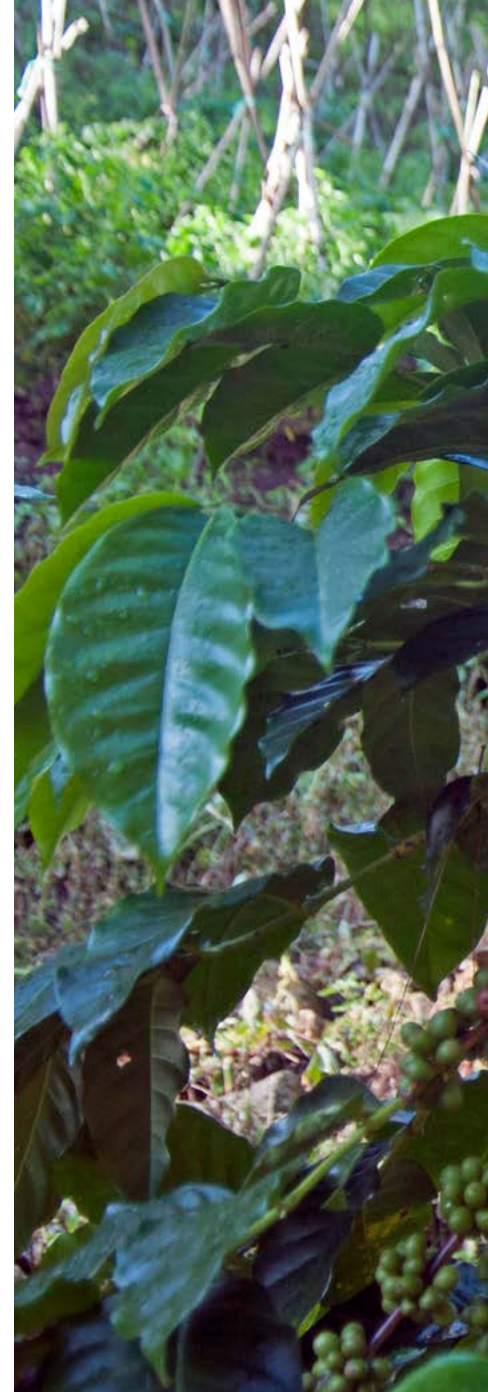
# Annex: Actions undertaken by the gender leaders

Activities	With whom
<b>Reny Juita (WAVES gender focal point)</b>	
1. Manage and conduct monthly meetings with the gender leaders to update and follow-up on the implementation of the gender action plans; share information and issues and concerns; and provide necessary support	WAVES gender leaders
2. Facilitate writing training for gender leaders and partners	Harry S. (trainer) and WAVES leaders and partners
3. Manage and responsible for sharing learning insights among all the gender leaders (before the pandemic)	WAVES gender leaders
<b>Novaty Eny Dunga (Hasanuddin University)</b>	
1. Workshop on Gender Equality, Social Inclusion and Sustainable Development Goals in Faculty of Postgraduate and Gender Equity Core Team Formation	Lecturers of Faculty of Postgraduate of Hasanuddin University
2. Workshop on Communication and Leadership in Gender Equality, Social Inclusion	Lecturers of Faculty of Postgraduate of Hasanuddin University
<b>Mardha Tillah (RMI)</b>	
1. RMI short course on Young Leaders Kasepuhan Indigenous Community	Youth of Kasepuhan indigenous community
2. Developed training module on Gender (and Generational) issues: Berbagi Ruang untuk Maju Bersama	RMI members
3. Developed gender-responsive monitoring and evaluation tools	RMI members
4. Developed manuals on gender and inclusion for RMI	RMI members
<b>Kusdamayanti (Bogor Environment and Forestry Regional Training Office)</b>	
1. Reactivated and supported the Rumpin HTR (Hutan Tanaman Rakyat, or Community Plantation Forest) group	Gender team and farmers group
2. Development of criteria and indicators for gender-responsive education and training institutions	Gender team
3. Development of curriculum and syllabus for gender-responsive education and training institution	Gender team

	Activities	With whom
<b>Dian Nurhadiatin (Ministry of Women Empowerment and Child Protection)</b>		
1.	Mentor for the new civil servants in the Ministry	Ministry of Women Empowerment and Child Protection
2.	Maintained regular communication and networking with regional (provincial, district and village levels) officials, especially on coordination of gender-responsive village model	Regional officials
3.	Provided technical guidance on gender mainstreaming to district project staff members (Sambueja Village in South Sulawesi)	District project staff members
4.	Conducted series of planning workshops in Sambueja Village to integrate gender into the village's mid-term planning; workshop included orientation on gender awareness and mapping of problems and planning to integrate into their mid-term planning	District project staff members



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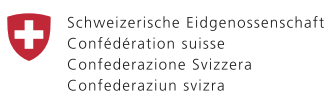
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