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Inclusive Capacity Building for Women and Marginalized Groups Toward Ecological Justice in the Social Forestry Program

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Abstract

Social forestry has become an important policy instrument in Indonesia for improving community well-being while safeguarding forest sustainability. However, its implementation still faces challenges, particularly gender inequality and the limited participation of marginalized groups in forest governance. This article presents the results of a community service program based on the study "Centering Gender and Ecological Justice in Southeast Asia Forest Landscape Governance (FLG): Lessons from Indonesia and Lao PDR." The study was conducted in Wonocoyo Village, Panggul District, Trenggalek Regency, East Java, and involved members of the Sido Rukun Forest Farmers Group (KTH), which manages 558 hectares of social forestry land under the KHDPK scheme. The study used Participatory Action Research (PAR) and Feminist Participatory Action Research (FPAR) methods. The community service program integrated Gender Equality and Social Inclusion (GESI) principles through training on GESI and FLG, identification of local issues, inclusive advocacy, forest conservation, livelihood sustainability strategies, and participatory monitoring and evaluation. The training was designed to be interactive, using group discussions, simulations, case studies, and reflection sessions. The results showed significant improvements in participants' knowledge and skills, particularly in gender equality, inclusive decision-making, and sustainable forest management. Participants were also able to identify local social and ecological issues, design community-based conservation initiatives, and develop livelihood strategies that make use of local forest resources. In addition, the program strengthened participants' advocacy capacity and fostered collaborative networks among community stakeholders. These findings underscore the importance of inclusive capacity building in advancing gender-responsive ecological justice.

Keywords: *community empowerment; ecological justice; GESI; participatory training; social forestry*

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INTRODUCTION

Issues of gender and ecological justice are increasingly gaining attention in Southeast Asia, including Indonesia, where pressure on natural resources and social inequality persist (Brunner et al., 2005; Kurauchi et al., 2015). Forests and landscapes in many regions face complex challenges, including climate change, environmental degradation, economic expansion, and management policies that are not yet fully inclusive of vulnerable groups such as women, indigenous communities, and impoverished rural communities (Resurreccion, 2017). Many Forest Landscape Governance (FLG) initiatives, such as social forestry programs, still rely on a technocratic approach. Meanwhile, social aspects, including gender equality and the participation of marginalized groups, are often overlooked (Suhardjito & Wulandari, 2019; Utomo et al., 2025). The success of forest and landscape management depends heavily on the extent to which all layers of society can actively participate in decision-making and resource management (Elias et al., 2017; Sayer et al., 2021).

Recent studies show that gender-responsive forest governance significantly contributes to sustainable forest management and equitable livelihood outcomes. Women often play crucial roles in collecting non-timber forest products, managing household resources, and preserving traditional ecological knowledge, yet their participation in formal forest governance structures remains limited (Agarwal, 2018; Martin et al., 2013). Strengthening women's agency and leadership within community forestry institutions has been shown to improve collective decision-making and enhance environmental stewardship.

Ecological justice emphasizes the fair distribution of environmental benefits, decision-making power, and responsibilities across social groups. In forest-dependent communities, ecological justice cannot be separated from gender equality and social inclusion, as unequal access to land, resources, and governance mechanisms often reinforces social vulnerability (Aggarwal et al., 2021; Schlosberg, 2013). Therefore, integrating GESI principles into forest landscape governance is essential to ensure that marginalized groups, including women and rural poor communities, can meaningfully participate in environmental decision-making.

In Indonesia, the social forestry program offers opportunities to promote inclusive forest governance by granting local communities legal rights to manage forest resources. However, studies indicate that the inclusion of women and marginalized groups in these programs remains uneven, often constrained by sociocultural norms and institutional barriers (Siarudin et al., 2022). Capacity-building initiatives that integrate gender awareness, participatory learning, and community-based governance are therefore needed to strengthen local leadership and ensure equitable participation in social forestry management.

Similar governance challenges have been identified in community forestry systems across tropical regions, where institutional arrangements often fail to ensure equitable participation across social groups (Aggarwal et al., 2021). In many contexts, forest governance remains shaped by technocratic approaches that prioritize technical management, often at the expense of social dimensions such as gender equality, local leadership, and inclusive decision-making (Sayer et al., 2021).

A key feature of community-based forest governance is the use of deliberative processes to guide policy implementation at the local level. Studies of community-managed forests in Indonesia indicate that stakeholders, including community members, local authorities, and civil society organizations, play important roles in building consensus, resolving conflicts, and ensuring that policies reflect local knowledge and priorities. When these deliberative processes function effectively, they can strengthen community ownership and enhance the legitimacy and accountability of forest governance (Setiahadi et al., 2017). This perspective underscores the need to strengthen community capacity and participatory decision-making so that forest governance

policies can be translated into practices that are both sustainable and socially inclusive.

Beyond national-level reforms, global development agendas increasingly emphasize linking environmental sustainability with social equity. The Sustainable Development Goals (SDGs) provide a comprehensive framework that integrates efforts to reduce poverty, promote gender equality, address climate change, and protect biodiversity. In forest-dependent communities, social forestry can contribute to multiple SDGs, especially SDG 1 (*No Poverty*), SDG 5 (*Gender Equality*), SDG 13 (*Climate Action*), and SDG 15 (*Life on Land*). In this regard, strengthening inclusive governance and enhancing community capacity are essential to ensure that forest management initiatives not only improve ecological outcomes but also support equitable livelihoods and social justice in rural landscapes.

In response to these conditions, a research project titled "Centering Gender and Ecological Justice in Southeast Asian Forest Landscape Governance: Lessons Learned from Indonesia and Lao PDR" was conducted. The research was supported by the Regional Community Forestry Training Center (RECOFTC) through the Explore Program, which ran from 2023 to 2027. The research methodology was designed to strengthen local capacity to integrate the principles of Gender Equality and Social Inclusion (GESI) into forest landscape governance (Hendrastiti & Setiahadi, 2022). This activity also aims to build understanding and critical awareness that gender and ecological justice are interconnected and inseparable from social, economic, and environmental sustainability (Hendrastiti et al., 2024).

These training modules were developed through participatory research and input from local stakeholders, including village governments, women's groups, forest managers, and civil society organizations. The modules are part of achieving one of the research objectives: exploring and co-designing new spaces for local communities to negotiate their rights with government bodies at the provincial, district, and local/village levels within the FLG framework. Therefore, each module is not only theoretical but also reflects real experiences, local challenges, and contextual solutions to social and ecological justice issues in the field. The series of modules is as follows:

Table 1. Training series for inclusive capacity building

No	Title of Module	Main Topic	Specific Learning Objectives
1	Introduction of GESI and FLG	a. Gender justice and social inclusion in the context of FLG; b. Participation and rights of local communities.	Participants understand the basic concepts of GESI and FLG and their relation to equal forest governance.
2	Local Problem and Alternative Solution	a. Poverty mapping. b. Resource mapping and activities	Participants are able to identify local root problems as well as social and ecological assets that can serve as the basis for solutions.
3	Inclusive Advocacy	a. Basic principles of advocacy. b. Local problem solving and decision making.	Participants are able to develop inclusive advocacy strategies and enhance the representation of marginalised groups.
4	Conservation of Forest Resources and Ecosystems	a. Forest ecosystem conservation. b. Conservation techniques. c. Sustainable Forest Management.	Participants can develop inclusive conservation training methods based on social-ecological justice.
5	Livelihoods Sustainability Strategy	a. Livelihood outcomes. b. Structure and processes that affect livelihood.	Participants understand and are able to facilitate the analysis of community livelihood sustainability.

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		c.	Livelihood Strategies within the Framework of Meeting Decent Standards (MDS).	
6	Participatory Monitoring and Evaluation	a.	Principles of participatory monitoring and evaluation.	Participants understand and are able to carry out participatory monitoring and evaluation for all programmes or activities related to forest landscape management.

The community service activity aims to strengthen the capacity of local group coordinators and leaders to become trainers who understand and apply the principles of gender justice, ecological justice, and inclusive, sustainable forest landscape governance. Participants are expected to be able to: (1) Internalize the principles of GESI (Gender Equality and Social Inclusion) and FLG (Forest Landscape Governance); (2) Identify local issues and potential community asset-based solutions; (3) Develop inclusive advocacy and facilitation skills; (4) Design gender-justice and contextually appropriate training programs that consider ecological and social factors; (5) Formulate strategies for sustainable livelihoods based on forest landscapes; and (6) Conduct participatory monitoring and evaluation of field activities. This article contributes to the growing literature on social forestry by demonstrating how inclusive capacity-building approaches can operationalize ecological justice within community-based forest governance.

Location of Community Service

Wonocoyo village, Panggul, Trenggalek District, East Java, Indonesia, is geographically located approximately between 7°21' and 7°31' South Latitude (SL) and 110°10' and 111°40' East Longitude (EL). With an average elevation of 0 to 156 meters above sea level, this village is in a hilly area near the coast. The village's topography consists of hilly regions bordering the Indonesian Ocean, and some parts of its territory are considered moderate terrain. The location of the community service activities is shown in Figure 1.



Figure 1. Location of community service activities in Wonocoyo village, Panggul, Trenggalek, East Java, Indonesia

The Sido Rukun Forest Farmers Group (KTH), which manages social forestry, operates in this village. Established in 2018, KTH Sido Rukun has 785 members and 35 active administrators: 28 men and 7 women, aged 35 to 55. Wonocoyo Village covers approximately 882.27 hectares,

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of which 558 hectares fall within Forest Areas with Special Management (Kawasan Hutan Dengan Pengelolaan Khusus – KHDPK) under the social forestry program. According to Minister of Environment and Forestry Decree No. 11659 of 2024, dated 26 September 2024, approving Community Forest Management (HKm), the KHDPK area managed by KTH Sido Rukun comprises 133.56 hectares of protected forest and 424.44 hectares of permanent production forest. Figure 2 shows the forest area managed under the social forestry program.

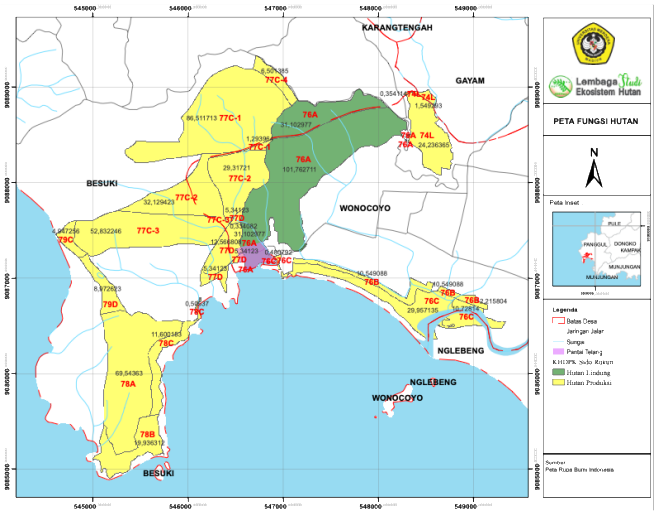


Figure 2. Map of Forest Areas with Special Management from the social forestry program managed by KTH Sido Rukun

METHOD

The community service activity method uses a participatory, experiential approach grounded in PAR and FPAR. This approach draws on Participatory Action Research and Feminist Participatory Action Research (Resurreccion, 2017; Resurreccion & Rebecca Elmhirst, 2008; Sundberg, 2015). Participants not only receive the material but also serve as co-facilitators, helping develop learning methods, case studies, and local advocacy strategies. The learning process is designed to: (a) connect theoretical concepts with participants' field experiences; (b) encourage critical dialogue among participants about equality, power, and ecological justice; and (c) foster reflective and analytical skills for solving problems at the local level.

The training consists of six series of modules, with a two-week break between each module. This break allows participants time to reflect and apply the learning outcomes in the field before proceeding to the next module. Each module includes a series of specific activities:

a) The researcher/facilitator team's delivery of material includes an introduction to the concept, the theoretical framework, and relevant case examples from the local context.
b) Discussion and Formation of Small Groups. Participants were divided into groups to discuss key questions and real-life situations in their respective areas.
c) Learning simulation and group presentation. Participants practiced facilitating learning, delivering content, and managing group discussions during the training.
d) Joint Reflection and Feedback Session. Each session concludes with a critical reflection on what has been learned, the challenges encountered, and the follow-up plans.

The methods used are interactive, contextual, and collaborative, including guided group

discussions (FGDs), local case studies, problem analysis, facilitation simulations and role-plays, brainstorming, individual reflection, visual aids, and social-ecological maps. Each module also includes reflective questions and worksheets to guide participants in analyzing field situations and formulating solutions in accordance with the socio-cultural context.

RESULTS AND DISCUSSION

The implementation of the Training of Trainers (ToT) Modules 1–6 demonstrates that a participatory, experience-based approach effectively strengthens participants' understanding of forest landscape governance and shifts their perspectives. Participants not only acquire new knowledge but also engage in reflective learning that enhances social, ecological, and gender awareness. Through discussions, simulations, and joint mapping, they come to understand that forest management is a social process, not solely technical, and that it involves justice, collaboration, and participation from all community groups.

The results show that the inclusive capacity-building helped participants understand GESI in FLG. Before joining the training, most participants viewed forest management primarily as a technical task focused on land use and resource extraction. After the participatory learning process, they began to recognize that social aspects are equally important, especially the involvement of women and marginalized groups in decision-making. This shift suggests that when capacity-building includes GESI principles, communities are more likely to see forest management as a system that connects environmental sustainability with social fairness and equal participation.

The findings also suggest that participatory learning approaches increased shared awareness of local governance within the social forestry program. Through discussions, reflection sessions, and group problem-solving, participants became more aware of institutional barriers that had previously limited the roles of women and marginalized groups in forest management. These insights enabled participants to critically evaluate existing governance structures. This understanding encouraged them to question existing governance systems and to pursue more inclusive decision-making processes within the Forest Farmer Group (KTH). Overall, these changes show that community-based learning can foster critical reflection and support more inclusive governance practices in social forestry.

Strengthening Gender Awareness in Forest Governance

In Module 1, which focuses on strengthening the GESI perspective and landscape forest governance, participants learned the difference between gender and sex and why equal roles matter in forest management. They also recognized ongoing gender inequality in society, such as women's limited access to resources and decision-making spaces. The activities led to a shared learning agreement and a common understanding of key values such as participation, transparency, and accountability in forest governance. GESI was not treated as a separate topic but became a central idea connecting all modules, as shown in Figure 3. Participants came to see that gender equality and social inclusion are not optional but essential for sustainable forest management. Through field-based learning, participants identified real gaps in access and roles experienced by women and vulnerable groups. At the same time, they explored practical ways to strengthen these groups' involvement in decision-making. This process showed that supporting women and marginalized communities not only improves fairness but also helps build stronger ecological and economic resilience.

These findings show that participatory learning can challenge long-standing gender norms that often limit women's roles in forest governance. As participants gain a better understanding of gender equality, inclusive training methods appear to encourage institutional change, especially by fostering more balanced participation in decision-making processes. This aligns with previous

studies, which suggest that governance systems that include both men and women tend to strengthen collective action and lead to more sustainable outcomes in community-based forestry (Agarwal, 2018; Elias et al., 2017; Sunderland et al., 2014).



Figure 3. Training activities for Module 1

Participatory Analysis of Local Socio-Ecological Problems.

Modules 2 and 5 showed that participants increasingly understood local social-ecological problems around the forest. Through group discussions on production, protection, and conservation, they examined the local meaning of poverty, marginalization, and well-being, and identified local potentials and major social and environmental disturbances.

These discussions led to several community-based action plans, including ecotourism development, strengthening KHDPK's capacity, pond waste management, and coastal conservation initiatives, as shown in Figure 4. These results also indicate that participants developed a broader understanding of livelihood sustainability. Poverty and well-being are not viewed solely in terms of material ownership but also in relation to access to resources, social solidarity, and the capacity to respond to environmental changes. In addition, participants identified both enabling and constraining factors that shape local livelihoods, including institutional support, infrastructure, and social market conditions.



Figure 4. Training activities for Module 2

Inclusive Advocacy and Community Leadership

Through simulations based on real community issues, including access to clean water, evictions, river pollution, and restrictions on forest products, participants practiced developing advocacy strategies, negotiating with multiple stakeholders, and using social media to communicate. These

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activities encouraged participants to shift from passively receiving policy to becoming more proactive local actors. The module also strengthened their advocacy skills and helped them develop follow-up plans for community-based governance. Overall, Module 3 improved participants' advocacy capacity by helping them build evidence-based communication skills and increasing their confidence to represent community interests in local policy forums, as shown in **Figure 5**.



Figure 5. Training activities for Module 3

Community-Based Forest Conservation

Module 4, which focused on the potential to develop local innovations in conservation and a green economy, taught participants to map forest resources and identify sustainable livelihood opportunities, such as honey production, mangrove crab farming, and NTFP management. The discussion led to several community-based conservation strategies, including landscape arrangement and spring conservation in Plot 74; the development of mangrove ecotourism and mud crab cultivation in Plot 76B–C; the production of honey, sugar palm, and coconut oil in Plot 76A; and the diversification of NTFPs such as coffee, petai, and chocolate in Plots 77–79.

This module also helped participants understand that conservation is not only about protecting natural resources but also about strengthening social and economic community systems. Overall, the ToT program led to meaningful changes in participants' perspectives, capacities, and actions. They began to see themselves not only as policy recipients but also as active agents of change and stewards of forest sustainability. The program further strengthened collaboration among community members, government institutions, academia, and private-sector actors, which is essential to building inclusive and sustainable landscape governance.

The growth of community-based conservation initiatives also underscores the importance of local knowledge and livelihood needs in shaping forest management practices. Previous studies have similarly found that local participation can improve ecological outcomes and support long-term conservation effectiveness (Oldekop et al., 2019). Rather than viewing conservation as a restriction on resource use, participants increasingly understand it as a strategy to strengthen long-term livelihood resilience. Sayer et al. (2021) also reported that community-based forest management can improve both ecological health and socioeconomic well-being when local stakeholders actively participate in governance processes.

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Sustainable Livelihood Strategies

Module 5 focused on sustainable livelihood strategies, helping participants assess progress toward community aspirations using several livelihood indicators, including food security, income, assets, health, and social strength. The results showed that most areas fell within the satisfactory to highly satisfactory categories. Participants also identified several supporting factors, such as social solidarity, mutual cooperation, and economic diversification, as well as key constraints, including limited infrastructure, agricultural pests, and institutional constraints. Through stakeholder analysis, they mapped the roles, interests, and influence of key actors in the local livelihood system, including the KTH, village government, Forestry Service Branch, NGOs, middlemen, and academics.



Figure 6. Training activities for Modules 4 and 5

The findings from Module 5 were closely aligned with those of Module 4, as both highlighted the community's potential to develop local innovations grounded in conservation and a green economy. Participants identified forest resources and designed sustainable, productive activities, such as ecotourism, honey processing, mangrove crab farming, and NTFP management, as shown in Figure 6. These initiatives demonstrate that environmental protection can be combined with efforts to improve community welfare. In this context, diversified livelihood strategies can strengthen household resilience while maintaining ecological functions. This finding aligns with previous studies by Sunderland et al. (2014), which found that social forestry can serve as a pathway for rural economic transformation and livelihood diversification in forest-dependent communities.

The development of sustainable livelihood strategies is also closely linked to participatory governance at the local level. Previous research on community-based forest management in Indonesia has shown that deliberative decision-making processes shape how communities select livelihood options, allocate forest resources, and organize collective economic activities. Through dialogue and negotiation among stakeholders, communities can develop livelihood strategies that address both economic needs and ecological sustainability (Setiahadi et al., 2017). This process helps ensure that social forestry remains inclusive and supports the long-term sustainability of forest landscapes.

Participatory Monitoring and Evaluation

Module 6 encourages participants to engage in joint reflection and feedback sessions as part of participatory monitoring and evaluation. Through this module, participants gained cognitive, practical, and reflective learning outcomes, as shown in Figure 7. First, they developed a deeper

understanding of the concepts, methods, and tools introduced during the training. By linking lessons from discussions, simulations, and group exercises to real situations in their communities, participants were better able to understand how participatory monitoring and evaluation can be applied to natural resource management.

Second, the reflection process helped participants identify challenges, obstacles, and opportunities in applying monitoring and evaluation at the local level. Reflective discussions gave them space to share experiences with social dynamics, limited resources, and barriers to the involvement of women and other marginalized groups in landscape management and conservation. By sharing these experiences, participants learned from one another and developed a better understanding of how to design more inclusive and context-appropriate monitoring and evaluation strategies. This finding aligns with previous studies showing that critical reflection in participatory learning can strengthen understanding and improve the use of adaptive evaluation approaches at the community level (Guijt & Woodhill, 2020).

Third, the module helped participants define clearer follow-up actions after the training. Through the feedback session and final reflection, they identified concrete steps for their communities, including developing community-based monitoring indicators, more actively involving women and marginalized groups in the evaluation process, and strengthening mechanisms for collective learning. Participatory monitoring and evaluation also benefit from deliberative governance processes that foster dialogue and shared reflection among stakeholders. Research on community-based forest management in Indonesia has shown that participatory deliberation helps communities assess policy outcomes, identify implementation challenges, and adjust management strategies based on local experience and environmental conditions (Setiahadi et al., 2017). In this way, reflection and feedback not only evaluate the learning process but also strengthen collective learning, transparency, accountability, and community capacity to manage conservation programs more effectively.

The implementation of ToT modules 1–6 played an important role in strengthening fair, inclusive, and sustainable forest landscape governance. The findings suggest that a participatory, experience-based learning approach can effectively improve participants' understanding of forest landscape governance. The program also showed that involving women, marginalized groups, and local leaders enriches the decision-making process and supports the social and ecological sustainability of forest areas. These findings are consistent with national policy directions, including social forestry and KHDPK management, as well as broader global frameworks such as the Sustainable Development Goals (SDGs) and the UN Decade on Ecosystem Restoration.



Figure 7. Training activities for Module 6

Furthermore, the participatory learning model used in the program may serve as a useful approach for local governments, educational institutions, and development partners in

community-based forest development. The program also highlighted the potential of local green economy initiatives, such as ecotourism, non-timber forest product management, and community-based conservation, as practical strategies for improving livelihoods while maintaining ecological functions. Therefore, this ToT program not only prepared local trainers but also helped develop agents of change who can connect local knowledge with national policy and support more equitable, resilient, and ecologically just landscape governance.

The results further show that inclusive capacity building can contribute to ecological justice in social forestry governance. By strengthening the participation of women and marginalized groups in training activities, the program helped address structural barriers that often limit their role in decision-making. Women participants, who are commonly involved in activities such as collecting NTFPs, managing household resources, and supporting small-scale forest-based livelihoods, became more confident in expressing their views during community discussions. This change suggests that inclusive learning processes can support more balanced local governance by recognizing diverse forms of knowledge and creating more equal opportunities for participation.

Contribution of Training Modules to Sustainable Development Goals

The training modules in this program contribute to several Sustainable Development Goals (SDGs) as presented in Table 2, particularly SDG 1 (*No Poverty*), SDG 5 (*Gender Equality*), SDG 13 (*Climate Action*), and SDG 15 (*Life on Land*). The program supports global sustainability agendas by linking social forestry, social inclusion, and environmental management in a practical, community-based way (FAO, 2020; Sayer et al., 2021).

Through participatory learning, participants gained a clearer understanding of the close relationships among forest governance, social inclusion, and sustainable livelihoods. The modules on local problem analysis and livelihood strategies helped participants identify poverty-related challenges in forest-dependent communities and design locally relevant economic initiatives based on forest resources. Activities such as ecotourism development, non-timber forest product processing, and diversification of forest-based livelihoods illustrate how social forestry programs can contribute to poverty reduction while maintaining ecological sustainability.

From a gender perspective, integrating GESI principles across the training modules also directly contributes to SDG 5 (Gender Equality). The program helped participants recognize gender inequalities in access to forest resources and in decision-making processes. By encouraging women's participation in group discussions, leadership roles, and community planning, the training created more space for women to express their views and to strengthen their role in local forest governance. This process not only supports gender equality but also improves community decision-making by including a wider range of knowledge and experience.

The conservation and monitoring modules contribute to environmental sustainability goals, particularly SDG 13 (Climate Action) and SDG 15 (Life on Land). Community-based initiatives developed during the training, such as mangrove conservation, spring protection, and the sustainable management of NTFPs, demonstrate that local communities can play an important role in climate adaptation and biodiversity conservation. In addition, participatory monitoring and evaluation helped strengthen community capacity to observe ecological changes, assess the results of conservation efforts, and adjust management strategies as needed. Overall, these findings suggest that inclusive capacity-building in social forestry can simultaneously support poverty reduction, social justice, and environmental sustainability.

Table 2. Contribution of Training Modules to the Sustainable Development Goals

Module	Main Training Focus	Contribution to SDG 1 (No Poverty)	Contribution to SDG 5 (Gender Equality)	Contribution to SDG 13 (Climate Action)	Contribution to SDG 15 (Life on Land)
Module 1 – Introduction of GESI and FLG	Gender equality and inclusive forest governance	Strengthens equitable access to forest resources	Raises awareness of gender equality and women's participation	Encourages inclusive governance for climate resilience	Promotes inclusive forest management principles
Module 2 – Local Problem and Alternative Solution	Poverty and resource mapping	Identifies poverty drivers and livelihood opportunities	Ensures women and marginalised groups are included in problem analysis	Identifies socio-ecological risks related to climate change	Encourages community mapping of forest resources
Module 3 – Inclusive Advocacy	Advocacy and decision-making	Strengthens community capacity to advocate for fair resource access	Supports women's representation in decision-making	Encourages policy dialogue on environmental issues	Supports community participation in forest governance
Module 4 – Forest Ecosystem Conservation	Conservation techniques and sustainable management	Supports forest-based economic opportunities	Encourages women's participation in conservation activities	Promotes ecosystem-based climate adaptation	Protects forest biodiversity and ecosystem functions
Module 5 – Livelihood Sustainability Strategy	Sustainable livelihood planning	Develops diversified forest-based livelihoods	Promotes inclusive livelihood opportunities	Encourages climate-resilient livelihood strategies	Supports sustainable use of forest resources
Module 6 – Participatory Monitoring and Evaluation	Community monitoring systems	Improves programme accountability and livelihood outcomes	Ensures women and marginalised groups are involved in evaluation	Enables community monitoring of environmental change	Supports long-term sustainability of forest management

Figure 8 illustrates how the ToT program integrates GESI principles into Forest FLG through six training modules. The process strengthens community capacity in gender awareness, inclusive decision-making, advocacy, and sustainable forest management. These improvements contribute to social–ecological transformation in community forest governance and support the achievement of several Sustainable Development Goals (SDGs), including poverty reduction, gender equality, climate action, and life on land. These findings provide practical insights to strengthen gender-responsive approaches within Indonesia's social forestry policy and community-based forest governance programs.

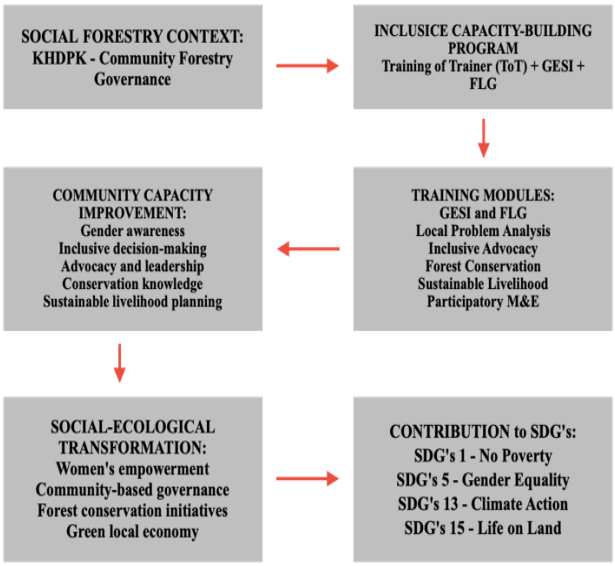


Figure 8. Conceptual framework of inclusive capacity building into the SDGs issue

CONCLUSIONS

The ToT improves participants' knowledge, attitudes, and practical skills, particularly in integrating the principles of Gender Equality and Social Inclusion (GESI) into Forest Landscape Governance (FLG). Participants became better able to identify local socio-ecological issues, assess community resources and livelihoods, and design advocacy and conservation strategies tailored to their communities' social and environmental conditions. The training also strengthened understanding that sustainable forest management requires not only technical and ecological approaches but also inclusive participation by women and other marginalized groups in decision-making and resource governance.

The findings further show that the training contributes to several Sustainable Development Goals (SDGs), especially SDG 1 (*No Poverty*), SDG 5 (*Gender Equality*), SDG 13 (*Climate Action*), and SDG 15 (*Life on Land*), by supporting diversified forest-based livelihoods, women's participation, community-based conservation, participatory monitoring initiatives, sustainable forest management practices, and local adaptive responses to environmental change. Overall, the Training of Trainers developed local trainers and fostered community change agents capable of linking social inclusion, ecological sustainability, and livelihoods. This underscores the value of inclusive capacity-building within social forestry programs to strengthen governance, enhance environmental stewardship, and support sustainable development.

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