

**Hear Our Voice:
Women Field School of
The Nature-Based Solutions for Climate-
Smart Livelihoods in Mangrove Landscapes
(NASCLIM) in Indonesia**

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The Nature-Based Solutions for Climate-Smart Livelihoods in Mangrove Landscapes (NASCLIM)

- **NASCLIM project is designed to support the rehabilitation of degraded mangrove forests and the protection of intact mangrove forests in the provinces of North Kalimantan and East Kalimantan, Indonesia.**
- **NASCLIM project focuses on restoring natural tidal flows and introducing sustainable aquaculture approaches.**
- **NASCLIM also aims to enhance the resilience of coastal communities and improve access to mangrove resources, particularly for marginalized groups, including women.**

- Under NASCLIM, women comprise 40% of the participants receiving training on livelihood enhancement and rehabilitation approaches.
- The project seeks to strengthen women's leadership across various levels of governance, production, and marketing, including by supporting women's key roles in micro-enterprise groups and other collectives.



The Village of Sepatin, East Kalimantan



The Village of Muara Pantuan, East Kalimantan

Participation Typology (Agarwal 2001)

- Nominal participation
- Passive participation
- Consultative participation
- Participation in specific activities
- Active participation
- Empowering participation



EMPOWERING PARTICIPATION

Women, vulnerable groups, and marginalized groups have the space to make their voices heard and participate equally in decision-making.

Their voices are treated as important considerations in decision-making.



Women Field School (WFS)



WFS is an initiative aimed at raising critical awareness and building the capacity of coastal women within NASCLIM's operational area.



WFS consists of a series of activities designed to facilitate a participatory and interactive learning process.



WFS also serves as a medium for the exchange of knowledge and experience regarding the utilization, management, and protection of mangrove and coastal resources.

**WFS
participants
are
representa-
tives from
various
social
categories**

Women fishers

Women fishers who are heads of the households

Women workers who work for the middle traders

Women owners of household-based small business

Women owners of shrimp ponds

Women workers who work at shrimp ponds

APPROACH

- The NASCLIM Women's Field School (WFS) employs an adult education approach grounded in gender equality and social inclusion.
- It upholds principles of equality, inclusivity, non-discrimination, zero violence, peace, participation, and openness.
- This approach places everyone involved in the WFS—facilitators and participants alike—on an equal footing.
- Every WFS participant is an individual possessing knowledge and experience that can contribute to the shared learning process within the school.

Facilitators of WFS

WFS Facilitators play critical roles in facilitating participatory and interactive learning process



WFS Facilitators need to have specific training

To strengthen their perspective on gender equality and social inclusion

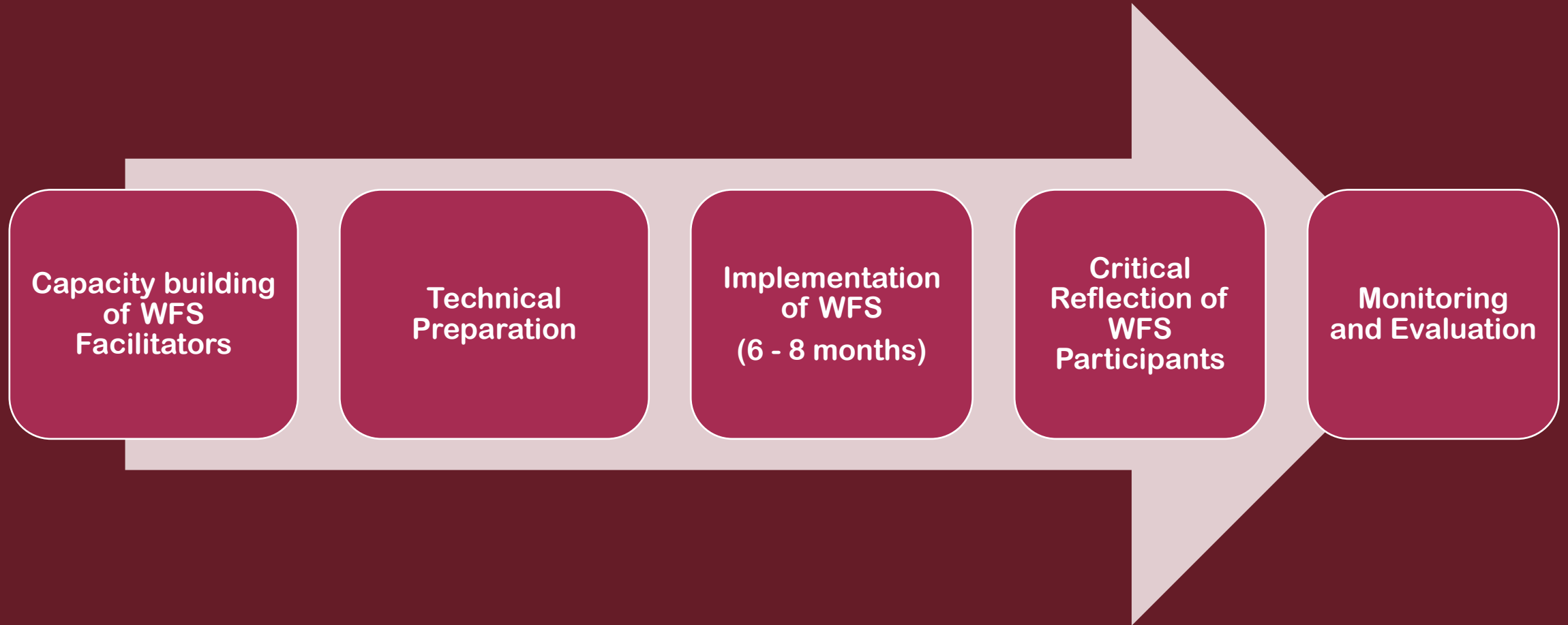
to develop skills to facilitate participatory and interactive learning process

to know more about WFS module

Modules of WFS

- **Module 1: Social Preparation**
- **Module 2: Practical Needs**
- **Module 3: Gender Equality and Social Inclusion**
- **Module 4: Strategic Needs**
- **Module 5: Women's Grassroots Organization**
- **Module 6: Women's Economic Empowerment**
- **Module 7: Sustainable Livescape and livelihood**
- **Module 8: Plan of Action**

Implementation Stages of WFS



WFS as a media for women empowerment

- Provides a space for the development of women's awareness and critical thinking regarding their fundamental rights and issues within socio-cultural, economic, and political contexts at all levels (from the family, clan, and community to the state)
- Provides opportunities for participants to develop agency and leadership skills, alongside the technical and other skills needed to strengthen their solidarity and networks in support of livelihood strategies based on mangrove forests and coastal resources

Results



- WFS participants has started to engage in decision-making processes at all levels (family, community, village governance, etc.).
- WFS participants has started to initiate actions for gender equality and social inclusion at their families and communities
- Several WFS participants have started to initiate actions related to sustainable use, management, and conservation of mangrove and coastal resources, as well as other related resources.

Lessons Learned

- Having in-depth understanding of socio-cultural, economic, and political contexts of the communities where WFS take place is very crucial
- Having WFS modules and their application in the implementation that take the local socio-cultural, economic and political contexts into consideration is another crucial aspect
- The identification process of candidates of WFS participants and initial communication with each of them (to explain about the WFS and to invite them to participate) during social preparation stage is also very crucial



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- The top of the slide features a decorative header with a dark red background. It contains several overlapping semi-circular shapes. Some of these shapes are filled with a pattern of concentric lines, while others are filled with a pattern of small, elongated, teardrop-like shapes.
- Thank you!
 - Mia Siscawati (mia.Siscawati@ui.ac.id)