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# ERA BRAZIL'S W+ POLLEN PROGRAM



<b>Project Title</b>	<i>ERA Brazil's W+ Pollen Program</i>
<b>Project Start Date</b>	01-January-2021
<b>Project End Date</b>	15-December-2031
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## 1 PROJECT DETAILS

### 1.1 Summary Description of the Implementation Status of the Project

ERA's W+ Pollen Program provides capacity training for rural women in Brazil on the entire value chain of agroforestry production: from planting & management, to how to increase productivity as well as processing and commercialization. The project consists of two project areas, the Cerrado biome in the state of Tocantins, and the Atlantic Forest biome in the state of Bahia along the Cocoa Coast.

There exists a significant gender gap in rural smallholder families in Brazil, with prominent gender roles among men and women. Women bear the main responsibility for domestic work while also being employed in the labour market, causing them to work double shifts with invisibility of their unpaid reproductive work<sup>1</sup>. Women are also significantly disadvantaged relative to men with regards to their land rights, with only 18% of women being landowners<sup>2</sup>. They have less access to means of production: land, water, seeds and inputs. Rural women in Brazil have less economic autonomy than do men, finding it more challenging to manage and commercialize crop production<sup>1</sup>. Furthermore, there is still a strong belief among smallholder women that men hold the knowledge when it comes to business and agrarian sciences<sup>1</sup>. It is fundamental that we see a shift in women's beliefs, so they value their own experience and knowledge and see themselves as community leaders.

Supporting smallholder women is also critical in the fight against climate change, since when given the resources and education they deserve, women play an important role in defending the land, biodiversity and cultures within their communities<sup>3</sup>.

Our activities include training courses on planting & managing agroforestry systems, native tree species seed collection, creation of nurseries, native been keeping, as well as

<sup>1</sup> Arzabe, C., & da Silva Martins, A. L. (2020). Status of women in Brazil, disparities and efforts at Embrapa and in agriculture. *GENDER EQUALITY*, 19.

<sup>2</sup> Food and Agriculture Organization of the United Nations. (2018). The gender gap in land rights. *FAO*. <https://www.fao.org/3/i8796EN/i8796en.pdf>

<sup>3</sup> Namubiru-Mwaura, E. 2021. Gender and Land Restoration. UNCCD Global Land Outlook Working Paper. Bonn.



processing and industrialization of certain crops such as turmeric. Women will gain knowledge in all of these areas, enabling them to become leaders in their communities.

This Project will monitor three domains over the implementation period, including:

1. Knowledge & education,
2. Income & assets, and
3. Leadership.

It is important to state that the three domains will be implemented in phases and for the first monitoring period only the knowledge and education domain will be monitored and reported.

Our project has two main hubs: the Tocantins Hub and the Bahia Hub. In Tocantins, project activities began in 2021, whereas project activities in Bahia began in 2018, however we are measuring from January of 2021.

In our Tocantins's hub, we are partnering with a local school, called Escola Familia Agricola (EFA) Porto Nacional (EFA means Agricultural Family School), who is our partner in implementing project activities as well as stakeholder consultations. ERA is responsible for the courses, workshops, monitoring and in measuring women's livelihoods via surveys.

In our Bahia Hub we are partnering with local NGO, Taboa, who is our implementation partner and oversees all project activities as well as stakeholder consultations. ERA's role is to monitor and measure women's livelihoods via the application of the questionnaires and surveys. The project strategy was developed in partnership with Arapyau Institute who also participated by securing funds for project development.

## 1.2 Project Developer

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### 1.3 Other Entities Involved in the Project

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<b>Role in the project</b>	Project Implementation for our Bahia Hub
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<b>Role in the project</b>	Project Implementation for our Bahia Hub
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#### 1.4 Project Start Date

The project activities start date are listed below for the Tocantins Hub (Table 1).

Table 1 - Project Activities Tocantins Hub

<b>Project Activities Tocantins</b>	<b>Start Date</b>	<b>Domain Applied</b>
Capacity building course on Agrofloresta dos Ipês in Caseara-TO	8-12 <sup>th</sup> - February-2021	Education & Knowledge
Capacity building course on Agrofloresta dos Ipês in Caseara-TO	17-21 <sup>st</sup> -May- 2021	Education & Knowledge
Capacity building course on Agrofloresta dos Ipês in Caseara-TO	8-13 <sup>th</sup> -August - 2021	Education & Knowledge



Capacity building course on Agroforesta dos Ipês in Caseara-TO	8-13 <sup>th</sup> - November - 2021	Education & Knowledge
Regenerative agriculture capacity building course through the planting of 1 hectare of agroforestry system (learning hub EFA)	22-26 <sup>th</sup> – November - 2021	Education & Knowledge
Implementation of agroforestry systems on selected student's and community properties	26-17 <sup>th</sup> – December - 2021	Education & Knowledge
Capacity building course on permaculture	3 <sup>rd</sup> - December - 2021	Education & Knowledge
Capacity building course on Agroforestry Management at learning hub EFA	7-9 <sup>th</sup> – March - 2022	Education & Knowledge
Management of agroforestry systems on selected student's and community properties	21-23 <sup>th</sup> – March -2022	Education & Knowledge
Capacity building course on agroforestry planting and management	26 <sup>th</sup> – May - 2022	Education & Knowledge
Capacity building course on agroforestry planting and management	6 <sup>th</sup> – June -2022	Education & Knowledge
Capacity building course on permaculture	30 <sup>th</sup> – June - 2022	Education & Knowledge





Capacity building course on Turmeric Processing	30 & 31 <sup>st</sup> - August -2022	Education & Knowledge
Capacity building course on agroforestry system	9-11 <sup>th</sup> -August - 2022	Education & Knowledge
Management of agroforestry systems on selected student's and community properties	1-30 <sup>th</sup> – October -2022	Education & Knowledge
Capacity building course on Turmeric Processing for community	5 <sup>th</sup> – October - 2022	Education & Knowledge
Capacity building course on agroforestry planting ate learning hub UFT	25 <sup>th</sup> – October - 2022	Education & Knowledge
Implementation of agroforestry systems on selected student's and community properties	22-24 <sup>th</sup> – November - 2022	Education & Knowledge
Capacity building course on Agroforestry Management at learning hub EFA	22-24 <sup>th</sup> – November - 2022	Education & Knowledge
Capacity building course on agroforestry management at learning hub UFT	7 <sup>th</sup> – February - 2023	Education & Knowledge
Capacity building course on agroforestry management at learning hub EFA	28 <sup>th</sup> - 30 <sup>th</sup> – March -2023	Education & Knowledge



Capacity building course on agroforestry management at community households	16 <sup>th</sup> – May - 2023	Education & Knowledge
Capacity building course on native seed collection and implementation of nursery	13- 15 <sup>th</sup> – June - 2023	Education & Knowledge
Capacity building course on agroforestry management at community households	24-25 <sup>th</sup> – June - 2023	Education & Knowledge
Capacity building course on Turmeric Processing	16 <sup>th</sup> – August - 2023	Education & Knowledge
Capacity building course on Turmeric Processing on community households	17 <sup>th</sup> – August - 2022	Education & Knowledge
Capacity building course on Turmeric business plan at EFA	3 <sup>rd</sup> October, 2023	Education & Knowledge

The project activities start date are listed below both for Bahia Hub (Table 2).

Table 2 - Project Activities Bahia Hub

Project Activities Bahia	Start Date	Domain Applied
Capacity building on native bee keeping	1 <sup>st</sup> - January - 2021, ongoing	Education & Knowledge Income & Assets



Capacity building and technical assistance on agroecological production and crop diversification	1 <sup>st</sup> - January - 2021, ongoing	Education & Knowledge Income & Assets
Micro-loans to smallholder farmers	1 <sup>st</sup> - January - 2021, ongoing	Income & Assets

### 1.5 Project Crediting Period

The project crediting period for each domain is listed below both for Tocantins and Bahia Huba.

<i>W+ Domain and title of related activities (Tocantins)</i>	<i>Start Date</i>	<i>End Date</i>	<i>Crediting period:</i>	<i>Total Years/Months</i>
Education & Knowledge: 1. Regenerative agriculture capacity building courses 2. Capacity building courses on Turmeric Processing 3. Capacity building courses on native seed collection and implementation of nursery 4. Capacity building courses on native bee keeping	01-Jan-2021	Dec-2031	01-Jan-2021 To 20-Oct-2023	10 years.



Income & Assets:  1. Implementation of agroforestry systems on properties	2024	2031	N/A	7 years.
Leadership:  1. Leadership skills acquired through courses on communication and facilitation.	2024	2031	N/A	7 years.
<i>W+ Domain and title of related activities (Bahia)</i>	<i>Start Date</i>	<i>End Date</i>	<i>Crediting period:</i>	<i>Total Years/Months</i>
Education & Knowledge:  1. Capacity building and technical assistance on agroecological production and crop diversification 2. Capacity building on native bee keeping	Jan - 2021	Dec- 2031	01-Jan-2021 To 21-Oct-2023	10 years.
Income & Assets:  1. Industrialization of native bee products. 2. Productive credit/loan is offered to smallholder women for local development, democratizing access to	2024	2031	N/A	7 years.



resources through a more inclusive and flexible line of credit.				
<b>Leadership:</b>  1. Leadership skills acquired through courses on communication and facilitation	2024	2031	N/A	7 years.

## 1.6 Project Location

Our W+ activities expand over two biomes, the Tocantins Hub being the Cerrado and the Bahia Hub being the Atlantic Forest.

### 1.6.1 Tocantins Hub

The first W+ project activities were implemented in Porto Nacional in Tocantins State in Brazil within the 10 °40' 14.5" S, 48° 22' 19.94" E GPS coordinates.

Tocantins lies in the Cerrado biome, which is a mix of tropical broadleaf woodland, shrublands and grasslands. The Cerrado Biome is among the most biodiverse grasslands in the world<sup>4</sup>.

The main economic activity of the Porto Nacional Region is cattle ranching and crop production, primarily soybeans. These activities are the key drivers of deforestation in the Cerrado biome, resulting in the loss of 50% of the native vegetation since the 1985<sup>5</sup>.

There is an increasing amount of pressure on smallholder farmers who are being encroached upon by agribusiness and large landowners. Due to a lack of land reform

<sup>4</sup> Juliana Bonanomi, Fernando R. Tortato, Raphael de Souza R. Gomes, Jerry M. Penha, Anderson Saldanha Bueno, Carlos A. Peres (2019). Protecting forests at the expense of native grasslands: Land-use policy encourages open-habitat loss in the Brazilian *cerrado* biome. <https://www.sciencedirect.com/science/article/pii/S2530064418301135>

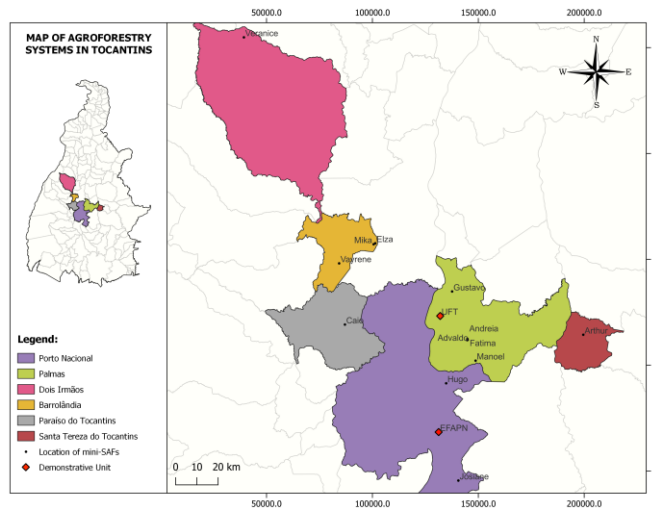
<sup>5</sup> Mapbiomas 2021, accessed at: [https://mapbiomas.org/infograficos-1?cama\\_set\\_language=pt-BR](https://mapbiomas.org/infograficos-1?cama_set_language=pt-BR)



titles given to smallholder farmers they have very little access to financing which in turn causes limited mobility, limited access to water and energy and subsequently causes them to sell their farms to agribusiness owners and move to the city. Smallholder farmers are essentially being forced to give up their land.

Figure 1 below shows the map of the project area in Tocantins State.

Figure 1: Map of Project Area in Tocantins State, Brazil



## 1.6.2 Bahia Hub

The GPS coordinates for the Bahia Hub's where we applied surveys are as follows:

Location	Coordinates	
Pancada Grande Settlement	14°16'33.9" S	39°5'52.9" W
Nova Vida Settlement	14°27'31.0" S	39°10'45.4" W
Nova Vitoria Settlement	14°45'18.9" S	39°09'10.9" W
Serra de Arreia Settlement	14°10'30.7" S	39°21'57.1" W



In the state of Bahia our project activities are being implemented in the Atlantic Forest biome, one of the world's biodiversity hotspots. This region of the Atlantic Forest is Brazil's highest cocoa producing region along with Espirito Santo and the Amazon, accounting for 65% of Brazilian production<sup>6</sup>.

In 1987, Bahia's cocoa plantations were hit with a disease known as witches' broom, a fungus which wiped out the majority of cocoa trees, leaving producers impoverished and without work. There has since been a recovery, with the development of a higher producing, disease tolerant cocoa clone. Many farmers have returned to cocoa plantations, however there is still a need to provide technical assistance as well as micro loans to producers so they are capacitated with new managing techniques and resources to increase their cocoa yields.

For the development of this hub ERA has partnered with local NGO, Taboa, who has been offering technical assistance, micro loans, as well as workshops on a variety of agroecological management practices in rural farming settlements on the cocoa coast region of Bahia. Furthermore, Taboa has also begun implementing native bee keeping workshops and technical support within these settlements.

Figure 2 & 3 below shows the map of the project activities in Bahia state.

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<sup>6</sup> Roberto Waack, Thais Ferraz, Ricardo Gomes, Renata Loew Weiss and Vinícius Ahmar (2021). Cabruca-Cocoa: sustainable production in the South of Bahia (Brazil). <https://arapyau.org.br/wp-content/uploads/2022/12/coca-case-study-08dec22-1.pdf>



Figure 2 - Map of project activities in the State of Bahia

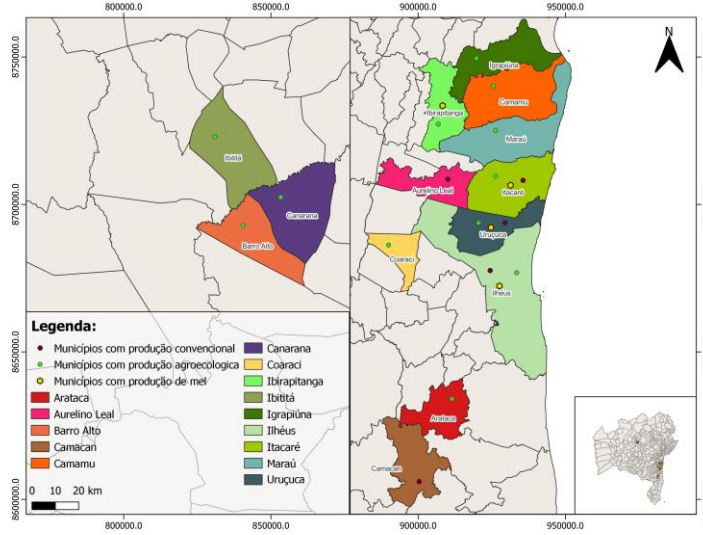
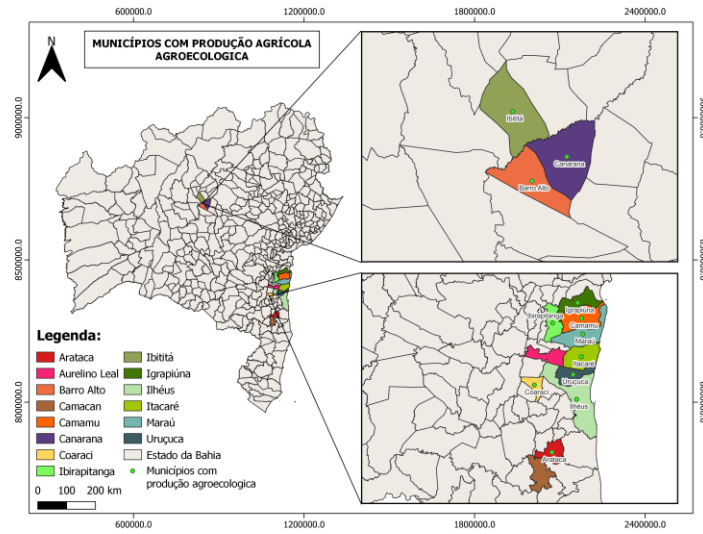


Figure 3 - Map of project activities in the State of Bahia







## 1.7 Title and Reference of W+ Methods

The method we applied to our project for our first crediting period is the W+ Education & Knowledge version 2.0.

## 2 IMPLEMENTATION STATUS

### 2.1 Implementation Status of Project Activities

The operations during this monitoring period, including number of beneficiaries and implementation status are described at the Table 3 below.

Table 3 - Project Activities, number of beneficiaries and implementation status for Tocantins Hub.

<b>Project Activities Tocantins</b>	<b>Start Date</b>	<b>Number of beneficiaries to date</b>	<b>Implementation Status</b>
Capacity building course on Agrofloresta dos Ipês in Caseara-TO	8-12 <sup>th</sup> - February- 2021	4	In 2021, 22 women benefitted in this activity over a total of 4 courses. The total number of participants (men and women) was 46.
Capacity building course on Agrofloresta dos Ipês in Caseara-TO	17-21 <sup>st</sup> - May- 2021	3	
Capacity building course on Agrofloresta dos Ipês in Caseara-TO	8-13 <sup>th</sup> - August - 2021	5	
Capacity building course on	8-13 <sup>th</sup> - November - 2021	10	



Agrofloresta dos Ipês in Caseara-TO			
Regenerative agriculture capacity building course through the planting of 1 hectare of agroforestry system (learning hub EFA)	22-26 <sup>th</sup> – November - 2021	14	In November of 2021 ERA planted a 1-hectare agroforestry system at the EFA Porto Nacional School which capacitated 46 young adults and teachers, including 14 young women.
Implementation of agroforestry systems on selected student's and community properties	26-17 <sup>th</sup> – December - 2021	15	In 2021 we planted 6 agroforestry plots on selected students' properties, measuring 500m <sup>2</sup> each. A course was held along with each implementation on how to plant an agroforestry system. A total of 55 people, 15 being women, benefitted from these courses.
Capacity building course on permaculture	3 <sup>rd</sup> - December - 2021	6	In December of 2021 ERA gave a course on permaculture at Sitio Seis Pétales for 11 participants, including 6 women. The course was strongly focused on agroforestry systems.
Capacity building course on Agroforestry Management at learning hub EFA	7-9 <sup>th</sup> – March - 2022	13	In March of 2022 we gave a course on how to manage a 1-hectare agroforestry system at the EFA Porto Nacional School which capacitated 33 young



			adults and teachers, including 13 women.
Management of agroforestry systems on selected student's and community properties	21-23 <sup>th</sup> – March - 2022	6	In March of 2022 ERA gave a course on how to manage an agroforestry system on students' properties. The courses reached 12 households, benefiting 6 women.
Capacity building course on agroforestry planting and management	26 <sup>th</sup> – May - 2022	13	In May ERA gave a workshop at the Federal University of Tocantins (UFT) about agroforestry systems for 20 students, including 13 women.
Capacity building course on agroforestry planting and management	6 <sup>th</sup> – June - 2022	31	In June 2022, during Brazil's environmental week, ERA gave a workshop at UFT about agroforestry systems for 63 students, including 31 women.
Capacity building course on permaculture	30 <sup>th</sup> – June -2022	18	In June 2022, during Brazil's environmental week, ERA gave a course on permaculture at Sitio Seis Pétalas for 28 participants, including 18 women. The course was strongly focused on agroforestry systems.
Capacity building course on Turmeric Processing	30 & 31 <sup>st</sup> - August - 2022	21	In August of 2022, ERA gave a 3-day course on turmeric processing into turmeric



			powder for 43 participants, including 21 women.
Capacity building course on agroforestry system	9-11 <sup>th</sup> - August - 2022	6	In August of 2022 ERA gave a capacity building course at Agrofloresta dos Ipês in Caseara-TO, reaching 13 youth, including 6 women.
Management of agroforestry systems on selected student's and community properties	1-30 <sup>th</sup> – October - 2022	3	In October of 2022 ERA gave a course on how to manage a 1-year-old agroforestry system on students' properties. The courses reached 18 households, benefiting 3 women.
Capacity building course on Turmeric Processing for community	5 <sup>th</sup> – October - 2022	13	In October of 2022, ERA gave a 1-day workshop on turmeric processing into turmeric soap for 13 women.
Capacity building course on agroforestry planting at learning hub UFT	25 <sup>th</sup> – October - 2022	14	In October of 2022 ERA planted a 500m <sup>2</sup> agroforestry system at the UFT which capacitated 26 students and teachers, including 14 young women.
Implementation of agroforestry systems on selected student's and community properties	22-24 <sup>th</sup> – November - 2022	24	In November of 2022 ERA planted 8 agroforestry plots on selected smallholders properties with 500m <sup>2</sup> each. During each implementation we gave a course on how to plant an agroforestry system



			which benefitted 61 community members, 24 being women.
Capacity building course on Agroforestry Management at learning hub EFA	22-24 <sup>th</sup> – November - 2022	21	In November of 2022, rainy season, ERA offered a rain management course at our 1-hectare agroforestry system in EFA Porto Nacional School which capacitated 51 students and teachers, including 21 young women.
Capacity building course on agroforestry management at learning hub UFT	7 <sup>th</sup> – February - 2023	12	In February of 2023 ERA offered a capacity building workshop at our UFT agroforestry plot which reached 16 young adults and teachers, 12 being women.
Capacity building course on agroforestry management at learning hub EFA	28 <sup>th</sup> - 30 <sup>th</sup> – March - 2023	17	In March of 2023, almost dry season, ERA managed a 1-hectare agroforestry system at the EFA Porto Nacional School which capacitated 33 youth and teachers, including 17 young women.
Capacity building course on agroforestry management at community households	16 <sup>th</sup> – May - 2023	16	In May of 2023 ERA gave courses on how to manage an agroforestry system on smallholders properties. The courses reached 30 households, benefiting 16 women.



Capacity building course on native seed collection and implementation of nursery	13- 15 <sup>th</sup> – June -2023	15	In June 2023, ERA held a course for seed collection and nursery creation which capacitated 34 young adults, including 15 women.
Capacity building course on agroforestry management at community households	24-25 <sup>th</sup> – June -2023	11	In June of 2023 ERA gave courses on how to manage an agroforestry system on smallholders' properties. The courses reached 18 households, benefiting 11 women.
Capacity building course on Turmeric Processing	16 and 17 <sup>th</sup> – August - 2023	37	In August of 2023, ERA gave two courses on turmeric processing into turmeric powder for 51 participants, including 37 women.
Capacity building course on Turmeric Processing on community households	17 <sup>th</sup> – August - 2023	27	In August of 2023, ERA offered two courses on turmeric processing into turmeric powder at smallholders' farms for 34 participants, including 27 women.
Capacity building course on Turmeric business plan at EFA	3 <sup>rd</sup> October, 2023	25	A total of 44 people participated in ERA's Business Planning course, using turmeric as a case study in October 2023. Of the total beneficiaries, 25 of them were women.



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Capacity building courses on native bee keeping in agroforestry at EFA	18 <sup>th</sup> & 19 <sup>th</sup> October, 2023	32	A total of 54 people participated in our course on native bee keeping in October 2023. Of the total beneficiaries, 32 of them were women.
Total Courses: <b>29</b>		Total Women: <b>432</b>	

Table 4 - Project Activities, number of beneficiaries and implementation status for Bahia Hub.

Project Activities Bahia	Start Date	Number of beneficiaries to date	Implementation Status
Capacity building on native bee keeping	1 <sup>st</sup> - January - 2021, ongoing	43	Since the activity start date 43 women have been capacitated in native bee keeping and have been learnt native beehives to clone so they have their own colonies.
Capacity building and technical assistance on agroecological production and crop diversification	1 <sup>st</sup> - January - 2021, ongoing	412	Since project activity start date, many workshops have been held as well as one-on-one technical assistance meetings with beneficiaries have occurred benefiting a total of 412 women.
Total Activities: <b>2</b>		Total Women: <b>455</b>	



## 2.2 Where applicable, describe how non-double counting measures are being implemented.

ERA is the sole project developer for the Tocantins and Bahia Hub, and have signed an MOU and contracts with partners to ensure that no double counting occurs.

## 2.3 Where applicable, describe how non-permanence risk factors are being monitored and managed.

ERA ensures that all women who have benefited from our program have access to continuous communication with our field technician through whatsapp groups. We provide guidance and support to the women for the lifetime of the project, ensuring that women have extended access to the knowledge they received during our capacity trainings.

## 2.4 Methodology Deviations

For this first monitoring period we encountered one deviation from our original monitoring plan which was written according to the Knowledge & Education Method 2.0. Here we describe the three deviations:

### Deviation:

For the planning and initial implementation of W+ standard, ERA hired an expert consultant recognized by WOCAN, who provided support as described in the project design document. We were instructed by WOCAN gender expert that we should apply the control questionnaire leaving out section A, and rather, apply only sections B and C. We realized after having applied many of these control questionnaires, that we were not finding any baseline for women's knowledge prior to treatment. Therefore, we changed our control questionnaire and discarded all the previously applied questionnaires. We were then oriented by our WOCAN consultant to apply section A along with sections B and C, however, for section A to have questions regarding general farming knowledge rather than questions specific to agroforestry. This however, turned out to give us overly confident results for the control group since they reported high confidence levels in previously acquired farming knowledge from family and/or friends. We therefore had to discard our second batch of control questionnaires as well.

We decided the best way to acquire accurate control results was to apply the same questionnaire as we would apply to our treatment group, to understand their previous





knowledge on specific agroecological farming techniques. From this moment on, we applied the same questionnaires to our control group as we did to our treatment group.

We realized, however, that we would need a larger control sample size than we would be able to get, since we had to discard 80 control questionnaires. We decided to resolve this problem by conducting a survey with teachers from the agricultural farming school EFA in Porto Nacional where we implement the majority of our Tocantins Hub activities. A group of 12 teachers, all women, who have years of experience working at this school, came together to discuss and evaluate the baseline of young women from surrounding communities with the same questions used in our treatment questionnaire, in order to use these answers towards our control group. The results from this survey is detailed in Appendix 3.

Therefore, we used a teacher's diagnostic results to represent our control numbers for agroforestry knowledge at Tocantins Hub. To be conservative, we assumed B and C sections haven't had any change since project implementation.

## 2.5 Project Description Deviations

There were no deviations from the Project Description.

## 3 DATA AND PARAMETERS

### 3.1 Data and Parameters Available

<b>Indicator</b>	Number of woman beneficiaries
<b>Data unit(s)</b>	Total number of women beneficiaries
<b>Description</b>	Total number of women beneficiaries who have participated in our training and capacity building courses.
<b>Source of data</b>	Presence list, photos and reports from courses.
<b>Description of methods to collect information and procedures to be applied</b>	All education and knowledge activities have a presence list, photos and a report done for each activity. After each course a spreadsheet is



	<p>fulfilled with information from all courses summarizing the beneficiaries from this domain.</p> <p><b>Total Beneficiaries = 887</b></p> <p><b>Tocantins Hub: 432 beneficiaries</b> 10% of 432 = 43 sample size</p> <p><b>Agroforestry</b></p> <ul style="list-style-type: none"> <li>• Treatment: 66 surveys</li> <li>• Control: A survey was applied to 12 teachers at the Family Agriculture School to assist with our control data.</li> </ul> <p><b>Turmeric</b></p> <ul style="list-style-type: none"> <li>• Treatment: 2 surveys</li> <li>• Control: 5 surveys</li> </ul> <p><b>Nursery &amp; Seed Collection</b></p> <ul style="list-style-type: none"> <li>• Treatment: 13 surveys</li> <li>• Control: 4 surveys</li> </ul> <p><b>Bahia Hub: 455 beneficiaries</b> 10% of 455 = 45,5 sample size</p> <p><b>Agroforestry</b></p> <ul style="list-style-type: none"> <li>• Treatment: 10 surveys</li> <li>• Control: 25 surveys</li> </ul> <p><b>Native Bee Keeping</b></p> <ul style="list-style-type: none"> <li>• Treatment: 14 surveys</li> <li>• Control: 48 surveys</li> </ul>
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## MONITORING REPORT | V1.2

*W+ Standard*

<b>Purpose of the data</b>	The purpose of the data collection was to establish the number of women that have participate in activities and increase in knowledge in comparison to women who have not received training.
<b>Comments</b>	

<b>Indicator</b>	Section A – Knowledge retention
<b>Data unit(s)</b>	Value from 1-5
<b>Description</b>	Knowledge & Education retention from project interventions
<b>Source of data</b>	Survey
<b>Description of methods to collect information and procedures to be applied</b>	Enumerators and W+ coordinator applied surveys to users and non-users. Enumerators were trained and supervised to ensure accurate data was collected through either one-on-one interviews or phone calls.  See section 4.2.2
<b>Purpose of the data</b>	The purpose of the data is to assess the knowledge retention of the workshops and courses.  This data corresponds to the Knowledge & Education formula.
<b>Comments</b>	-

<b>Indicator</b>	Section B – Behavioural Change
<b>Data unit(s)</b>	Value from 1-5



<b>Description</b>	Behavioural changes which result from users' participation in project interventions.
<b>Source of data</b>	Survey
<b>Description of methods to collect information and procedures to be applied</b>	Enumerators and W+ coordinator applied surveys to users and non-users. Enumerators were trained and closely supervised to ensure accurate data was collected through either one-on-one interviews or phone calls.  See section 4.2.2
<b>Purpose of the data</b>	The purpose of the data is to recognize any intended and unintended behavioural changes which result from increased knowledge.  This data corresponds to the Knowledge & Education formula.
<b>Comments</b>	-

<b>Indicator</b>	Section C – Challenges
<b>Data unit(s)</b>	Value from 1-3
<b>Description</b>	Challenges that women face in the application of their gained knowledge/education.
<b>Source of data</b>	Survey
<b>Description of methods to collect information and procedures to be applied</b>	Enumerators and W+ coordinator applied surveys to users and non-users. Enumerators were trained and closely supervised to ensure accurate data was collected through either one-on-one interviews or phone calls.  See section 4.2.2



<b>Purpose of the data</b>	<p>The purpose of the data is to recognize any challenges that woman face.</p> <p>This data corresponds with the formula from the knowledge &amp; Education method.</p>
<b>Comments</b>	-

### 3.2 Data and Parameters Monitored

There were no change from data and parameters measured to what was available at the time of monitoring.

### 3.3 Monitoring Plan

The monitoring plan indicated in the project description is described in Table 5 below.

Table 5 - Monitoring Plan

<b>W+ DOMAIN:</b>	<i>Immediate outcome (Short Term 0 - 6 months):</i>	<i>Intermediate outcome (Medium Term 6 - 24 months):</i>	<i>Delayed outcome (Long Term 24+ months):</i>
<b>Knowledge Education</b> +			
<i>Anticipated Outcomes</i>	Share knowledge with family, friends and/or neighbors.	Women have applied skills acquired from training courses.	Women have gained status in their households and are making purchases and decisions on their own.
<i>Indicators</i>	Increased knowledge, skills and ability to recall.	Number of women smallholders implementing climate resilient agriculture	Increased decision making by women over



## MONITORING REPORT | V1.2

*W+ Standard*

	Number of women trained in sustainable agricultural technologies.	technologies and practices.	household and other large item purchases.
<i>Means of Verification / Data</i>	Surveys + Testimonials	Surveys + Photos + Testimonials + WhatsApp group engagement	Surveys + Testimonials
<i>Measurement Activities</i>	Capacity building training courses on a series of agroecological farming practices.	Capacity building training courses on a series of agroecological farming practices.	Capacity building training courses on a series of agroecological farming practices.
<i>Expected Timeline of Measurement Activities</i>	First year	2-3 years	4-5 years
<i>Responsible for Measurement Activities</i>	ERA's field technician	ERA's field technician	ERA's field analyst
<b>W+ DOMAIN:</b> <b>Income &amp; Assets</b>	<i>Immediate outcome (Short Term 0 - 6 months):</i>	<i>Intermediate outcome (Medium Term 6 - 24 months):</i>	<i>Delayed outcome (Long Term 24+ months):</i>
<i>Anticipated Outcomes</i>	Women have access to microloans or receive support to invest in their own beekeeping and/or agroforestry	Women harvest and sell diversified crops and products from their agroforestry systems.	Women industrialize their crops therefore increasing the market value of the crop.  Women form cooperations to process



	plots to manage and involve the community.		and market their products.
<i>Indicators</i>	Number (percentage) of women benefiting from the adoption of diversified, climate-resilient livelihood options.	Increased income generation.	Number of jobs created for women to process farm products.
<i>Means of Verification / Data</i>	Presence lists + Spreadsheets + Photos	Survey + Testimonies + Photos	Surveys + Testimonies + Contracts + Meeting Notes + Photos
<i>Measurement Activities</i>	Regenerative agriculture and bee keeping capacity building courses.  Regenerative agroforestry plots supported at smallholders' property.  Microloans.	Regenerative agriculture and bee keeping capacity building courses.  Regenerative agroforestry plots supported at smallholders' property.  Microloans.	Regenerative agriculture and bee keeping capacity building courses.  Regenerative agroforestry plots supported at smallholders' property.  Microloans.
<i>Expected Timeline of Measurement Activities</i>	First year	2-3 years	4-5 years
<i>Responsible for Measurement Activities</i>	ERA's field technician	ERA's field technician	ERA's field analyst



# MONITORING REPORT | V1.2

*W+ Standard*

<b>W+ DOMAIN:</b> <b>Leadership</b>	<i>Immediate outcome (Short Term 0 - 6 months):</i>	<i>Intermediate outcome (Medium Term 6 - 24 months):</i>	<i>Delayed outcome (Long Term 24+ months):</i>
<i>Anticipated Outcomes</i>	<p>Women will gain status and respect in their communities as knowledge holders.</p> <p>Increased confidence through external validation of their leadership positions and skills.</p>	<p>Leaders' actions have contributed to structural and behavioral changes in others.</p>	<p>Women will become climate adaptation leaders in their communities.</p> <p>Women generate counter narratives within their communities.</p> <p>Women form their own cooperatives.</p>
<i>Indicators</i>	Become leaders in their households.	Community members come to leaders for guidance on regenerative practices.	Generation of alternative narratives.
<i>Means of Verification / Data</i>	Surveys	Testimonies	Testimonies + Photos + Meeting Notes
<i>Measurement Activities</i>	<p>Leadership training on communication, facilitation and negotiation.</p> <p>Capacity building training courses on a</p>	<p>Leadership training on communication, facilitation and negotiation.</p> <p>Capacity building training courses on a</p>	<p>Leadership training on communication, facilitation and negotiation.</p> <p>Capacity building training courses on a series of</p>





	series of agroecological farming practices.	series of agroecological farming practices.	agroecological farming practices.
<i>Expected Timeline of Measurement Activities</i>	First year	2-3 years	4-5 years
<i>Responsible for Measurement Activities</i>	ERA's field technician	ERA's field technician	Field analyst

### Do-no-harm Indicators

For all treatment questionnaires applied in each Hub, Bahia (25 questionnaires) and Tocantins (82 questionnaires), we included a Do-No-Harm question '*Do you tell ERA what you like and don't like about their services?*'. In addition to this we have a written course evaluation which we hand out to each student at the end of all our courses in our Tocantins Hub.

One of our safeguarding procedures to ensure equal opportunity for men and women to participate in our courses is that we reserve 50% of vacancies for women which is clearly stated in our course invitations to encourage women to participate. See figure 4 below.



Figure 4 – Invitation example showing the 50% vacancies for women.




### \*Translation

Portuguese: '50% das vagas para mulheres' = English: '50% of vacancies reserved for women'

We also offer transportation and child care during the course, if necessary, to allow more women to participate. See figure 5 below for an example of a course evaluation.



Figure 5 – Example of a course evaluation applied to all beneficiaries after the courses.



AVALIAÇÃO DO CURSO
Nome: _____
Data: ___/___/___
1. Como você classificaria o grau de dificuldade deste curso: <input type="checkbox"/> Muito difícil <input type="checkbox"/> Moderadamente Difícil <input type="checkbox"/> Muito Fácil <input type="checkbox"/> Moderadamente Fácil
2. Este curso te proporcionou aprendizado na prática e na teoria? <input type="checkbox"/> Sim <input type="checkbox"/> Não
3. O conteúdo do curso foi explicado de maneira clara e objetiva: <input type="checkbox"/> Sim <input type="checkbox"/> Não
4. Você consegue refazer as atividades do curso na sua casa? <input type="checkbox"/> Sim <input type="checkbox"/> Não
5. Qual seu grau de satisfação com as professoras do curso?  <input type="checkbox"/> Satisfeito <input type="checkbox"/> Insatisfeito <input type="checkbox"/> Neutro
Deixe aqui elogios e sugestões para que possamos melhorar! _____ _____ _____ _____

OBRIGADA PELA PARTICIPAÇÃO!

Table 6 below shows the do-no-harm results from 43 beneficiaries who were asked the following question: ‘Has your participation in the training led to any physical or emotional abuse, social sanctions, violence or marital problems?’. See appendix 9 for graph of results.



Table 6 - Do-No-Harm Indicator

<b>Tocantins</b>	
<b>Indicators</b>	100% of beneficiaries reported that no physical or emotional abuse, social sanctions, violence or marital problems were caused to them as a result of project activities.
<b>Question</b>	'Has your participation in the training led to any physical or emotional abuse, social sanctions, violence or marital problems?'

## 4 W+ RESULTS

### 4.1 Results

<b>W+ Domain</b>	<i>Knowledge &amp; Education - Immediate outcome</i>
<b>Indicator</b>	Increased knowledge, skills and ability to recall
<b>Description</b>	Training on planting & managing agroforestry systems, native bee keeping, native seed collection, crop processing, business planning.
<b>Situation</b>	This indicator is evaluated through section A of questionnaires.
<b>Prospects</b>	A large proportion of those benefiting from ERA's interventions reported a necessity for additional knowledge and skills on marketing, communication, leadership, and technology skills. Follow-up support need to be conducted to strengthen their technical capacities.



<b>W+ Domain</b>	<i>Knowledge &amp; Education - Immediate outcome</i>
<b>Indicator</b>	Number of women trained in sustainable agricultural technologies.
<b>Description</b>	Training on planting & managing agroforestry systems, native bee keeping, native seed collection, crop industrialization, business planning
<b>Situation</b>	Trainings are ongoing and most of the courses and workshops have places for men and women. It is usually more difficult to gather women participants, for this reason we keep 50% of vacancies reserved for women for all of our courses. To anticipate this challenge, we offer financial support for the transportation of women as well as child care if necessary.
<b>Prospects</b>	Maintain support, study a possible day-care at the location of courses and workshops, and follow-up support need to be conducted to strengthen women's participation.

<b>W+ Domain</b>	<i>Knowledge &amp; Education - Intermediate outcome</i>
<b>Indicator</b>	Number of women smallholders implementing climate resilient agriculture technologies and practices.
<b>Description</b>	Maintain communication with beneficiaries through WhatsApp groups to support women in their pursuits of applying their acquired knowledge & skills.
<b>Situation</b>	Some women have already gained sufficient knowledge and family support to implement agriculture technologies and practices. (See evidences 3 & 4)
<b>Prospects</b>	Communicate support for women who would like to further engage with agroecological practices independently of the project.

<b>W+ Domain</b>	<i>Knowledge &amp; Education - Delayed outcome</i>
<b>Indicator</b>	Increased decision making by women over household and other large item purchases.
<b>Description</b>	Maintain communication with beneficiaries through WhatsApp groups to support women in their household decisions and other large item purchase.



<b>Situation</b>	As it is a delayed outcome we did not observed results yet.
<b>Prospects</b>	N/A

## 4.2 Summary Analysis of Results

### 4.2.1. Current Performance

In Tocantins, courses and workshops included three main topics: 1) agroforestry at different stages from planting to managing during dry and rainy seasons, including bee management at agroforestry systems, 2) turmeric processing to powder, dye, soap and others, and 3) seedling production and nursery creation. The number of beneficiaries were in total 432, with 294 from agroforestry courses, 123 from turmeric processing courses and 15 from seedling production.

In Bahia, ERA has collaborated with NGO Taboa who provides education through capacity building courses to smallholder farmers, including women, on various regenerative agriculture practices. In this monitoring period, these include: 1) native bee keeping and, 2) agroforestry planting and management. The number of beneficiaries were in total 455 being 43 for bee keeping and 412 for agroforestry. Taboa also provides micro loans to farmers in Bahia for them to diversify crops, increase crop production and adopt regenerative agriculture practices, leading to increased incomes, although the income and assets domain will not be assessed in this monitoring period.

ERA and Taboa's actions have benefited 887 women beneficiaries in the states of Tocantins and Bahia since 2021.

The main strength of the program is including men in the courses and introducing them to the W+ program and actions. Within these initiatives the men acquire knowledge regarding gender equality awareness. It is important to highlight that these men are not counted as beneficiaries.

The main difficulties found during this monitoring period were the women's participation because of household activities such as taking care of the house and children and the lack of support for transportation. All these issues are treated as written in the section 3.3 monitoring plan in the do no harm sub-section.



#### 4.2.2. Calculation of the number of W+ units

Appendix 7 contains an Excel spreadsheet per questionnaire administered in each hub as detailed in item 4.2.1. For each questionnaire, the average of sections A, B and C is calculated as indicated in section 3.1 of this document, both for baseline and the monitoring period (from 01-Jan-21 to 20-Oct-23). The formula used to calculate the total average is  $A+B-C$ .

#### Tocantins Hub

Table 8: Turmeric processing questionnaire results.

Turmeric Processing Questionnaire Tocantins Hub				
	A	B	C	Total
<b>Control average</b>	2.0	3.0	1.9	<b>3.1</b>
<b>Treatment average</b>	4.3	3.5	1.56	<b>6.2</b>

Table 9: Agroforestry questionnaire results.

Agroforestry Questionnaire Tocantins Hub				
	A	B	C	Total
<b>Control average</b>	1.8	3.79	1.75	<b>3.8</b>
<b>Treatment average</b>	3.5	3.88	1.75	<b>5.6</b>

Table 10: Nursery & Seed collection questionnaire results.

Nursery & Seed Collection Questionnaire Tocantins Hub				
	A	B	C	Total
<b>Control average</b>	3.0	2.5	1.28	<b>4.2</b>
<b>Treatment average</b>	4.2	4.0	1.56	<b>6.7</b>

#### Bahia Hub

Table 11: Agroforestry questionnaire results.

#### Agroforestry Questionnaire Bahia Hub



	A	B	C	Total
<b>Control average</b>	2.50	3.56	1.75	<b>4.6</b>
<b>Treatment average</b>	4.11	3.90	1.63	<b>6.4</b>

Table 12: Native bee keeping questionnaire results.

## Native Bee Keeping Questionnaire Bahia Hub

	A	B	C	Total
<b>Control average</b>	1.99	3.07	1.75	<b>3.3</b>
<b>Treatment average</b>	3.53	3.60	1.64	<b>5.5</b>

The percentage of change is then calculated for each activity and together with number of beneficiaries, monitored by presence lists, photos and spreadsheets result in final number of units. The spreadsheet control for Tocantins beneficiaries is included at the Appendix 2. Appendix 4 has a model for presence list and appendix 5 has a compiled testimonies from some courses held in Tocantins.

Table 13: unit calculation for Turmeric processing at Tocantins Hub.

<b>Turmeric – Tocantins Hub</b>	
number of women beneficiaries (Appendix 2 – control spreadsheet)	123
average (A+B-C) end line (treatment)	6.2
average (A+B-C) baseline (control)	3.1
percent change = ((treatment-control)/control)*100	100%
<b>number of units = percent change * number of beneficiaries</b>	<b>12,300</b>

Table 14: unit calculation for Agroforestry processing at Tocantins Hub.

<b>Agroforestry – Tocantins Hub</b>	
number of women beneficiaries (Appendix 2 – control spreadsheet)	294
average (A+B-C) end line (treatment)	5.6
average (A+B-C) baseline (control)	3.8
percent change = ((treatment-control)/control)*100	48%
<b>number of units = percent change * number of beneficiaries</b>	<b>14,331</b>





Table 15: unit calculation for Seed Collection processing at Tocantins Hub.

<b>Seed Collection – Tocantins Hub</b>	
number of women beneficiaries (Appendix 2 – control spreadsheet)	15
average (A+B-C) end line (treatment)	6.7
average (A+B-C) baseline (control)	4.2
percent change = $((\text{treatment}-\text{control})/\text{control}) * 100$	58%
<b>number of units = percent change * number of beneficiaries</b>	865

Table 16: unit calculation for Agroforestry at Bahia Hub.

<b>Agroforestry – Bahia Hub</b>	
number of women beneficiaries	412
average (A+B-C) end line (treatment)	6.4
average (A+B-C) baseline (control)	4.6
percent change = $((\text{treatment}-\text{control})/\text{control}) * 100$	39%
<b>number of units = percent change * number of beneficiaries</b>	15,912

Table 17: unit calculation for Bee Keeping processing at Bahia Hub.

<b>Bee Keeping – Bahia Hub</b>	
number of women beneficiaries	43
average (A+B-C) end line (treatment)	5.5
average (A+B-C) baseline (control)	3.5
percent change = $((\text{treatment}-\text{control})/\text{control}) * 100$	60%
<b>number of units = percent change * number of beneficiaries</b>	2,574

The results for all questionnaires applied in Tocantins and in Bahia can be found at appendix 7. In appendix 8 it is possible to find the questionnaires templates.

The following table describe the key findings from the surveys applied to control and treatment groups in Tocantins hub.



Table 18: key findings from surveys at Tocantins Hub.

Categories of Measurement	Key Findings: Knowledge & Education																				
Knowledge	<p><u>Knowledge Confidence Tocantins</u></p> <p>Control Group (21 surveys):</p> <ul style="list-style-type: none"> <li>• Turmeric Processing: 5 surveys</li> <li>• Native Seed Collection &amp; Nursery: 4 surveys</li> <li>• Agroforestry Practices: 12 surveys</li> </ul> <p>Treatment Group (82 surveys):</p> <ul style="list-style-type: none"> <li>• Turmeric Processing: 2 surveys</li> <li>• Native Seed Collection &amp; Nursery: 13 surveys</li> <li>• Agroforestry Practices: 66 surveys</li> </ul> <table border="1" data-bbox="444 1058 1404 1444"> <thead> <tr> <th colspan="4">Percent of women who stated high confidence levels during knowledge recall (Section A)</th> </tr> <tr> <th>Activity</th> <th>Control Group</th> <th>Treatment Group</th> <th>Percent Change</th> </tr> </thead> <tbody> <tr> <td>Turmeric Processing</td> <td>10%</td> <td>56%</td> <td>46% increase in confidence</td> </tr> <tr> <td>Native Seed Collection &amp; Nursery</td> <td>39%</td> <td>64%</td> <td>25% increase in confidence</td> </tr> <tr> <td>Agroforestry Practices</td> <td>4%</td> <td>37%</td> <td>33% increase in confidence</td> </tr> </tbody> </table>	Percent of women who stated high confidence levels during knowledge recall (Section A)				Activity	Control Group	Treatment Group	Percent Change	Turmeric Processing	10%	56%	46% increase in confidence	Native Seed Collection & Nursery	39%	64%	25% increase in confidence	Agroforestry Practices	4%	37%	33% increase in confidence
Percent of women who stated high confidence levels during knowledge recall (Section A)																					
Activity	Control Group	Treatment Group	Percent Change																		
Turmeric Processing	10%	56%	46% increase in confidence																		
Native Seed Collection & Nursery	39%	64%	25% increase in confidence																		
Agroforestry Practices	4%	37%	33% increase in confidence																		
Behavioural Change	<p><u>Knowledge Sharing Pattern with Others</u></p> <ul style="list-style-type: none"> <li>• 98.7% of beneficiaries shared their knowledge</li> <li>• 57% shared with family members</li> <li>• 42% shared with more than just family members (friends, neighbours, business owners)</li> </ul>																				



Challenges	<u>Challenges in Production</u>			
	Control Group (21 surveys)			
	Treatment Group (82 surveys)			
	<b>Percent of women who stated challenges in applying their knowledge (Section C)</b>			
	<b>Challenge</b>	<b>Control Group</b>	<b>Treatment Group</b>	<b>Percent Change</b>
	Lack of support from family members	43%	15%	28% decrease in challenge
	Balancing home and work roles	62%	78%	16% increase in challenge
	Lack of access to quality inputs	62%	67%	5% increase in challenge
	Lack of time	68%	74%	6% increase in challenge
	Limited mobility	62%	68%	6% increase in challenge
Knowledge doubts	63%	55%	8% decrease in challenge	
Communication doubts	70%	57%	13% decrease in challenge	
Fear of failure for being a woman	62%	21%	41% decrease in challenge	
These challenges are dealing with cultural issues in the local context, change will be observed over time.				

### **Knowledge Tocantins**

In Tocantins, it is possible to see that the biggest increase in knowledge was the Turmeric Processing course, with women's confidence in the knowledge retention section increasing from 10% to 56%.

The next highest increase in knowledge is the agroforestry practices activities, which include planting and managing agroforestry systems. The control survey indicated a low initial understanding of agroforestry practices, with only 4% confidence. Our treatment



group increased their confidence level to 37% for knowledge retention of agroforestry practices.

Finally, the confidence levels of our beneficiaries from our native seed collection and nursery building course had a 25% increase in knowledge retention.

## **Behavioural Changes Tocantins**

Almost all of our treatment group reported sharing the knowledge they gained from one of our capacity building courses. Of the 98%, 57% of them shared their knowledge with family members, and 42% shared with more than just family members, either neighbours, friends, or business owners. These results suggest that women feel a sense of confidence as well as pride regarding their acquired knowledge from trainings courses and are eager to share this with their families and communities.

## **Challenges**

Rural smallholder women in Tocantins face many challenges in applying their knowledge, including lack of support from their family members, balancing work and home roles, access to quality inputs, time poverty and limited mobility. Of these challenges, we haven't seen a huge change from our control group to our treatment group. We can assume that this change will be observed over a long-term period as we are dealing with deep cultural and social challenges which don't change over night.

The following table describe the key findings from the surveys applied to control and treatment groups in Bahia hub.

Table 19: key findings from surveys at Bahia Hub.

<b>Categories of Measurement</b>	<b>Key Findings: Knowledge &amp; Education</b>
Knowledge	<p><u>Knowledge Confidence Bahia</u></p> <p>Control Group (73 surveys):</p> <ul style="list-style-type: none"> <li>• Native Bee Keeping: 48 surveys</li> </ul>



	<ul style="list-style-type: none"> <li>Agroforestry Practices: 25 surveys</li> </ul> <p>Treatment Group (24 surveys):</p> <ul style="list-style-type: none"> <li>Native Bee Keeping: 14 surveys</li> <li>Agroforestry Practices: 10 surveys</li> </ul> <table border="1" data-bbox="500 573 1414 873"> <thead> <tr> <th colspan="4">Percent of women who stated high confidence levels during knowledge recall (Section A)</th> </tr> <tr> <th>Activity</th> <th>Control Group</th> <th>Treatment Group</th> <th>Percent Change</th> </tr> </thead> <tbody> <tr> <td>Native Bee keeping</td> <td>14%</td> <td>50%</td> <td>36% increase in confidence</td> </tr> <tr> <td>Agroforestry Practices</td> <td>27%</td> <td>62%</td> <td>35% increase in confidence</td> </tr> </tbody> </table>	Percent of women who stated high confidence levels during knowledge recall (Section A)				Activity	Control Group	Treatment Group	Percent Change	Native Bee keeping	14%	50%	36% increase in confidence	Agroforestry Practices	27%	62%	35% increase in confidence								
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Challenges	<p><u>Challenges in Production</u></p> <p>Control Group (73 surveys):</p> <p>Treatment group (24 surveys):</p> <table border="1" data-bbox="500 1402 1414 1785"> <thead> <tr> <th colspan="4">Percent of women who stated challenges in applying their knowledge (Section C)</th> </tr> <tr> <th>Challenge</th> <th>Control Group</th> <th>Treatment Group</th> <th>Percent Change</th> </tr> </thead> <tbody> <tr> <td>Lack of support from family members</td> <td>39%</td> <td>14%</td> <td>25% decrease in challenge</td> </tr> <tr> <td>Balancing home and work roles</td> <td>56%</td> <td>64%</td> <td>8% increase in challenge</td> </tr> <tr> <td>Lack of access to quality inputs</td> <td>68%</td> <td>61%</td> <td>7% decrease in challenge</td> </tr> <tr> <td>Lack of time</td> <td>49%</td> <td>61%</td> <td>12% increase in challenge</td> </tr> </tbody> </table>	Percent of women who stated challenges in applying their knowledge (Section C)				Challenge	Control Group	Treatment Group	Percent Change	Lack of support from family members	39%	14%	25% decrease in challenge	Balancing home and work roles	56%	64%	8% increase in challenge	Lack of access to quality inputs	68%	61%	7% decrease in challenge	Lack of time	49%	61%	12% increase in challenge
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Lack of support from family members	39%	14%	25% decrease in challenge																						
Balancing home and work roles	56%	64%	8% increase in challenge																						
Lack of access to quality inputs	68%	61%	7% decrease in challenge																						
Lack of time	49%	61%	12% increase in challenge																						



	Limited mobility	53%	60%	7% increase in challenge
	Knowledge doubts	48%	25%	23% decrease in challenge
	Communication doubts	42%	48%	6% increase in challenge
	Fear of failure for being a woman	45%	32%	13% decrease in challenge
These challenges are dealing with cultural issues in the local context, change will be observed over time.				

### **Knowledge**

In Bahia, women reported an increase in confidence of knowledge retention from our native bee keeping trainings of 36%.

For the agroecological farming practices trainings in Bahia, it was possible to see a 35% increase in confidence from the women who participated in Taboa's capacity building courses.

### **Behavioural Change**

One hundred percent of beneficiaries shared the knowledge they acquired from Taboa's capacity building courses. Of these 100%, 36% shared their knowledge with family members, while the remaining 64% shared their knowledge with family as well as either friends, neighbours, and/or business owners. These results suggest that women feel a sense of confidence as well as pride regarding their acquired knowledge from trainings courses and are eager to share this with their families and communities.

### **Challenges**

Rural smallholder women in Bahia face many challenges in applying their knowledge, including lack of support from their family members, balancing work and home roles, access to quality inputs, time poverty and limited mobility. Of these challenges, we haven't seen a huge change from our control group to our treatment group. We can assume that



this change will be observed over a long-term period as we are dealing with deep cultural and social challenges which don't change over night.

### 4.2.3 Data collection / Survey tools

Individual surveys were carried out to measure changes in education & knowledge of women who benefited from the project's activities, namely trainings. Trainings were related to agroforestry practices, native bee keeping, native see collection, nursery creation and turmeric processing. Some of the women in our Bahia hub have received micro loans to increase their production. Data were collected using ODK application and printed questionnaires when ODK application did not work. Women beneficiaries and non-beneficiaries were interviewed individually.

Surveys were conducted by both enumerators and ERA's technical team. Enumerators were trained and hired by ERA to interview beneficiaries and non-beneficiaries in our Tocantins Hub. ERA conducted the control surveys to women who had yet to participate in our trainings. ERA also conducted a survey with 12 staff members at the family agriculture school (EFA) at Porto Nacional in Tocantins to receive their input on non-beneficiaries' knowledge of agroforestry practices prior to participating in our trainings.

ERA applied post-treatment surveys to beneficiaries at least one month after they received our training.

ERA technicians conducted all of the surveys for our Bahia Hub between the 12-18<sup>th</sup> of June 2023. Beneficiaries and non-beneficiaries were interviewed individually.

Also, it is important to highlight that every course has to follow a standard operating procedure that includes the course planning as well as presence list and questionnaire application, followed by uploading all documents to ERA's cloud.

### 4.3 Benefit Sharing

The payment of 25% will return to the benefiting women and will happen as the W+ units are sold. Benefit sharing in both the Tocantins and Bahia Hubs will be in proportion to the units generated.

Within the group of beneficiary women, subgroups of women will be identified and categorized according to interest and involvement in the activities carried out in the last



monitoring period. Priority is given to groups of women who have a high level of interest and involvement in the activities carried out.

To date, 2,500 units have been sold, and the control over the value generated and the benefit sharing to be returned to women is detailed in appendix 1. The appendix 1 also contains a report on activities and benefit shared to women to date.

The benefit sharing value from the advance sale of the 2,500 units was allocated to the Dois Irmãos' women's group that did not have a formal women's organization. As a result, two meetings with the beneficiary women were held and recorded in the meeting minutes so that the women could decide how the amount would be returned to them. This information was described at the project description document.

After the meetings, the woman decided to create a turmeric processing facility at one of the beneficiaries' homes who also is an owner of an agroforestry plot. This processing facility enables women to apply their knowledge, as well as generate increased income from selling turmeric and other crops in their homes. The amount of income generated through this investment has been monitored and will be reported in the next monitoring period.

## Signature(s) of Preparer(s)

This W+ Monitoring Report was prepared by: Sophia Simmons & Olivia Marques

Sophia Simmons      W+ Coordinator      ERA Brazil      1/9/2024

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Signature





# MONITORING REPORT | V1.2

*W+ Standard*

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Revision History		
#	Date	Description
1	30 November 2014	Original Draft
2	26 April 2017	Version 1.0 Final
3	13 November 2017	Version 1.1 Formatted in Document control system. Inconsistent reference to grouped projects removed. Signature block added.
4	18 September 2018	Version 1.2: Addition of the new system to calculate the number of W+ units- Edits to clarify information required in each section