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MONITORING REPORT

MECANISMO DEDICADO ESPECÍFICO PARA PUEBLOS INDÍGENAS Y COMUNIDADES LOCALES (DEDICATED GRANT MECHANISM FOR INDIGENOUS PEOPLES AND LOCAL COMMUNITIES)

Project Title	<i>Mecanismo Dedicado Especifico para pueblos indígenas y comunidades locales</i>
Project Start Date	<i>October 6, 2017</i>
Project End Date	<i>June 28, 2024</i>
Monitoring Report number	<i>1st monitoring report</i>
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Monitoring Period	<i>February 2022 – February 2024</i>
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1. SUMMARY

WOCAN, supported by PROGREEN (WB), worked to strengthen the capacity of country projects to support women's empowerment and measure the impacts of benefits to women through the application of the W+ Standard. In January, the WOCAN team provided technical assistance for data collection, which was used in the preparation of this Monitoring report.

Larissa Dominguez Fuentes prepared the report on the Dedicated Grant Mechanism for Indigenous Peoples and Local Communities, which was implemented by Rainforest Alliance Mexico in the states of Oaxaca, Yucatan, Campeche, and Jalisco, in Mexico, focusing on women's empowerment. Three domains of the W+ Standard: Income & Assets, Education & Knowledge, and Leadership were employed to measure the impacts from the Project's investment.

The following summarizes the impacts in the two domains and the number of W+ credits generated:

Income & Assets domain

The Income & Assets domain was applied to measure the changes in 653 women's income as assets.

- The change in income for beneficiaries is 1,398 MXN per individual.
- The overall percentage of change from baseline conditions is **52%**
- The total number of W+ credits generated is **3,403**

Do No Harm

There was minimal harm encountered by a few beneficiaries as a result of their engagement with the project. These are mainly related to additional time that they spent to participate in the training/meetings that limit their time allocation for other activities

Education & Knowledge

The Knowledge & Education domain was applied to measure the changes in 653 women's knowledge and education.

- The knowledge score of the beneficiary households is higher by 18 points after the project intervention.
- The overall percentage of change from baseline conditions is **121%**
- The total number of W+ credits granted is **7,885**



Do No Harm

There was minimal harm encountered by a few beneficiaries as a result of their engagement with the project. These are mainly related to additional time that they spent to participate in the training/meetings that limit their time allocation for other activities

Leadership domain

The Leadership domain was applied to measure the changes in 653 women leadership capabilities.

- The percentage of change in women’s leadership capabilities from baseline conditions is **40%**
- The total number of W+ credits generated is **2,623**

Do No Harm

There was minimal harm encountered by beneficiaries as a result of their engagement with the project. These are mainly related to additional time that they spent to participate in income generating activities and trainings related to the project, which limit their time allocation for other activities There was no harm encountered related to GVB and conflict within the community was reported only as jealousy without causing harm.

Challenges and Recommendations

The project had a profound impact on participants, significantly enhancing their leadership capabilities, particularly in project design, facilitation, and communication. Post-training, women demonstrated a clear increase in their engagement with leadership-specific activities, such as training, mobilizing, and supporting group members, while also stepping into roles related to community governance and networking. However, despite these positive strides, the persistent barriers—particularly around political engagement, gender-based exclusion, and balancing traditional gender roles—highlight the ongoing need for more targeted interventions.

A key takeaway is the improvement in participants' leadership confidence and skills, yet sociocultural challenges remain, particularly around male-dominated power structures and the undervaluation of women’s leadership. The progress women have made suggests that capacity-building efforts are effective, but to achieve deeper, long-term change, more strategic efforts are necessary to challenge and transform gender dynamics within their communities.

Recommendation 1: Leadership-Focused Capacity Development



While the project has successfully enhanced general leadership skills, the next phase should deepen its focus on leadership-specific capacity development. Offering more advanced and specialized leadership training tailored to strategic decision-making, political advocacy, and community governance would empower women to take on more prominent roles and influence community decisions more effectively. This includes building their capacity to navigate complex political environments, negotiate resource allocation, and advocate for inclusive policies.

Recommendation 2: Engaging Men

Changing deeply ingrained gender norms requires the active involvement of men. The project should include men in future training programs, not just as allies but as active participants in reshaping gender dynamics. Men should be educated on the value of women's leadership and equipped with the tools to support gender equality. By involving men in discussions about leadership, decision-making, and community governance, the project can foster an environment where both genders collaborate toward equitable leadership structures.

Recommendation 3: Foster Emotional and Peer Support Systems

The emotional challenges identified in the results suggest the need for ongoing peer support and mentorship within leadership programs. Creating formal support systems, such as peer mentoring or leadership circles available to both men and women, would provide emotional and strategic support to women as they continue to navigate and challenge gender-based barriers.

By intensifying efforts around leadership-specific capacity development and ensuring that both men and women are part of the gender transformation process, the project can create more sustainable and impactful changes in community leadership dynamics.

2. PROJECT DETAILS

2.1. SUMMARY DESCRIPTION OF THE IMPLEMENTATION STATUS OF THE PROJECT

The Global DGM Project's PDO is to strengthen the capacity of forest-dependent people to participate in local, national, and global REDD+ processes. The DGM aims to address IPLC's capacity to play a greater role in the FIP and REDD+ at the country and international levels by strengthening capacities at both levels:

- core institutional capacities of IPLC organizations through management of grant-financed initiatives of their choice, and
- IPLC voice and participation in regional and global forums by the global platform for learning and knowledge exchange through cross-regional learning events and strengthening of IPLC networks and alliances.

DGM country programs are designed and implemented by self-selected representatives from indigenous and local communities to strengthen their capacity to play an informed, active, and invaluable role in sustainable forest management.

Women beneficiaries participated in financial and technical capacity development activities to develop the skills necessary to market their products and improve their income.

Specific components of the subprojects that were measured can be found below.

Toy and Art Capulálpam

- Design and production of two collections of crafts with low carbon emissions
- Having a commercial strategy that allows the promotion, dissemination, and opening of sales channels for crafts with low carbon emissions.
- Innovating in the production process of crafts by incorporating good practices for conserving carbon reservoirs.
- Strengthening administrative, organizational processes, and the financing culture of the company.

Production of cosmetic products based on fruits, flowers, and medicinal plants from the region.

- Training in the process of making soaps and cosmetic products
- Acquisition of raw materials for soap, shampoos, and creams production, including: buckets of white glycerin, transparent glycerin, caustic soda, 90° alcohol, coconut oil, shea butter, olive oil, soybean oil, palm oil, coconut butter, organic honey, organic oats, turmeric, rosemary, calendula essences, orange essences, lavender essences, mint essences, lemon essences, rose essences
- Acquisition of tools and utensils for soap, shampoo, and cream production, including: industrial grill, electric grill, gas tanks, thermometers, molds, spatulas,

aluminum trays, 21-liter industrial pots, saucepans, aluminum bowls, measuring jugs, measuring cups, industrial blender, electronic scale, spoons, glass jars, etc.

- Production of the product based on glycerin or saponified
- Designing environmentally friendly packaging.
- Labeling of the finished product and distribution.

Coffee Plantation Maintenance

- Providing maintenance to 50.5 hectares of coffee plantations, through the application of biodiversity-friendly practices.
- Regulation of shade
- Land cleaning
- Pest and disease management
- Pruning management
- Nutritional management
- Maintaining organic coffee certification, contributing to ecological balance in the plantations.
- Selective cherry picking
- Carrying to the pulping center
- Pulping, fermentation, washing, and drying of the beans
- Parchment selection and bagging

2.2 Project Developer

Organization name	Rainforest Alliance Mexico
Contact person	Santiago Machado
Title	Director de Rainforest Alliance Mexico
Address	Paseo de la Reforma 296, int 25-107, Ciudad de Mexico
Telephone	NA
Email	smachado@ra.org

2.3 Other Entities Involved in the Project

Organization name	World Bank
Role in the project	Technical and financial assistant
Contact person	Katharina Siegmann
Title	Senior environmental specialist
Address	Insurgentes 1605, Mexico City, Mexico
Telephone	NA
Email	ksiegmann@worldbank.org

2.4 Project Start Date

October 6, 2017

2.5 Project Crediting Period

28 February 2022 – 27 February 2024.

2.6 Project Location

The project was implemented in Mexico, in the following states:

- *Oaxaca*
- *Yucatán*
- *Campeche*
- *Jalisco*

2.7 Title and Reference of W+ Methods

Measuring changes in women's Leadership, Income & Assets and Knowledge & Education generated through DGM's activities.

3. IMPLEMENTATION STATUS

3.1. IMPLEMENTATION STATUS OF PROJECT ACTIVITIES

The project started in October 2017 and implementation has concluded. Activities measured under the W+ application are:

Income & Assets

- *Access to loans and financing for their subprojects*

Education & Knowledge

- *Capacity development on technical aspects to implement the subprojects*
- *Capacity development to develop proposals to access funding*
- *Capacity development on sustainable forest management*
- *Capacity development on participatory methods for monitoring and evaluation of their proposal*

Leadership

- *Capacity development on soft skills, especially focused on promotores culturales that were responsible of different project areas*
- *Increased access to decision making spaces*
- *Establishing women's groups to kickstart their enterprises*

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

NA

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

NA

3.4 Methodology Deviations

NA

3.5 Project Description Deviations

NA

4. DATA AND PARAMETERS

4.1. DATA AND PARAMETERS AVAILABLE

Income & Assets

Data / Parameter	Number of women beneficiaries
Data unit	Wc.p
Qualitative data	NA
Description	Number of women beneficiaries of the DGM project participating in income generating activities
Source of data	W+ Income & Assets survey
Justification of choice of data or description of measurement methods and procedures applied	<p>Sample size parameters:</p> <ul style="list-style-type: none"> • <i>Population size: 653</i> • <i>Assumed proportion: 50%</i> • <i>Level of acceptable error: 10%</i> • <i>Level of significance: 90%</i> • <i>Required sample size: 62</i> • <i>Final minimum required sample size: 62</i> <p>The recall method was used for the application of the surveys.</p>
Purpose of the data	The purpose of the data was calculation of improvement in women's lives in Income & Assets. To establish the improvement in Income & Assets by beneficiaries of the DGM project by comparing it to non-beneficiaries
Comments	NA

Education & Knowledge

Data / Parameter	Number of women beneficiaries
Data unit	Wc.p
Qualitative data	NA

Description	Number of women beneficiaries of the DGM project participating in Education & Knowledge activities
Source of data	W+ Knowledge & Education survey
Justification of choice of data or description of measurement methods and procedures applied	<p>Sample size parameters:</p> <ul style="list-style-type: none"> • <i>Population size: 653</i> • <i>Assumed proportion: 50%</i> • <i>Level of acceptable error: 10%</i> • <i>Level of significance: 90%</i> • <i>Required sample size: 62</i> • <i>Final minimum required sample size: 62</i> <p>The recall method was used for the application of the surveys.</p>
Purpose of the data	The purpose of the data was calculation of improvement in women's lives in Education & Knowledge. To establish the improvement in Leadership by beneficiaries of the DGM project by comparing it to non-beneficiaries
Comments	NA

Leadership

Data / Parameter	Number of women beneficiaries
Data unit	Wc.p
Qualitative data	NA
Description	Number of women beneficiaries of the DGM project participating in Leadership activities
Source of data	W+ Leadership survey
Justification of choice of data or description of measurement methods and procedures applied	<p>Sample size parameters:</p> <ul style="list-style-type: none"> • <i>Population size: 653</i> • <i>Assumed proportion: 50%</i> • <i>Level of acceptable error: 10%</i> • <i>Level of significance: 90%</i> • <i>Required sample size: 62</i> • <i>Final minimum required sample size: 62</i>

	The recall method was used for the application of the surveys.
Purpose of the data	The purpose of the data was calculation of improvement in women's lives in Leadership. To establish the improvement in Leadership by beneficiaries of the DGM project by comparing it to non-beneficiaries
Comments	NA

4.2 Data and Parameters Monitored

Income & Assets

Indicator	Income
Data unit(s)	Increased income generated by participating in marketing activities of the DGM project
Description	Established by comparing income and assets survey results of users with that of non-users, calibrated on a per person basis
Source of data	Survey developed following the Income & Assets W+ method
Description of methods to collect information and procedures to be applied	Enumerators were trained and employed to apply the surveys. Data was collected using the ODK collect application. At the end of each day, enumerators submitted their results.
Purpose of the data	This corresponds to the Income & Assets formula
Comments	NA

Indicator	Savings
Data unit(s)	Average funds saved per month

Description	Established by comparing income and assets survey results of users with that of non-users, calibrated on a per person basis
Source of data	Survey developed following the Income & Assets W+ method
Description of methods to collect information and procedures to be applied	Enumerators were trained and employed to apply the surveys. Data was collected using the ODK collect application. At the end of each day, enumerators submitted their results.
Purpose of the data	This corresponds to the Leadership formula
Comments	NA

Education & Knowledge

Indicator	A - Reasoning level
Data unit(s)	Level of confidence
Description	Education / Knowledge retention from training inputs/interventions
Source of data	Survey developed following the Education & Knowledge W+ method
Description of methods to collect information and procedures to be applied	Enumerators were trained and employed to apply the surveys. While conducting the surveys, the enumerators were closely supervised through visits or phone calls by the survey supervisors. Additionally, at the end of each day, enumerators submitted their results and their data was screened by survey supervisors.
Purpose of the data	This corresponds to the Education & Knowledge formula
Comments	NA

Indicator	B – Changes in behavior
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Data unit(s)	Knowledge application
Description	Behavioral changes as a result of the training interventions
Source of data	Survey developed following the Knowledge & Education W+ method
Description of methods to collect information and procedures to be applied	Enumerators were trained and employed to apply the surveys. While conducting the surveys, the enumerators were closely supervised through visits or phone calls by the survey supervisors. Additionally, at the end of each day, enumerators submitted their results and their data was screened by survey supervisors.
Purpose of the data	This corresponds to the Knowledge & Education formula
Comments	NA

Indicator	C – Challenges
Data unit(s)	Ability of women to mitigate socio-cultural challenges
Description	Challenges women faced in the application of the Education & Knowledge method
Source of data	Survey developed following the Education & Knowledge W+ method
Description of methods to collect information and procedures to be applied	Enumerators were trained and employed to apply the surveys. While conducting the surveys, the enumerators were closely supervised through visits or phone calls by the survey supervisors. Additionally, at the end of each day, enumerators submitted their results and their data was screened by survey supervisors.
Purpose of the data	This corresponds to the Education & Knowledge formula

Comments	NA
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Leadership

Indicator	Socio cultural challenges and obstacles
Data unit(s)	Types of resistance
Description	Obstacles that come from their need to balance the often, competing interests of home and work. It is not uncommon for many women to assume the larger share of cooking, child-care and care for the elderly parents or in-laws while contributing to household productive work. Women are also more likely to be confronted with limited physical mobility and hence, limit themselves to opportunities such as attending self-improvement programs or those that require travel away from home (e.g. field visits, workshops, etc.).
Source of data	Survey developed following the Income & Assets W+ method
Description of methods to collect information and procedures to be applied	Enumerators were trained and employed to apply the surveys. Data was collected using the ODK collect application. At the end of each day, enumerators submitted their results.
Purpose of the data	This corresponds to the Leadership formula
Comments	NA

Indicator	Emotional challenges
Data unit(s)	Conflicting and competing interests, self-doubt, internal dilemmas
Description	<p>Women are more prone than their male counterparts to be confronted with self-doubt and may become vulnerable to “stereotype threat”, wherein an individual underperforms to suit social stereotypes of women (e.g. weak, indecisive, prone to gossip rather than work etc.)</p> <p>Emotional challenges can also manifest in a high degree of uncertainty from not knowing where the change one has initiated will lead to</p>

	or having to exert additional attention on not challenging the existing 'gendered'
Source of data	Survey developed following the Leadership method
Description of methods to collect information and procedures to be applied	Enumerators were trained and employed to apply the surveys. Data was collected using the ODK collect application. At the end of each day, enumerators submitted their results.
Purpose of the data	This corresponds to the Leadership formula
Comments	NA

Indicator	Growing leadership through engaging with obstacles
Data unit(s)	Overcoming emotional challenges, overcoming resistance inside the household, overcoming socio-cultural challenges
Description	The ability to transform one's potential by confronting the obstacles and challenges. The resolve required to engage with obstacles and challenges is an important emotional and intellectual skill that underscores effective and sustainable leadership practice.
Source of data	Survey developed following the Leadership W+ method
Description of methods to collect information and procedures to be applied	Enumerators were trained and employed to apply the surveys. Data was collected using the ODK collect application. At the end of each day, enumerators submitted their results.
Purpose of the data	This corresponds to the Leadership formula
Comments	NA

Indicator	Generating counter narratives
Data unit(s)	Access to resources and trainings, Access to knowledge and skills, Cooperation and support from family members, Income generating opportunities, Supportive network inside their

	organization, Active lobbying, having an active role in accessing and creating opportunities
Description	The ability to generate 'counter narratives' that oppose the prevailing status quo. This is closely linked to individual agency, or the ability of an individual to expand the limiting boundaries (e.g. social, cultural, structural etc.) that inhibit or eclipse new ideas or ways of doing things that lead to innovation and change.
Source of data	Survey developed following the Leadership W+ method
Description of methods to collect information and procedures to be applied	Enumerators were trained and employed to apply the surveys. Data was collected using the ODK collect application. At the end of each day, enumerators submitted their results.
Purpose of the data	This corresponds to the Leadership formula
Comments	NA

Indicator	Affecting changes in group structure
Data unit(s)	Moving ahead in the organization, Mentoring and training others, advocating for change within the organization, mobilizing other stakeholders, achieving an increase in access to budget and resources, assessing needs and situation of their village, Good coordination and teamwork, Contributing to policy development
Description	Changes affecting the group can be viewed as formal or informal. Usually, informal changes affect changes in attitudes, values of members with no concomitant change in the group's structure (e.g. policy, programming direction). Formal changes result in generation of funds and services for the group from external sources.



Source of data	Survey developed following the Leadership W+ method
Description of methods to collect information and procedures to be applied	Enumerators were trained and employed to apply the surveys. Data was collected using the ODK collect application. At the end of each day, enumerators submitted their results.
Purpose of the data	This corresponds to the Leadership formula
Comments	NA

Indicator	Affecting behavioral changes
Data unit(s)	Using skills to negotiate better prices, using their skills to acquire additional knowledge, using skills to increased decision making power at household and community level
Description	Affecting changes in one's own or others' behavior is an important component of leadership that requires vision, skillful communication and an ability to engage others with different views while not being perceived as a direct 'threat' to the existing status quo.
Source of data	Survey developed following the Leadership W+ method
Description of methods to collect information and procedures to be applied	Enumerators were trained and employed to apply the surveys. Data was collected using the ODK collect application. At the end of each day, enumerators submitted their results.
Purpose of the data	This corresponds to the Leadership formula
Comments	NA



4.3 Monitoring Plan

<i>Outcomes</i>	Indicators	Risks	MoV
<p><i>Final</i></p> <ol style="list-style-type: none"> 1. <u>Increase in women's self-esteem and agency.</u> 2. <u>Stable income from productive activity.</u> 3. <u>Reduction in the incidence of reported domestic violence</u> 4. <u>Increase in women's well-being.</u> 5. <u>Improvement in the environment.</u> 	<ul style="list-style-type: none"> - # of women reporting increased confidence - inc testimonials from other members of the community as MoV - # Women taking leadership roles in community activities - Women making more autonomous decisions in and outside the household - Reduction in the incidence of reported domestic violence. - % of women making financial decisions independently. - Average monthly income of women involved in productive activities. - Number of women owning or managing businesses. - % of women with savings accounts or access to credit. - # of women reporting symptoms of depression or anxiety. - increase in life satisfaction scores among women - # of women engaging more in recreational and social activities - Number of women participating in environmental conservation initiatives. - Area of land under sustainable management practices. 	<p>Women do not decide on the operation of seed capital.</p> <p>Project activities generate conflicts in the group, the home and the community.</p> <p>Resource management is not transparent.</p> <p>Project activities increase women's time poverty.</p> <p>Lack of sensitivity and capabilities of the implementer generates distrust in the group.</p>	<ul style="list-style-type: none"> • Personal testimonies and narratives of increased confidence. • Reports of women taking leadership roles in community activities. • Descriptions of women making more autonomous decisions in their personal and professional lives. • Focus group discussions revealing a shift in self-perception and empowerment. • Interviews with women describing their economic independence and the ability to support their families. • Case studies showcasing successful women entrepreneurs or employees. • Focus groups discussing changes in financial stability and economic resilience. • Self-reported health status in surveys (e.g., using SF-36 or WHO-5 well-being index). • Personal stories and interviews highlighting improvements in physical and mental health. • Descriptions of better work-life balance and reduced stress levels. • Reports of women engaging more in recreational and social activities. • Narratives and interviews describing the implementation of environmentally friendly practices. • Descriptions of community-led environmental conservation projects. • Focus group discussions on changes in environmental awareness and behavior.



<p><u>Intermediate</u></p> <ol style="list-style-type: none"> 1. <u>Increased income through direct participation in the project.</u> 2. <u>Reinvestment and contributions from the working group.</u> 3. <u>Increased application of traditional knowledge and techniques</u> 4. <u>Greater participation in decision-making spaces in the management of the territory.</u> 5. <u>Appropriation of the technical proposal.</u> 6. <u>Development of technical, productive, financial, leadership and management capabilities.</u> 	<ul style="list-style-type: none"> - % of Increase in average monthly or annual income of participants - Number of participants reporting income growth in surveys - % increase in participants' financial assets or savings. - # of participants transitioning from informal to formal economic activities - Amount of money reinvested by the working group. - # of new projects or activities initiated through reinvestment. - % of profits reinvested back into the group or community. - # of contributors to group funds over time - # of subprojects operating at the end of the project - % of women satisfied with their technical proposal - # of women presenting results in spaces for territorial management - Greater recognition of the group's knowledge, their capabilities and the potential they have - # of subprojects implementing traditional knowledge in their practices - # of women applying new skills. - Percentage of overall project activities that use traditional methods. - Surveys showing participant recognition and appreciation of traditional knowledge. - Increased recognition and appreciation of traditional knowledge. 	<ul style="list-style-type: none"> • Testimonials from participants about improved financial status. • Case studies highlighting individual stories of economic growth. • Focus group discussions on financial impacts of project participation. • Narratives describing reinvestment activities and their impacts. • Interviews with group members on motivations for reinvestment. • Descriptions/records of new initiatives funded by group contributions. • Stories and interviews highlighting the use of traditional knowledge in project activities. • Descriptions of cultural revival and preservation efforts. • Focus group discussions on the value and impact of traditional techniques • Narratives and interviews showing understanding and acceptance of the technical proposal. • Descriptions of how participants have adapted the proposal to local contexts. • Focus group discussions on the perceived relevance and utility of the technical proposal.
<p><u>Immediate</u></p> <ol style="list-style-type: none"> 1. <u>Women's groups that received seed capital.</u> 2. <u>Greater representation of women in productive</u> 	<p># of women/groups benefiting from projects</p> <p># of groups endorsed by assemblies</p> <p># of productive projects of women operating in forest landscapes</p>	<ul style="list-style-type: none"> • Project reports



<p><i>projects in the forest landscape.</i></p> <p>3. <i>Women have access to natural resources.</i></p>	<p># of productive activities based on natural resources.</p>		
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Do No Harm indicators

<p>Indicators</p>	<p>Women participating in project did not have to invest their own resources to participate in the project</p>
<p>Questions</p>	<ul style="list-style-type: none"> ● Have you experienced any problems in participating in the project? ● Did the time needed to participate in the project prevent you from participating in other income-generating activities or employment? ● Did you have to invest too much time building the income or assets you gained from the project? ● Have you had to sell assets (jewellery, livestock, etc) or get a loan in order to pay for aspects of the project?

<p>Indicator</p>	<p>Women have not suffered any physical or emotional abuse, social sanctions, violence or marital troubles because of their participation in the income generating activities in the project</p>
<p>Questions</p>	<p>Has the increase in income or assets led to any physical or emotional abuse, social sanctions, violence or marital troubles?</p>

<p>Indicator</p>	<p>Women’s leadership role is not affecting their time burden</p>
<p>Questions</p>	<p>Does your leadership role affect your time burden?</p>



Indicator	Women have not faced any conflict or GBV inside the household due to their leadership role
Questions	Does your leadership role create any conflict inside the household? Have you faced any GVB?

Indicator	Women's leadership role has not created conflict in the community
Questions	Has your leadership role created conflict in the community? (isolation, aggression, jealousy)?

5. W+ RESULTS

5.1. RESULTS

Income & Assets

W+ Domain	<i>Income & Assets</i>
Indicator	Increase in income and assets from participating in the DGM project
Description	Income and assets increased by 52% from baseline conditions.
Situation	<p>Women reported an increase of 52% in their income. The data reflects a significant shift in women's income sources and decision-making power after the implementation of a project. Before the project, primary income sources included handicrafts and small livestock sales, but post-project, agricultural and forestry product sales became dominant (45% of respondents identified this as their main source, up from 22%).</p> <p>Moreover, 71% of the women perceived an increase in their income, although communal decision-making remained a norm. Women gained more decision-making power over household consumption and crafts sales, but less in market food sales and employment-related decisions. Despite increased income, patriarchal structures still limited full participation in community decisions. Women reinvested much of their additional income into business development, prioritizing assets, machinery, and sustainability efforts. The project led to a rise in bank account ownership and savings, though challenges like time poverty were also noted.</p>
Prospects	<p>Challenges identified by women included persistent patriarchal barriers limiting women's participation in community-level decision-making, time poverty resulting from increased responsibilities, and a lower decision-making role in market food sales and wage employment.</p> <p>Recommendations include targeted training to enhance women's leadership in community decisions, time management support to address time poverty, and focused efforts to improve decision-making autonomy in economic activities like market sales and employment</p>



Education & Knowledge

W+ Domain	Education & Knowledge
Indicator	Increase in Education & Knowledge from participating in the DGM project
Description	Education & Knowledge increased by 121% from baseline conditions.
Situation	The results show a significant improvement in women’s confidence and capabilities post-project intervention. Initially, many women struggled with recalling training content, particularly around project budget execution, but their confidence in good practices for productive activities increased markedly after the project (from 23% to 64%). Furthermore, the ability to explain and implement these practices, as well as plan and manage projects, improved dramatically, with confidence rising from less than 20% before the project to over 50% afterward. Although budget management remains challenging, there was notable progress. Challenges related to self-confidence, communication skills, and gender-related barriers also diminished significantly.
Prospects	The only significant barrier identified by women to use the acquired knowledge, is the lack of budget to further develop their commercial activities. Additional funding would be beneficial to support women’s businesses while they become self-sufficient.

Leadership Domain

W+ Domain	Leadership
Indicator	Increase in Leadership from participating in the DGM project
Description	Leadership increased by 40% from baseline conditions.
Situation	Post-training, women reported significant improvements in leadership skills, particularly in communication, public speaking, facilitation, and project design. Women engaged more in group activities, offering support and advice to members and mobilizing others. Their primary motivation for leadership was to achieve positive change in their communities. Major challenges included political connections being prioritized over leadership skills and sociocultural barriers like time constraints and limited support. Despite these hurdles, women reported increased self-confidence, group trust, and overall effectiveness in their leadership roles post-training.
Prospects	Women would greatly benefit from initiatives that focus on strengthening their leadership skills while actively engaging men in the process. Furthermore, broadening networking opportunities would further foster leadership development and collaboration.

5.2 Summary Analysis of Results

5.2.1 Current Performance

The Global DGM Project strengthened the capacity of forest-dependent communities to participate in REDD+ processes. Through the project, Indigenous Peoples and Local Communities (IPLCs) were supported in managing initiatives aligned with their needs, enabling them to play an informed and active role in sustainable forest management. A total of 653 women benefited from these activities, resulting in increased income, knowledge, and leadership roles within their communities. Women beneficiaries particularly benefited from financial and technical training, which equipped them with skills to market their products and increase their income. Specific initiatives included the creation of low-carbon crafts, environmentally friendly cosmetic production using local plants, and sustainable coffee plantation maintenance, all aimed at conserving resources and fostering economic independence for women in forest-dependent communities.

5.2.2 Calculation of the number of W+ credits

Income & Assets Domain

The total increase in income and assets for women benefiting from project intervention is calculated by comparing the increase in their income after the project intervention compared to before it.

Table below shows the monthly income before and after the project intervention. The average income of the beneficiaries before project intervention was 2681, whereas this reached up to 4079 per month after project intervention.

Table 1: Average monthly income of beneficiaries before and after project intervention

Household Type	n	Monthly average Income (Mexican pesos)
Before project	69	2681
After project intervention	69	4079

5.2.3 Final W+ Calculation of Percent of Change: Income & Assets

The table below details the calculation of the percentage change for income after the project.

Income change (Beneficiary income after project -Beneficiary income before project)	1397.5
Percentage Change from baseline (Beneficiary income after - Beneficiary income before)/Beneficiary income before	52.1%
Total beneficiaries (Wc,p)	653
Total W+ credits (=Wc,p *% change)	34034
Final W+ credits (Every 10% change is 1 unit of W+) [=Total W+ credits *0.1]	3403

Education & Knowledge Domain

The total increase in knowledge and education for women benefiting from project intervention is calculated by comparing the increase in their knowledge after the project intervention compared to before it.

Composite score

Table 1 below shows the average Knowledge score of the beneficiaries before and after the project intervention. The average Knowledge score of the beneficiaries after the project is 33 compared to 15 before the project implementation. The knowledge score of the beneficiary households is higher by almost 18 points.

Table 2: Average knowledge score before and after project intervention

Respondent type	Average knowledge score before and after project intervention		
	n	Mean	Std. Dev.
After project	74	33	8.6
Before project	74	15	10.5

5.2.4 Final W+ Calculation of Percent of Change: Education & Knowledge

For the W+ knowledge calculation, Knowledge, Behavior and challenge scores are variables considered. The percent change is calculated by comparing average knowledge score for beneficiaries to that of non-beneficiaries.

The formula used for calculating W + is as follows: Percentage change in knowledge score = [(Average knowledge score for beneficiary Households - Average knowledge score for non- beneficiary households)/Average knowledge score of non-beneficiary Households]*100

Table 2: Wplus calculation detail

Change in Knowledge score (After project score -Before project score)	18.2
Percentage Change 9After project score -Before project score)/Before project score	120.8%
Total beneficiaries (Wc,p)	653
Total W+ credits (=Wc,p *% change)	78850

Final W+ credits (Every 10% change is 1 unit of W+) [=Total W+ credits *0.1]	7885
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Leadership Domain

Composite score

Table 1 below shows the average Leadership score of the beneficiaries before and after the project intervention. The average Leadership score of the beneficiaries after is 101, compared to the score before the project interventions, which is 72.

Table 1: Average Leadership score of the respondents

Respondent type	Average leadership score before and after project intervention		
	n	Mean	Std. Dev.
After project	37	101	10.1
Before project	37	72	15.0

5.2.5 Final W+ Calculation of Percent of Change: Leadership

To calculate the percent of change of Leadership from baseline, we calculated the average leadership score of beneficiaries after the training when compared to the average leadership score of beneficiaries before the training divided by baseline value.

The percentage of change of Leadership is calculated by

$$\left[\frac{\text{Leadership composite score after training} - \text{Leadership composite score before trainings}}{\text{Leadership composite score before training}} \right] * 100$$

Table2: Wplus unit calculation

Change in Leadership score(After project score -Before project score)	28.9
Percentage Change After project score -Before project score)/Before project score	40.2%
Total beneficiaries (Wc,p)	653
Total W+ credits (=Wc,p *% change)	26231



Final W+ credits (Every 10% change is 1 unit of W+) [=Total W+ credits *0.1]	2623
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Signature(s) of Preparer(s)

This W+ Monitoring Report was prepared by:

Larissa Eugenia Dominguez Fuentes	Consultant	WOCAN	16 August 2024
Name	Title	Organization	Date

Signature



6. APPENDIX X: DETAILED ANALYSIS OF FINDINGS

Introduction

The DGM project has concentrated its efforts on enhancing the capacities of indigenous women across three principal domains: technical proficiency and best practices for their productive endeavors, project design and operation, and financial and administrative tasks. The increase of knowledge and education, coupled with improved access to financing for their productive activities, has notably impacted the leadership capabilities of women. Despite the absence of specific activities targeting women's leadership, the combination of heightened knowledge and resource accessibility has translated into a noteworthy percentage increase in leadership aptitude. This has resulted in heightened recognition within communities as contributors to welfare and economic activities. Although women are gradually gaining ground in decision-making spheres, upper levels of leadership remain predominantly occupied by men within these communities. Nevertheless, women beneficiaries remain heavily reliant on the project's financial support and encounter challenges in forging links and accessing other partnerships and funding opportunities.

The project necessitated a high degree of contextualization to suit the unique circumstances of the indigenous populations in which it was implemented. Extensive efforts were devoted to socialization, translating materials into indigenous languages, and cultivating trust within the communities to facilitate project execution. These efforts yielded favorable outcomes, with indigenous communities in the region exhibiting a strong sense of trust and appreciation towards the project.

The subsequent section provides detailed insights into the outcomes achieved within each domain.

SECTION 1: INCOME & ASSETS DOMAIN

1.1 General information

Table 1: Gender of the household head

Gender HH head	n	%
Male	35	51%
Female	30	43%
Others	4	6%
Total	69	100%

Table 2: Level of education of the respondents

Level of Education	n	%
None	4	6%
Primary	10	15%
Secondary	23	33%
High School	21	30%
Professional	9	13%
Mastery	2	3%

1.2 Source of Income, Savings and Level of Decision Making

Prior to the project interventions, women's primary sources of income included handicraft sales, financial support from their spouses, and income from small livestock sales. After the project implementation, however, the sale of agricultural or forestry products emerged as the predominant source of personal income for these women, with 45% of respondents identifying it as their main income source after the project, compared to 22% before the project.

As shown in Figure 1, other significant sources of income after the project include the sale of crafts and other goods (28%), businesses (28%), and "other specified" income sources (39%). The data also indicates that remittances and formal employment played a negligible role both before and after the project interventions.

Figure1: Source of income for the respondents before and after the project intervention

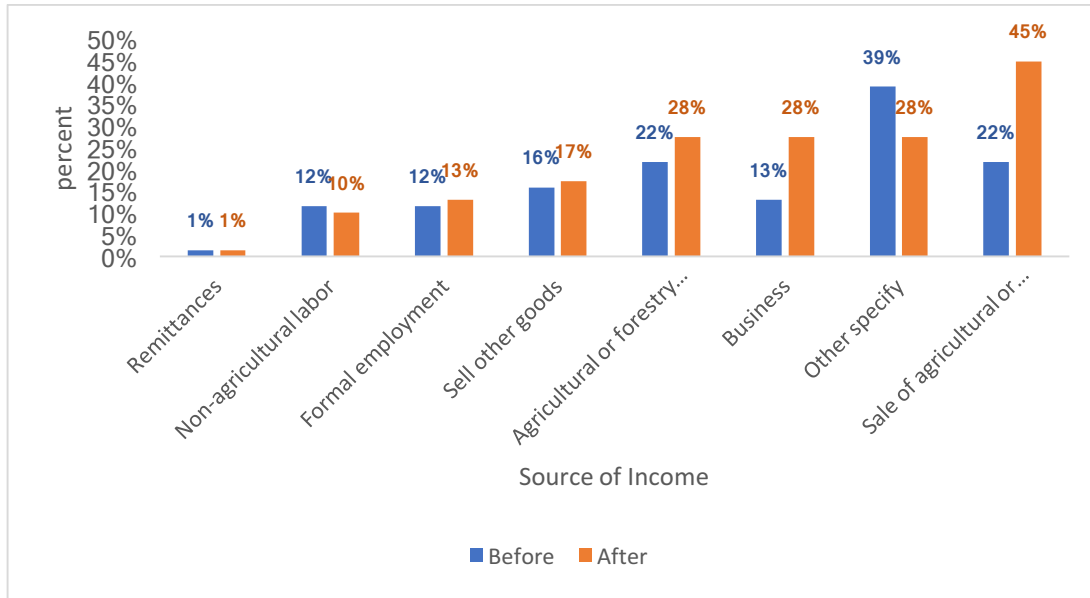
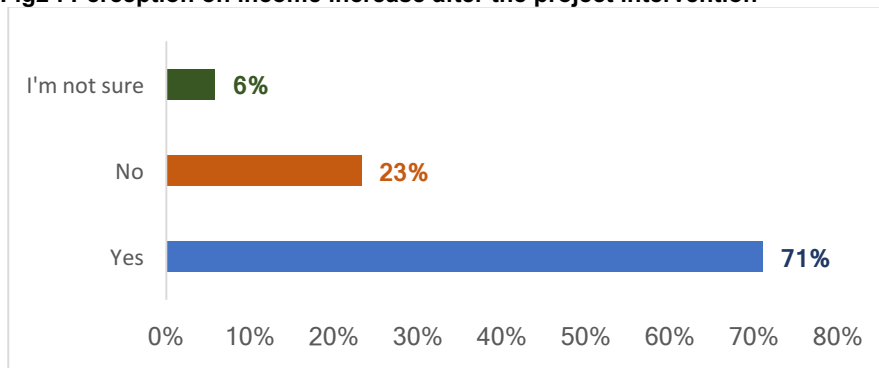


Fig2 : Perception on income increase after the project intervention



In Figure 2, it is evident that a majority of women (71%) perceived an increase in their income as a result of the project interventions, while 23% did not, and 6% were unsure.

It is important to note that in the indigenous communities where the project was implemented, resource management is communal. As a result, women beneficiaries emphasized that even with the increase in resources facilitated by the project, decisions on the use of these funds were made collectively within the women's groups.

The findings also suggest that following the project, women gained significant decision-making power regarding the sale of crafts and other products, as well as the allocation of food for household consumption. However, their involvement in decision-making related

to food sold in the market and wage or in-kind labor remained relatively low. These results highlight the household-level dynamics of decision-making.

As mentioned earlier, decisions about activities generating income through the project were made communally within women's groups, emphasizing a collaborative decision-making process.

Table 3: q_203. Level of decision making on different activities after project intervention

Activities	Level of decision [1= Lowest, 5= Highest]				
	1	2	3	4	5
Sale of crafts and other products.	48%	1%	14%	6%	30%
Food grown primarily for home consumption.	38%	3%	17%	19%	23%
Food grown for sale at the market.	55%	4%	14%	7%	19%
Non-agricultural activities: small businesses, self-employment, buying and selling of goods	57%	6%	16%	6%	16%
Wage employment: in-kind or monetary work (agricultural or not)	67%	1%	6%	1%	25%

Based on these results, the additional income generated through the project was primarily reinvested into the beneficiaries' businesses. Women expressed a desire to diversify income streams and channel all generated revenue back into their enterprises to establish business sustainability and reduce dependence on project resources. This reinvestment included expenditures on machinery, packaging, and formal business registration, among other strategic endeavors.

Table 4: Ranking of spending from additional income on different headings? [1= Lowest, 5= Highest]

	Ranking [1= Lowest, 5= Highest]				
	1	2	3	4	5
Purchase of assets (machinery, tools, etc.)	64%	13%	15%	4%	4%
Reinvest in income/business generation	24%	7%	27%	24%	18%
Own education	87%	6%	4%	0%	4%
Family education	46%	15%	19%	9%	11%
Household items	37%	13%	26%	13%	11%
Technology/communication	65%	11%	20%	0%	4%
Entertainment or recreation	81%	11%	4%	2%	2%
Others (specify)	70%	6%	6%	7%	11%

Women beneficiaries highlighted several key benefits from the additional income generated through the project interventions. These included improved well-being, greater household income equality, and the expansion of their businesses. However, increased participation in community decision-making and having more time for income-generating activities were ranked lower in terms of perceived benefits.

Despite the provision of decision-making spaces within the community, women still face challenges in actively participating. This reluctance is primarily attributed to entrenched patriarchal structures that heavily influence decision-making at the community level.

Table 5: Ranking of the additional benefits due to additional income from project intervention

	[1= Lowest, 5= Highest]				
	1	2	3	4	5
Greater participation in household decisions	29%	7%	28%	19%	17%
Greater access to community decisions	28%	25%	16%	19%	13%
Greater household income equality	33%	14%	19%	14%	19%
Grow your business	25%	3%	28%	26%	19%
Time for income generating activities.	32%	6%	29%	20%	13%
Health	32%	10%	22%	20%	16%
Support networks	45%	17%	13%	13%	12%
Wellbeing	20%	9%	28%	20%	23%

Table 6: Has assets increased due to the total income due to the project intervention

	n	%
Yes	41	59%
No	22	32%
I'm not sure	6	9%

Fig 3: Respondents having bank account before and after project intervention

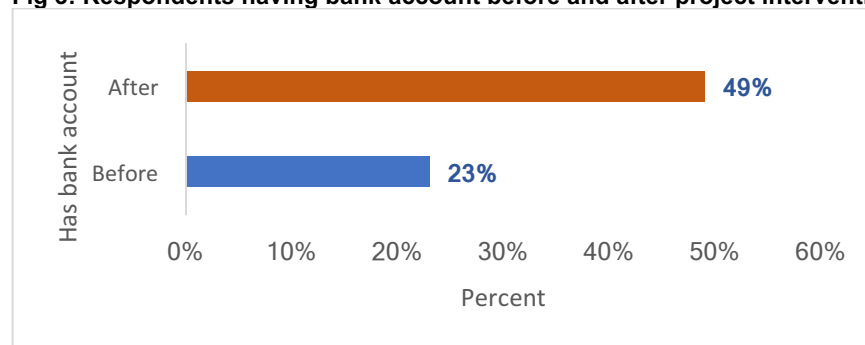
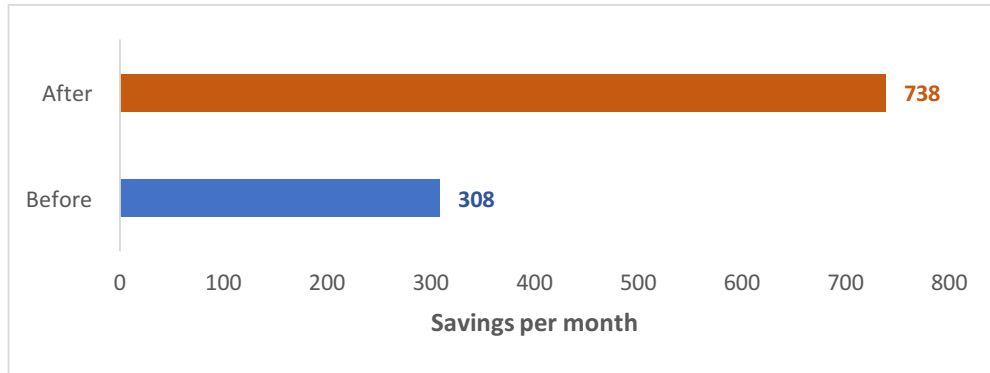


Fig 4: Average monthly savings in Bank before and after project intervention



Furthermore, as shown in Figure 8, women reported an increase in access to bank accounts following the project intervention. Similarly, Figure 9 shows an increase in average monthly savings.

In the "Do No Harm" analysis, women identified time poverty as the primary challenge arising from the project. However, the overall benefits of the project were deemed to outweigh the challenges related to time constraints.

Table 7: Do no Harm

	n	%
q_501. ¿Ha tenido algún problema para participar en el proyecto?.	5	7%
q_502. ¿El tiempo necesario para participar en el proyecto le impidió participar en otras actividades generadoras de ingresos o empleo?.	8	12%
q_503. ¿Tuvo que invertir demasiado tiempo en generar los ingresos o activos que obtuvo del proyecto?.	23	33%
q_504. Si el proyecto generó empleo: ¿Ha aumentado la desigualdad de ingresos entre mujeres y hombres?.	3	4%
q_505. ¿Ha tenido que vender activos (joyas, ganado, etc.) u obtener un préstamo para poder pagar aspectos del proyecto?.	6	9%

ANNEX 2 : EDUCATION & KNOWLEDGE DOMAIN RESULTS

Section I: General Information

Table 8

Gender HH head	n	%
Male	44	60%
Female	26	35%
Others	4	5%

Section II - KNOWLEDGE RETENTION, ANALYSIS AND USE

The data in the tables reveal that women exhibited higher levels of confidence in recalling training related to good practices for productive activities. This is attributed to the frequent application of the acquired skills in their daily endeavours. In contrast, training on project budget execution was remembered with less confidence, as the skills learned were often only put into practice by the treasurers of the women's groups.

Table 9: Confidence level of the respondents on knowledge retention

	Before (N=32)		After (N=32)	
	n	%	n	%
Level of confidence to remember some of the topics discussed about the development and operation of projects				
Not Confident	43	58%	12	16%
Somewhat Confident	16	22%	30	41%
Confident	15	20%	32	43%
Level of confidence to remember topics discussed about the execution of the project budget				
Not Confident	43	58%	17	23%
Somewhat Confident	15	20%	29	39%
Confident	16	22%	28	38%
Level of confidence to remember topics discussed about good practices in productive activities				
Not Confident	37	50%	7	9%
Somewhat Confident	20	27%	20	27%
Confident	17	23%	47	64%

Among the women interviewed, the highest level of confidence was observed in their ability to articulate the benefits and challenges of implementing good practices to enhance their productive activities. This was closely followed by their understanding of project planning and operation. However, they found explaining topics related to the project budget, such as purchases, salaries, and receiving advice and technical assistance, to be the most challenging.

Table 10: Level of confidence to explain the learnings before and after project intervention

	Before (N=32)	After (N=32)
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	n	%	n	%
Level of confidence to explain topics discussed about the development and operation of your projects				
Not Confident	49	66%	14	19%
Somewhat Confident	12	16%	23	31%
Confident	13	18%	37	50%
Level of confidence to explain topics discussed about execution of the project budget (purchases, salaries, advice and technical assistance)				
Not Confident	52	70%	19	26%
Somewhat Confident	12	16%	25	34%
Confident	10	14%	30	41%
Level of confidence to explain the planning and operation process of your project				
Not Confident	50	68%	15	20%
Somewhat Confident	11	15%	23	31%
Confident	13	18%	36	49%
Level of confidence to explain the benefits and challenges of planning and operating your project				
Not Confident	50	68%	5	7%
Somewhat Confident	14	19%	31	42%
Confident	10	14%	38	51%
Level of confidence to explain the benefits and challenges of managing your project budget well.				
Not Confident	46	62%	9	12%
Somewhat Confident	16	22%	27	36%
Confident	12	16%	38	51%
Level of confidence to explain the benefits and challenges of implementing good practices that improve your productive activity.				
Not Confident	45	61%	3	4%
Somewhat Confident	16	22%	23	31%
Confident	13	18%	48	65%

When it comes to confidence in implementing the learned practices, women showed the highest level of confidence in applying good practices to improve their productive activities. Following this, they also exhibited confidence in educating their family, community, or other groups on project planning and operation. However, implementing budgetary measures remained a challenge.

Table 11: Level of confidence /capabilities to implement the learned practices

	Before (N=32)		After (N=32)	
	n	%	n	%
How confident would you feel to explain good practices in productive activities?				
Not Confident	45	61%	2	3%
Somewhat Confident	15	20%	22	30%
Confident	14	19%	50	68%
How capable are you of planning a project in your community with your work group?				
Least Capable	48	65%	7	9%
Moderately Capable	19	26%	28	38%



Highly Capable	7	9%	39	53%
How capable do you feel of managing a project budget?				
Least Capable	46	62%	7	9%
Moderately Capable	16	22%	26	35%
Highly Capable	12	16%	41	55%
How capable do you feel of implementing good practices that improve your productive activity?				
Least Capable	35	47%	1	1%
Moderately Capable	23	31%	22	30%
Highly Capable	16	22%	51	69%
Based on your current knowledge, how confident would you feel teaching your family/community/other group about how to plan and operate a project?				
Not Confident	49	66%	2	3%
Somewhat Confident	15	20%	31	42%
Confident	10	14%	41	55%
Based on your current knowledge, how confident would you feel teaching your family/community/other group about how to manage a project budget well?				
Not Confident	51	69%	8	11%
Somewhat Confident	13	18%	27	36%
Confident	10	14%	39	53%
Based on your current knowledge, how confident would you feel teaching your family/community/other group about how to implement good practices to improve that productive activity?				
Not Confident	46	62%	2	3%
Somewhat Confident	14	19%	28	38%
Confident	14	19%	44	59%

The results show that doubts concerning communication skills and self-confidence were major challenges for women before the training. However, post-training, these concerns significantly diminished, with doubts about their abilities ranking among the least challenging aspects. Interestingly, identifying themselves as indigenous was not a significant challenge either before or after the training, with women expressing pride in their identity during interviews. Conversely, the perception of failing due to gender, which was highly challenging for 47% of the women before the project, saw a remarkable shift, as none of the women identified this as a major challenge post-project.

Table 12: Challenges faced before and after the project intervention

	Before (N=32)		After (N=32)	
	n	%	n	%
Doubts about self-confidence				
Highly Challenging	30	41%	1	1%
Moderately Challenging	22	30%	20	27%
Least challenging	22	30%	53	72%
Doubts about your abilities				
Highly Challenging	30	41%	0	0%
Moderately Challenging	21	28%	13	18%
Least challenging	23	31%	61	82%
Doubts about your communication skills				
Highly Challenging	31	42%	1	1%
Moderately Challenging	29	39%	26	35%
Least challenging	14	19%	47	64%
You feel like you can fail because you are a woman				
Highly Challenging	25	34%	0	0%
Moderately Challenging	16	22%	9	12%
Least challenging	33	45%	65	88%
Feel that you can fail because you are indigenous				
Highly Challenging	10	14%	1	1%
Moderately Challenging	21	28%	9	12%
Least challenging	43	58%	64	86%
Workload that leaves limited time				
Highly Challenging	23	31%	7	9%
Moderately Challenging	14	19%	16	22%
Least challenging	37	50%	51	69%

Section: Do No Harm

In the “Do No Harm” section, the primary challenge identified was the time commitment required for attending training sessions, which was exacerbated by the participants’ time poverty. Despite this, women emphasized that the benefits of participating in the project outweighed these challenges.

Table 13: Do No Harm

(N=32)	n	%
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Did the time required to attend training prevent you from carrying out other income-generating or employment-generating activities?	14	19%
Did you spend more time than expected on training?	23	31%
If the project generated employment: Did the income difference between men and women become greater?	7	9%
Have you had to sell assets (jewellery, livestock, etc.) to pay for aspects of the project?	3	4%
Has participation in the training resulted in any physical or emotional violence, or marital or family problems?	5	7%
Has participation in the training resulted in any physical or emotional violence in the community?	3	4%

ANNEX 3: LEADERSHIP DOMAIN RESULTS

3.1: GENERAL INFORMATION

Table 14: Household head by gender

Household head	n	%
Male	38	53%
Female	30	42%
Others	4	6%

Table 15: Average age and household size of the respondents

	n	Average
Average Age (Years)	72	41
Average Members in HHs	72	4

Table 16: Marital Status of the Respondents

Marital Status	n	%
Single	18	25%
Married	28	39%
Co-habituating	17	24%
Divorced/separated/widow	9	13%

Table 17: Level of Education of the Respondents

Level of Education	n	%
None	4	6%
Primary	11	15%
Secondary	21	29%
High School	24	33%
Professional	9	13%
Masters	3	4%

SECTION II: LEADERSHIP SKILLS

The findings reveal that communication skills and public speaking emerged as the most effectively utilized skills post-training, closely followed by facilitation and project design abilities. There was a notable and across-the-board improvement in all the skills acquired by women through the project.

Table 18: Leadership skills possessed/used effectively by respondents before and after trainings

	Before		After	
	n	%	n	%
Project design activities	16	22%	43	60%
Facilitation	29	40%	48	67%
Communication and public speech	24	33%	50	69%
Networks	13	18%	35	49%
Negotiation	15	21%	33	46%
Others	24	33%	17	24%

Table 19 indicates that the activities in which respondents were most engaged after the training included providing support and advice to other group members, as well as convening to train and mobilize members of the group. Conversely, the activity with the lowest level of involvement was establishing networks to improve group objectives, albeit still identified by 63% of the respondents.

Table 19: Leadership activities that respondents involved in before and after the project intervention

	Before (N=37)		After (N=37)	
	n	%	n	%
Convene to train and mobilize members of your group that you are a member	27	38%	61	85%
Support and advise other group members	23	32%	63	88%
Get involved in the community governance process	29	40%	46	64%
Established networks to improve group objectives	13	18%	45	63%

The table below delineates the primary motivation for aspiring to leadership roles was to effect positive change within the group and the broader community. Respondents also highlighted a strong sense of community among them.

Table 20: Reasons for respondents motivated to be a leader

Reasons	Before (N=37)		After (N=37)	
	n	%	n	%
Inequalities that exist in your group and your community	30	42%	42	60%
To achieve positive change in your group and community	48	67%	57	81%
Instil a vision of well-being and justice in your organization	27	38%	40	57%
To ensure an inclusive environment - that includes all people	31	43%	39	56%
To maintain my current position in the group	9	13%	14	20%
Others	20	28%	15	21%

Women identified political connections being prioritized over leadership skills in accessing resources as the most significant challenge to fully use their leadership skills. Conversely, generating new ideas was perceived as the least challenging.

Table 21: Q205 Different type of leadership challenges faced by the Respondents

	Before (N=37)		After N=37)	
	n	%	n	%
Creating inappropriate conditions for women (timing of meetings, etc)				
Most Challenging	27	38%	4	6%
Moderately Challenging	23	32%	30	42%
Least Challenging	22	31%	38	53%
Creating new ideas				
Most Challenging	32	44%	3	4%
Moderately Challenging	25	35%	23	32%
Least Challenging	15	21%	46	64%
Political affiliations and connections are given more weight than leadership skills in accessing resources and benefits etc.				
Most Challenging	34	47%	13	18%
Moderately Challenging	19	26%	28	39%
Least Challenging	19	26%	31	43%
Exclusion from important decisions within the community based on gender, ethnicity, class, etc.				
Most Challenging	32	44%	5	7%
Moderately Challenging	20	28%	27	38%
Least Challenging	20	28%	40	56%
Lack of support from men in their community to exercise their leadership				
Most Challenging	33	46%	2	3%
Moderately Challenging	20	28%	28	39%
Least Challenging	19	26%	42	58%
Lack of support from women in their community to exercise their leadership				
Most Challenging	26	36%	3	4%
Moderately Challenging	19	26%	24	33%
Least Challenging	27	38%	45	63%
The new ideas proposed that you make in the community are not listened				
Most Challenging	37	51%	3	4%
Moderately Challenging	19	26%	30	42%

Least Challenging	16	22%	39	54%
Limited support networks and few opportunities to create new networks				
Most Challenging	38	53%	4	6%
Moderately Challenging	26	36%	40	56%
Least Challenging	8	11%	28	39%
Little access to general information within the community and poor communication within the community.				
Most Challenging	35	49%	7	10%
Moderately Challenging	22	31%	31	43%
Least Challenging	15	21%	34	47%
Financial limitations (lack of access to financing)				
Most Challenging	42	58%	8	11%
Moderately Challenging	22	31%	38	53%
Least Challenging	8	11%	26	36%

Regarding sociocultural obstacles and challenges, balancing household chores and adhering to local traditions emerged as the most challenging aspect for only 3% of women after completing the trainings. In contrast, the perception of discouragement from family members decreased significantly, with 19% of women initially identifying it as highly challenging, but none considering it highly challenging after the training.

Table 22: Key sociocultural obstacles/challenges that impact your leadership role

	Before (N=37)		After N=37	
	n	%	n	%
Family members discourage you from taking on leadership roles with				
Most Challenging	14	19%	0	0%
Moderately Challenging	11	15%	6	8%
Least Challenging	47	65%	66	92%
Balancing household chores and paid work (e.g. time constraints, mobility limitations)				
Most Challenging	25	35%	2	3%
Moderately Challenging	15	21%	22	31%
Least Challenging	32	44%	48	67%
Limitations associated or implicit with local traditions (impossibility of attending productive activities due to traditional festivities)				
Most Challenging	15	21%	2	3%
Moderately Challenging	12	17%	21	29%
Least Challenging	45	63%	49	68%

In terms of individual emotional challenges, 7% of women cited the lack of time to mentally and emotionally adapt to change as highly challenging after completing the training. Conversely, concerns regarding the perception of their group, family, and community were considered the least challenging. This suggests that women had garnered significant support from their communities. While some women initially felt overwhelmed



by uncertainty or emotional adjustment, the majority felt increased community support post-training.

Table 23: Individual emotional challenges/dilemmas faced by the respondents

	Before (N=37)		After N=37)	
	n	%	n	%
Feeling out of control and a high degree of uncertainty due to not knowing where the change will lead.				
Most Challenging	33	46%	0	0%
Moderately Challenging	18	25%	17	24%
Least Challenging	21	29%	55	76%
Concern about what my group family community thinks of me				
Most Challenging	24	33%	2	3%
Moderately Challenging	14	19%	12	17%
Least Challenging	34	47%	58	81%
Lack of time to mentally and emotionally adapt to change.				
Most Challenging	23	32%	5	7%
Moderately Challenging	26	36%	22	31%
Least Challenging	23	32%	45	63%
The competing interests of group members can make it difficult to generate consensus and create conflict.				
Most Challenging	24	33%	0	0%
Moderately Challenging	19	26%	21	29%
Least Challenging	29	40%	51	71%

Table 24: What was your role in creating following opportunities? [1= Least Role, 5=Major role]

	Before (N=37)		After N=37)	
	n	%	n	%
I am able to link relate with new groups actors experiences				
Least Role [=1]	21	29%	1	1%
2	19	26%	3	4%
3	11	15%	7	10%
4	14	19%	25	35%
Major Role [=5]	7	10%	36	50%
I am capable of having new experiences and seeing new places.				
Least Role [=1]	21	29%	1	1%
2	19	26%	3	4%
3	11	15%	7	10%
4	14	19%	25	35%
Major Role [=5]	7	10%	36	50%
I am able to communicate my ideas and vision to other people inside and outside the community.				
Least Role [=1]	22	31%	0	0%
2	19	26%	3	4%
3	13	18%	14	19%



4	13	18%	35	49%
Major Role [=5]	5	7%	20	28%
I made proud of my identity indigenous, rural, community				
Least Role [=1]	6	8%	0	0%
2	4	6%	0	0%
3	9	13%	4	6%
4	22	31%	18	25%
Major Role [=5]	31	43%	50	69%
I am able to generate income from my work				
Least Role [=1]	15	21%	1	1%
2	13	18%	2	3%
3	12	17%	4	6%
4	21	29%	28	39%
Major Role [=5]	11	15%	37	51%
I am able to be recognized by my actions				
Least Role [=1]	17	24%	1	1%
2	18	25%	3	4%
3	15	21%	10	14%
4	12	17%	26	36%
Major Role [=5]	10	14%	33	46%

Women predominantly reported utilizing their newly acquired skills to train others, followed by providing advice and support to their peers, and finally, to enhance their own standing within their group.

Table 25: Use of the leadership skills and knowledge [1= Least Used and 5= Most Used]

	Before (N=37)		After N=37)	
	n	%	n	%
Improve my position in my work group				
Used least [1]	28	39%	1	1%
2	23	32%	7	10%
3	12	17%	16	22%
4	4	6%	24	33%
Most used [5]	5	7%	24	33%
Teach train others.				
Used least [1]	23	32%	0	0%
2	13	18%	2	3%
3	23	32%	15	21%
4	8	11%	23	32%
Most used [5]	5	7%	32	44%
Advise and accompany others				
Used least [1]	21	29%	0	0%
2	18	25%	3	4%
3	17	24%	17	24%
4	10	14%	25	35%



Most used [5]	6	8%	27	38%
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Concerning their achievements, 73% of women reported experiencing heightened self-confidence and a greater ability to effect change in their circumstances. Additionally, 41% of women reported an increased sense of trust within their group.

Table 26: Key achievements of your leadership actions? [1= Least Achieved, and 5=Most Achieved]

	Before (N=37)		After N=37)	
	n	%	n	%
Increased self-confidence and my ability to change my situation				
Least Achieved [1]	12	17%	0	0%
2	24	33%	7	10%
3	16	22%	9	13%
4	16	22%	17	24%
Most Achieved [5]	4	6%	39	54%
My group and or community trust me more				
Least Achieved [1]	19	26%	0	0%
2	23	32%	7	10%
3	22	31%	13	18%
4	7	10%	31	43%
Most Achieved [5]	1	1%	21	29%

As noted in earlier sections, women identified time constraints as the primary challenge in the Do No Harm section. Despite this challenge, they did not perceive it as a harm.

Section: DO NO HARM

Table 27: Do No Harm

	n	%
q_301. Does your leadership role take up too much of your time?	23	32%
q_302. Does it create any conflict within the home? Have you faced any violence?	7	10%
q_303. Has your leadership role created conflict in the community?	5	7%



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