



# Women-Led Community Forest Conservation Initiative in Mau Forest Ecosystem, Narok County, Kenya

Document prepared by WOCAN

|                           |                                                                                                    |
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| <b>Project Name</b>       | Women-Led Community Forest Conservation Initiative in Mau Forest Ecosystem, Narok County, Kenya    |
| <b>W+ Project ID</b>      |                                                                                                    |
| <b>Project Start Date</b> | January 2024                                                                                       |
| <b>Project End Date</b>   | December 2028                                                                                      |
| <b>Date of PDD</b>        | 14 July 2026                                                                                       |
| <b>Prepared By</b>        | Daniele Ramiamanana and Larissa Dominguez for WOCAN                                                |
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## 1. DESCRIPTION OF THE SCENARIO FOR WOMEN'S EMPOWERMENT

### 1.1 Background

**Location of the Project:** The Women-Led Community Forest Conservation Initiative in Mau Forest Ecosystem, Narok County, Kenya project is implemented in Blocks 30 and 31 of the Maasai Mau Forest ecosystem located in Narok County, Kenya. The Maasai Mau Forest is the largest block of the Mau Forest Complex, one of East Africa's most important indigenous montane forests and a critical water tower that supports major river systems in Kenya and Tanzania. The project area includes communities living in and around the forest catchment, including the Dorobo, Ogiek, Maasai and Kipsigis communities, whose livelihoods are closely linked to forest and agricultural resources.

Despite the ecological importance of the Maasai Mau Forest, surrounding communities experience persistent poverty, forest degradation, degraded agricultural land, and limited livelihood opportunities. Women are particularly disadvantaged due to cultural norms that restrict their access to land, productive resources, income-generating activities, and participation in natural resource management. The landscape is characterized by mixed crop and livestock production, with households depending on farming, livestock, forest resources, and small-scale enterprises for their livelihoods. The project therefore integrates forest landscape restoration with agroforestry development, community tree nursery enterprises, sustainable livelihood interventions, and women's empowerment activities to reduce dependence on forest extraction while strengthening household resilience, restoring degraded landscapes, and improving women's economic opportunities.

**Scenario Existing Prior to the Implementation of the Activities:** The Maasai Mau Forest has undergone important degradation as a result of deforestation, unsustainable land-use practices, and increasing pressure on natural resources. At the same time, many households living adjacent to the forest continue to face economic hardship following displacement from forest lands and the subsequent loss of traditional livelihood opportunities. These challenges have increased poverty, unemployment, food insecurity, and vulnerability to climate change, particularly among women.

Women face additional challenges that limit their ability to benefit from economic opportunities associated with forest restoration. Traditional gender roles, particularly within the Maasai community, often restrict women's access to land ownership, productive assets, income-generating activities and participation in natural resource management. As a result, women remain economically vulnerable despite playing an important role in household livelihoods.

The project addresses these interconnected environmental and socio-economic challenges through an integrated approach that combines forest rehabilitation, agroforestry, nursery enterprise development, sustainable agriculture and agroforestry, livelihood diversification, and community advocacy. By strengthening women's technical capacities, improving access to productive assets and

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income-generating opportunities, and increasing their participation in local governance and restoration activities, the project contributes simultaneously to ecosystem restoration, climate resilience, and women's economic empowerment.

## 1.2 Project sector and type

The project operates across several complementary sectors that integrate ecosystem restoration, sustainable livelihoods and women's economic empowerment.

**Forestry and landscape restoration:** Restoration of degraded areas of the Maasai Mau Forest through indigenous tree planting, community-based restoration and long-term ecosystem conservation.

**Agroforestry and sustainable land management:** Promotion of agroforestry systems through the establishment of fruit and non-fruit trees to improve environmental sustainability and support diversified livelihoods.

**Climate change mitigation and adaptation:** Restoration activities increase carbon sequestration, improve watershed protection and soil health, reduce forest degradation and strengthen the resilience of both ecosystems and local communities to climate change.

**Women's economic empowerment:** The project increases women's participation in restoration activities through employment, nursery enterprise development, and improved access to productive assets, while promoting their participation in household and community decision-making.

**Sustainable energy:** Promotion of energy-efficient cookstoves to reduce fuelwood consumption, lower household energy costs, reduce women's time burden associated with firewood collection, and reduce pressure on forest resources while creating additional livelihood opportunities.

## 1.3 Project implementers

|                                         |                                                          |
|-----------------------------------------|----------------------------------------------------------|
| Organization name                       | Women in Water and Natural Resource Conservation (WWANC) |
| Contact person                          | Rose Wamalwa                                             |
| Title                                   | Chief Executive Officer                                  |
| Address of Home Office and Field Office | Ikonyero along Kakamega-Mumias Rd, Nairobi, Kenya        |
| Telephone                               | +254 718905725                                           |

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|       |                         |
|-------|-------------------------|
| Email | winnieyogembo@gmail.com |
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### Other entities involved in the project

|                     |                                                              |
|---------------------|--------------------------------------------------------------|
| Organization name   | Vumbuzi Impact Africa Foundation (VIA)                       |
| Role in the project | Project developer                                            |
| Contact person      | Assumpta Uzamukunda                                          |
| Title               | Chief Executive Officer                                      |
| Address             | M&M Plaza 1st Floor KG 8 Avenue P.O Box 6583, Kigali, Rwanda |
| Telephone           | +250788589818                                                |
| Email               | auzamukunda@via-foundation.org                               |

## 1.4 Project activities start date

January 2024

## 1.5 Description of project activities

The WWANC project implements an integrated programme that combines forest landscape restoration with sustainable livelihood development, agroforestry, clean energy interventions, and women's economic empowerment. The project aims to restore degraded forest landscapes while enhancing women's participation in restoration activities, improving access to knowledge and productive assets, and creating sustainable livelihood opportunities. The main project activities include:

### • **Community-based forest landscape restoration**

**Activity:** The project supports the restoration of degraded areas of the Mau Forest through site preparation, planting of indigenous tree species, maintenance of planted areas, and monitoring of restoration sites. Restoration activities are implemented through a participatory approach involving local communities, Community Forest Associations, Water Resource Users Associations, local leadership, and relevant government institutions.

**Women's empowerment contribution:** Women are engaged in restoration activities, including site preparation, tree planting, and maintenance. Their participation provides employment opportunities, strengthens technical skills in forest restoration, and increases their involvement in community-based natural resource management.

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- **Community tree nursery establishment and seedling production**

**Activity:** The project supports the establishment and strengthening of community tree nurseries to produce indigenous, fruit and non-fruit tree seedlings for forest restoration and agroforestry activities. Community nurseries supply seedlings required for project activities while strengthening local seedling production systems.

**Women's empowerment contribution:** Women are supported to establish and manage community nurseries and participate as seedling suppliers. Nursery enterprises provide opportunities for income generation, strengthen women's technical skills, and improve their access to productive assets.

- **Agroforestry and sustainable land management**

**Activity:** The project promotes the integration of fruit and non-fruit tree species into farming systems to improve land productivity, diversify agricultural production, and support landscape restoration. Agroforestry interventions contribute to sustainable land management while reducing pressure on natural forests

**Women's empowerment Contribution:** Women participate in agroforestry activities and receive technical support to integrate trees into their farming systems. These interventions diversify household income opportunities through fruit and timber production, improve financial resilience, and reduce dependence on forest resources.

- **Capacity building and technical training**

**Activity:** Training is provided on tree nursery establishment and management, forest restoration techniques, agroforestry, sustainable land management, eco-entrepreneurship, environmental conservation, and climate change, and leadership training to increase women's participation and governance in natural resource management. Capacity-building activities are delivered through practical demonstrations, community learning sessions, and technical support from extension officers and project partners.

**Women's empowerment contribution:** Capacity-building activities strengthen women's technical knowledge, entrepreneurial skills and confidence to participate in restoration activities, manage nursery enterprises and develop sustainable livelihood opportunities. The project also promotes women's participation in community decision-making and natural resource management.

- **Energy-efficient cookstove production, installation and promotion**

**Activity:** The project promotes the production, installation and use of energy-efficient cookstoves to improve household energy efficiency and reduce pressure on forest resources.

**Women's empowerment contribution:** Women receive training in the production and installation of energy-efficient cookstoves, creating opportunities for skills development, enterprise creation. Increased adoption of improved cookstoves reduces household fuelwood consumption, lowers energy expenditure, and decreases the time spent collecting firewood.

- **Community awareness, advocacy and gender inclusion**

**Activity:** The project conducts community sensitization, advocacy and stakeholder engagement activities to promote forest conservation, environmental sustainability, gender equality and

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community participation in restoration activities. Community consultations support participatory project implementation and strengthen local ownership of restoration initiatives.

**Women's empowerment contribution:** These activities promote women's participation and leadership in community organisations, restoration initiatives, and local decision-making processes. They also contribute to addressing social norms that limit women's access to economic opportunities and support more inclusive management of natural resources.

## 1.6 Project's activities boundary and scope

The project is implemented within Blocks 30 and 31 of the Maasai Mau Forest in Narok County, Kenya, covering degraded forest landscapes and adjacent community areas. Project activities are undertaken in collaboration with communities living in and around the forest, including the Dorobo, Ogiek, Maasai and Kipsigis communities, whose livelihoods are closely linked to the forest ecosystem.

The project adopts an integrated landscape approach that combines forest landscape restoration with agroforestry, community tree nursery development, sustainable livelihood improvement, promotion of energy-efficient cookstoves, and community advocacy. Activities are implemented through partnerships with Community Forest Associations, Water Resource Users Associations, local administrative authorities and relevant government agencies to strengthen community participation and ensure the long-term sustainability of restoration efforts.

The scope of the project includes restoration of degraded forest areas through indigenous tree planting, establishment and strengthening of community nurseries, promotion of agroforestry systems, capacity building on sustainable natural resource management and eco-entrepreneurship, promotion of energy-efficient cookstoves, and initiatives that increase women's participation in environmental conservation, livelihood development and community decision-making.

## 1.7 Conditions Prior to the Project's Initiation of Activities

Prior to the implementation of the WWANC project, the Maasai Mau Forest landscape had experienced significant environmental degradation resulting from deforestation, unsustainable land-use practices, and increasing pressure on forest resources. These challenges contributed to the loss of forest cover, declining ecosystem services, and reduced livelihood opportunities for communities living in and around the forest.

The implementation of government-led forest conservation measures, including the eviction of households from sections of the Maasai Mau Forest, significantly affected the livelihoods of many forest-dependent communities. The loss of access to forest resources and agricultural land reduced livelihood opportunities and increased household economic vulnerability. Although government compensation was provided to affected households, these benefits were typically directed to male household heads. As a result, women often had limited control over the use of these resources while

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continuing to bear primary responsibilities for securing fuelwood, water, food, and other household necessities. This further increased women's economic dependence and vulnerability.

Communities surrounding the forest rely mainly on small-scale agriculture, livestock keeping, and forest resources for their livelihoods. However, declining forest resources and limited opportunities to diversify household income increased pressure on both local livelihoods and the forest ecosystem. Women were particularly affected, as they were primarily responsible for collecting firewood and water, caring for livestock, producing food, and managing household responsibilities.

Women also face significant socio-economic and cultural barriers that limited their participation in economic activities and natural resource management. Land ownership is predominantly controlled by men, while women generally accessed land through their husbands and had limited decision-making authority over agricultural production and household resources. High levels of gender-based violence, female genital mutilation, early marriage, and female school dropout further constrained women's educational attainment, economic opportunities, and participation in community leadership.

Although women played a central role in agriculture, livestock management, and household resource management, they had limited access to technical training, productive assets, and sustainable livelihood opportunities. Community capacity for forest restoration, agroforestry, and environmentally sustainable livelihood practices was also limited.

The WWANC project was developed to address the interconnected environmental, livelihood, and gender challenges facing communities in the Maasai Mau landscape. It combines forest landscape restoration with agroforestry, community tree nursery development, sustainable livelihood activities, the promotion of energy-efficient cookstoves, and community awareness on gender equality and sustainable natural resource management. Capacity-building and technical training are provided to both women and men, with women comprising at least 60% of project participants. The project also includes leadership training to strengthen women's participation and leadership in community institutions and natural resource management. Through these interventions, the project aims to restore degraded forest landscapes, improve household livelihoods, reduce pressure on forest resources, and increase women's participation in environmental conservation and local decision-making.

## **1.8 Compliance with Laws, Statutes and Other Regulatory Frameworks**

The project is in compliance with all the necessary laws, statutes and regulatory frameworks of Kenya and has the right to engage in project activities.

## **1.9 Project Implementer's Right to Engage in the Project**

The project implementer has all the requisite legal rights to engage in the project.

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### 1.10 Other Forms of Environmental or Social Credit

None

### 1.11 Additional Information Relevant to the Project

NA

## 2. GENDER AND STAKEHOLDER ANALYSIS

### Introduction

This gender and stakeholder analysis examines the gendered conditions, social norms, power relations, and potential opportunities and risks associated with the WWANC project implemented in the Maasai Mau Forest landscape, Narok County, Kenya. The purpose of the analysis is to understand the context in which the project is being implemented and the factors that may influence women's participation in and benefits from project activities. The conditions described in this analysis should therefore be understood as characteristics of the broader social and economic context and not as impacts caused by the project.

The analysis draws on focus group discussions conducted with 28 women from communities in the Maasai Mau landscape, as well as stakeholder consultations with the County Commissioner of Narok County and the Chief Executive Officer of Environment, Water and Forest Services. Women participating in the focus group discussions included members of nursery groups, widow groups, a poultry group and a beekeeping group participating in project activities, as well as women who were not project beneficiaries. This approach enabled the assessment to capture both the experiences of project participants and the perspectives of non-beneficiary women, providing a broader understanding of existing gender dynamics, livelihood conditions, and factors that may influence project implementation.

The findings of the gender analysis informed the identification of the project's main gender-related opportunities and constraints and supported the selection of the **Education & Knowledge** and **Income & Assets** domains under the W+ Standard. The findings also provide context for understanding how the project's capacity-building, livelihood, restoration, and sustainable energy activities may interact with women's existing roles, access to resources, workload, and decision-making power.

### Summary

Women play a central role in agriculture, livestock production, household food security, and natural resource management across the communities consulted in the Maasai Mau landscape. The focus group discussions showed that women combine agricultural and livestock activities with extensive

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responsibility for childcare, cooking, cleaning, water and firewood collection, and other household tasks. At the same time, participants described men's greater involvement in activities associated with control over higher-value productive resources, including land preparation, livestock sales, transport, and marketing.

Five interrelated issues emerged from the assessment as particularly relevant to project implementation. First, women's combination of productive and reproductive responsibilities creates significant time constraints. The daily activity exercise conducted during the Chebitet FGD, for example, showed women beginning their day between approximately 3:00 and 4:00 a.m. and continuing household and productive activities into the evening. Participants reported that water collection could take approximately two hours, while firewood collection could require an additional one to 1.5 hours. These demands may affect the time women have available for training, meetings, restoration activities, and new livelihood opportunities.

Second, participants described an important distinction between women's **access to** productive resources and their **control over** them. Women reported farming land belonging to their husbands and carrying out substantial livestock-related work, while men generally retained ownership and greater authority over land and livestock. This may influence women's ability to independently make production decisions or control the economic benefits generated from productive assets.

Third, household and community decision-making continues to be shaped by gender norms. Women have responsibility for many day-to-day household and agricultural activities but have less authority over major productive assets and associated decisions. At the same time, women's participation in community groups provides an existing platform through which they can access information, training, livelihood opportunities, and collective support.

Fourth, differences in access to education, technology, financial resources, and productive inputs may affect women's ability to take advantage of economic opportunities. Participants reported, for example, that both women and men may have access to mobile phones, but internet access is more commonly associated with men, and women's mobile money may in some cases be controlled or accessed by their husbands. These dynamics are relevant to interventions seeking to strengthen women's economic opportunities and control over benefits.

Finally, participants and stakeholders identified broader social challenges affecting women and girls, including gender-based violence (GBV), female genital mutilation (FGM), early marriage, and school dropout. These conditions form part of the context in which the project operates and may affect women's agency, economic independence, and participation in public and economic life. They also reinforce the importance of the safeguarding processes considered under the project's Do No Harm assessment.

Taken together, these findings provide context for understanding both the opportunities and constraints affecting women's participation in the project. The following sections examine these findings in greater detail and consider their implications for project implementation.

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### Gendered Roles in Natural Resource Management and Livelihoods

The focus group discussions identified a clear gender division of labour across agricultural, livestock, household, and community activities. Participants reported that women carry primary responsibility for activities including poultry keeping, milking livestock, feeding animals, collecting fodder, fetching water, collecting firewood, farming, and caring for children. The participatory activity profile also identified women's involvement in weeding, harvesting, nursery work, preparing seedbeds, planting seeds, watering, transplanting, and selling seedlings.

Men were more commonly associated with activities such as land preparation, fencing, veterinary services, spraying agrochemicals, transport, and marketing. **90 % of participants** identified men as primarily responsible for one or more of these activities. The activity profile similarly indicated men's stronger involvement in activities associated with larger productive assets, including livestock ownership and some aspects of commercial agricultural production.

Women combine these productive activities with extensive reproductive responsibilities. **100% of participants** identified women as primarily responsible for household and care activities, the only exception was for widowers. In the participatory activity profile, cooking, feeding family members, fetching water and firewood, milking cows, washing clothes, and childcare were predominantly identified as women's activities. Women also participated in community activities, including group, church, school, and marketplace meetings.

These findings illustrate that women's contribution to household production extends well beyond unpaid domestic work: women are simultaneously farmers, livestock keepers, caregivers, and participants in community organizations. The combination of these roles results in a substantially heavier and more fragmented daily workload.

### **Implications for project interventions**

This division of labour may influence how much time women can allocate to training, nursery activities, restoration work, and other project-supported livelihood opportunities. At the same time, women's existing involvement in farming, nursery work, and natural resource management means that many project activities build on roles and knowledge that women already possess. Existing community and women's groups also provide established structures through which training, knowledge exchange, and collective activities can be organized.

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| <p><b>ACTIVITY PROFILE</b></p> <p>Example from Chebitet FGD</p> <p>Overview of major activities in the community, by domain and by who is primarily responsible.</p> |                                                  |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| DOMAIN                                                                                                                                                               | SUB-DOMAIN                                       | SPECIFIC ACTIVITIES (EXAMPLES)                                                                                                                                                                                                                                                                                                                                                  | PRIMARY RESPONSIBLE                                                                                                                                                                                         |
| <p><b>PRODUCTIVE ACTIVITIES</b></p> <p>Activities that generate income, food, or other economic value.</p>                                                           | <p><b>AGRICULTURE</b><br/>(Crop Production)</p>  | <ul style="list-style-type: none"> <li>Land preparation (clearing, ploughing)</li> <li>Planting</li> <li>Weeding</li> <li>Applying fertilizer / soil amendments</li> <li>Irrigation</li> <li>Pest and disease management</li> <li>Harvesting</li> <li>Post-harvest handling (drying, sorting)</li> <li>Storing crops</li> <li>Selling crops / transporting to market</li> </ul> | <p>Men</p> <p>Both women and men</p> <p>Women</p> <p>Both women and men</p> <p>Men</p> <p>Both women and men</p> <p>Both women and men</p> <p>Both women and men</p> <p>Women</p> <p>Both women and men</p> |
|                                                                                                                                                                      | <p><b>LIVESTOCK</b><br/>(Large Animals)</p>      | <ul style="list-style-type: none"> <li>Grazing / herding</li> <li>Feeding</li> <li>Watering</li> <li>Milking</li> <li>Animal health care / treating</li> <li>Breeding management</li> <li>Selling livestock / deciding on sales</li> </ul>                                                                                                                                      | <p>Men</p> <p>Women</p> <p>Women</p> <p>Women</p> <p>Women</p> <p>Men</p> <p>Men</p>                                                                                                                        |
|                                                                                                                                                                      | <p><b>LIVESTOCK</b><br/>(Small Animals)</p>      | <ul style="list-style-type: none"> <li>Feeding</li> <li>Watering</li> <li>Cleaning shelters</li> <li>Caring for / managing</li> <li>Selling / deciding on sales</li> </ul>                                                                                                                                                                                                      | <p>Women</p> <p>Women</p> <p>Women</p> <p>Women</p> <p>Women</p>                                                                                                                                            |
|                                                                                                                                                                      | <p><b>AGROFORESTRY &amp; TREE NURSERIES</b></p>  | <ul style="list-style-type: none"> <li>Raising seedlings</li> <li>Planting trees</li> <li>Maintaining trees</li> <li>Harvesting tree products (fruit, poles, etc.)</li> <li>Selling tree products</li> </ul>                                                                                                                                                                    | <p>Women</p> <p>Women</p> <p>Both women and men</p> <p>Both women and men</p> <p>Both women and men</p>                                                                                                     |
|                                                                                                                                                                      | <p><b>OTHER INCOME GENERATING ACTIVITIES</b></p> | <ul style="list-style-type: none"> <li>Small businesses / petty trade</li> <li>Handicrafts / weaving / tailoring</li> <li>Food processing (flour, oil, etc.)</li> <li>Charcoal / firewood sales</li> <li>Transport services (boda boda, cart, etc.)</li> </ul>                                                                                                                  | <p>Women</p> <p>Women</p> <p>Women</p> <p>Men</p> <p>Men</p>                                                                                                                                                |
| <p><b>HOUSEHOLD &amp; CARE ACTIVITIES</b></p> <p>Activities that support the well-being of the household and family.</p>                                             | <p><b>DOMESTIC WORK</b></p>                      | <ul style="list-style-type: none"> <li>Cooking</li> <li>Cleaning house</li> <li>Washing dishes</li> <li>Laundry</li> <li>Collecting firewood</li> <li>Fetching water</li> </ul>                                                                                                                                                                                                 | <p>Women</p> <p>Women</p> <p>Women</p> <p>Women</p> <p>Women</p> <p>Women</p>                                                                                                                               |
|                                                                                                                                                                      | <p><b>CHILDCARE</b></p>                          | <ul style="list-style-type: none"> <li>Caring for young children (feeding, bathing)</li> <li>Putting children to sleep</li> <li>Helping with school work</li> <li>Taking children to school / activities</li> </ul>                                                                                                                                                             | <p>Women</p> <p>Women</p> <p>Women</p> <p>Women</p>                                                                                                                                                         |
|                                                                                                                                                                      | <p><b>ELDERLY CARE &amp; OTHER CARE</b></p>      | <ul style="list-style-type: none"> <li>Caring for elderly</li> <li>Caring for sick family members</li> <li>Supporting persons with disabilities</li> </ul>                                                                                                                                                                                                                      | <p>Women</p> <p>Women</p> <p>Women</p>                                                                                                                                                                      |
| <p><b>COMMUNITY &amp; SOCIAL ACTIVITIES</b></p> <p>Activities that benefit the community and social relationships.</p>                                               | <p><b>COMMUNITY PARTICIPATION</b></p>            | <ul style="list-style-type: none"> <li>Attending community meetings</li> <li>Participating in groups / savings groups</li> <li>Organizing community events</li> <li>Volunteering / helping neighbors</li> </ul>                                                                                                                                                                 | <p>Both women and men</p> <p>Both women and men</p> <p>Both women and men</p> <p>Both women and men</p>                                                                                                     |
|                                                                                                                                                                      | <p><b>LEISURE &amp; SOCIAL ACTIVITIES</b></p>    | <ul style="list-style-type: none"> <li>Visiting friends / relatives</li> <li>Participating in cultural / religious events</li> </ul>                                                                                                                                                                                                                                            | <p>Both women and men</p> <p>Both women and men</p>                                                                                                                                                         |

## Control over Productive Resources

The field assessment highlighted an important distinction between women's access to productive resources and their ability to exercise control over those resources. **95 % of participants (both women and men)** reported that land generally belongs to the husband and that women are allowed to farm it, while decisions about what is farmed remain largely under male authority. Participants also indicated that women may have a say when land is sold, including because their consent may be required, but this does not necessarily translate into ownership or equal control over the land.

A similar pattern was reported for livestock. While women undertake substantial livestock-related work, including milking, feeding, and caring for animals, all participants identified men as the main owners and/or decision-makers regarding livestock. This means that women's labour contribution does not necessarily correspond with control over the productive asset or decisions concerning its sale.

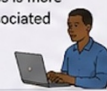
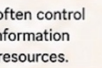
Differences were also identified in relation to technology and financial resources. The field assessment indicated that both women and men may have access to mobile phones, while internet access is more

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commonly associated with men. **85% of women participants** reported that their M-Pesa accounts may be accessible to or controlled by their husbands. Access to agricultural inputs also varies by gender, with men more strongly associated with the purchase or control of chemicals and fertilizers, while seeds were identified as being accessed by both women and men.

## Implications for project interventions

These patterns may influence women's ability to independently make decisions about land-based restoration activities, invest in productive activities, or exercise control over income and other economic benefits. For project activities that provide women with new skills, livelihood opportunities, or productive resources, women's ability to use and exercise control over these benefits is therefore an important dimension of the empowerment outcomes to be considered.

| ACCESS VS. CONTROL OVER PRODUCTIVE RESOURCES                                                                                                         |                                                                                                                                                                                                |                                                                                                                                                                            |                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Women and men have access to and use productive resources, but men generally retain greater ownership and decision-making authority over key assets. |                                                                                                                                                                                                |                                                                                                                                                                            |                                                                                                                                                                                                                                       |
| RESOURCE                                                                                                                                             | ACCESS / USE                                                                                                                                                                                   | CONTROL / OWNERSHIP                                                                                                                                                        | DECISION-AUTHORITY                                                                                                                                                                                                                    |
|  <p>LAND</p>                                                      | <p>Both women and men farm and use the land.</p>                                                            | <p>Land generally belongs to men (husbands).</p>                                        | <p>Men decide what is farmed and how land is used.</p> <p>Women may be consulted, and their consent may be required for land sale decisions.</p>  |
|  <p>LIVESTOCK (COWS / GOATS)</p>                                  | <p>Both women and men are involved.</p> <p>Women feed, milk, care for and manage cows and goats daily.</p>  | <p>Men are the primary owners of cows and goats.</p>                                    | <p>Men make decisions about sales, purchases, breeding and other major livestock management.</p>                                                  |
|  <p>SMALL ANIMALS (CHICKEN)</p>                                   | <p>Women are primarily responsible for raising, feeding and caring for chickens.</p>                        | <p>Women own and manage small animals.</p>                                              | <p>Women make decisions about sales, purchases and use of income from chickens.</p>                                                               |
|  <p>TECHNOLOGY &amp; INFORMATION</p>                              | <p>Both women and men have mobile phones.</p>                                                               | <p>Internet access is more commonly associated with men.</p>                            | <p>Men more often control access to information and online resources.</p>                                                                         |
|  <p>FINANCIAL RESOURCES</p>                                       | <p>Women use M-Pesa and other financial services.</p>                                                       | <p>Women's M-Pesa accounts may be accessible to or controlled by husbands.</p>          | <p>Men often decide on larger financial expenditures and investments.</p>                                                                         |
|  <p>AGRICULTURAL INPUTS</p>                                       | <p>Both women and men access seeds.</p>                                                                     | <p>Men more commonly purchase or control chemicals, fertilizers and larger inputs.</p>  | <p>Men decide on purchase and use of costly inputs.</p>                                                                                           |

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### Women's Material Conditions

The consultations indicate that women's material conditions are closely connected to agriculture, livestock, natural resources, and household food production. Women's access to land and livestock provides an important basis for household livelihoods, but their limited ownership and control over these assets can restrict their economic autonomy.

Women nevertheless participate in a range of livelihood activities. **75% of participants** reported engagement in activities such as farming, nursery activities, poultry keeping, beekeeping, and other forms of eco-entrepreneurship. Existing women's and community groups also provide opportunities to access training, collective activities, and financial support. The consultations further indicated that some groups existed prior to the project, while others were formed subsequently, providing an established organizational base for livelihood and restoration activities.

Environmental conditions also influence women's material position. Women's responsibility for water and firewood collection means that the availability of natural resources has direct implications for the amount of time and labour required to meet household needs. During drought or periods of resource scarcity, greater time spent securing water, fuelwood, and other household necessities can reduce the time available for income-generating activities and other economic opportunities.

The project includes activities related to sustainable land management, nursery development, agroforestry, livelihood diversification, and sustainable energy, which interact directly with these existing livelihood conditions.

### **Implications for project interventions**

Women's existing livelihood responsibilities and limited control over higher-value productive assets may influence the extent to which increased knowledge or economic opportunities translate into improvements in their material conditions. Activities that create additional livelihood opportunities or reduce expenditure and time demands may strengthen women's economic position, while the extent to which women can access and control resulting resources and income will be important for understanding the project's empowerment outcomes.

### Women's Time Burden and Workload

The focus group discussions provided particularly detailed information on women's daily workload. **95% of participants** reported that women carry primary responsibility for both productive and reproductive activities within the household.

During the Chebitet FGD, participants described women waking between approximately 3:00 and 4:00 a.m. to begin preparing food for the household. Their daily activities included preparing breakfast and lunch, taking children to school, milking cows, cutting grass, fetching water for livestock, farming, collecting firewood, washing clothes, preparing the evening meal, and completing other household tasks before going to bed at approximately 9:00 to 9:30 p.m.

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Participants estimated that fetching water could require approximately two hours and that collecting firewood could take between one and 1.5 hours. The discussion also indicated that women may spend significant portions of the day working on farms, while market days can require most or all of the day.

The men's daily activity exercise presented a different pattern. Men were described as generally beginning their day between approximately 7:00 and 8:00 a.m., with their activities concentrated around livestock, fencing, farming, and harvesting. Participants also identified time during the day for social activities outside the household. The comparison illustrates the extent to which women's productive work is combined with continuous domestic and care responsibilities.

### Implications for project interventions

Women's limited discretionary time can affect their material position by restricting the time available to participate in paid work, develop livelihood activities, attend training, access markets, or take on leadership responsibilities. It may also influence women's ability to participate consistently in project activities even where they have a strong interest in doing so. Project activities that reduce time requirements associated with household tasks, particularly fuelwood collection, may therefore create additional time that women can allocate according to their own priorities, while the scheduling and location of project activities can influence their accessibility to women.

|  <b>WOMEN'S DAILY WORKLOAD</b><br>(Example from Chebitet FGD) |                                                 |                          |                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------|-------------------------------------------------------|
| Women start their day very early and combine productive work, household work and care responsibilities throughout the day.                       |                                                 |                          |                                                       |
| TIME                                                                                                                                             | ACTIVITY                                        | TYPE                     | NOTES                                                 |
|  3:00 – 3:30 am                                               | Wake up & prepare tea and breakfast             | Household Care           | Wakes very early to start the day                     |
|  3:30 – 4:30 am                                               | Cook breakfast                                  | Household Care           | Prepare food for the family                           |
|  4:30 – 5:30 am                                               | Fetch water                                     | Household Care           | ~ 2 hours (walking to water source and back)          |
|  5:30 – 6:00 am                                               | Milk cows                                       | Productive (Livestock)   | Milking and handling livestock                        |
|  6:00 – 6:30 am                                               | Clean house, wash utensils                      | Household Care           | House cleaning and organizing                         |
|  6:30 – 7:30 am                                               | Ensure children are ready and go to school      | Care                     | Ensure children are ready and go to school            |
|  7:30 – 12:30 pm                                              | Farm work                                       | Productive (Agriculture) | Weeding, planting, transplanting, tending crops, etc. |
|  12:30 – 1:30 pm                                              | Prepare and serve lunch                         | Household Care           | Cook lunch for the family                             |
|  1:30 – 3:00 pm                                               | Collect firewood                                | Household Care           | ~ 1 to 1.5 hours (collecting and carrying firewood)   |
|  3:00 – 5:30 pm                                               | Continue farm work / nursery work / other tasks | Productive (Agriculture) | Nursery work, watering, weeding, etc.                 |
|  5:30 – 6:30 pm                                               | Fetch water / wash clothes                      | Household Care           | Second round of water or washing                      |
|  6:30 – 8:00 pm                                               | Prepare dinner and feed family                  | Household Care           | Cook dinner, serve and clean up                       |
|  8:00 – 9:00 pm                                               | Clean kitchen, wash utensils, tidy up           | Household Care           | End of day cleaning                                   |
|  9:00 – 9:30 pm                                               | Rest / sleep                                    | Care                     | Go to bed                                             |

|  <b>MEN'S DAILY WORKLOAD</b><br>(Example from Chebitet FGD) |                                                     |                          |                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|--------------------------|--------------------------------------------------------------------|
| Men start their day later and focus mainly on productive activities. They have more discretionary time during the day.                          |                                                     |                          |                                                                    |
| TIME                                                                                                                                            | ACTIVITY                                            | TYPE                     | NOTES                                                              |
|  7:00 – 8:00 am                                              | Wake up, tea                                        | Personal Care            | Start the day later                                                |
|  8:00 – 8:30 am                                              | Breakfast                                           | Personal Care            | Eat breakfast                                                      |
|  8:30 – 9:00 am                                              | Check livestock                                     | Productive (Livestock)   | Check animals, water and general care                              |
|  9:00 am – 1:00 pm                                           | Farm work                                           | Productive (Agriculture) | Land preparation, planting, tending crops, fencing, spraying, etc. |
|  1:00 – 2:00 pm                                              | Lunch                                               | Personal Care            | Eat lunch                                                          |
|  2:00 – 4:30 pm                                              | Farm / livestock work / transport                   | Productive (Agriculture) | Continue farm work, transport produce, fencing, spraying, etc.     |
|  4:30 – 5:30 pm                                              | Social time / visit friends / community discussions | Social / Leisure         | Time with friends or community members                             |
|  5:30 – 6:30 pm                                              | Relax / read newspaper / listen to radio            | Leisure                  | Relaxation time                                                    |
|  6:30 – 7:00 pm                                              | Bath time                                           | Personal Care            | Bathe (using basin and water)                                      |
|  7:00 – 8:00 pm                                              | Dinner                                              | Personal Care            | Eat dinner                                                         |
|  8:00 – 9:30 pm                                              | Watch TV / phone / leisure                          | Leisure                  | Free time                                                          |
|  9:30 – 10:00 pm                                             | Sleep                                               | Personal Care            | Go to bed                                                          |

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### Women's Position and Decision-Making Power

The consultations indicate that decision-making authority within households remains differentiated by gender, particularly in relation to productive assets. 98% of participants reported that men generally exercise greater decision-making authority over land, livestock, and other major productive resources.

At the same time, women's involvement in household decision-making is not entirely absent. Women reported participating in decisions related to smaller productive resources, indicating that women's decision-making power may vary according to the type and economic significance of the decision. Participants also reported that women may have a voice in decisions concerning the sale of land, most women were aware of the new laws that require women to give their consent before land is sold, however, they emphasized that despite the laws, this does not always happen.

Women's participation in community organizations provides a different space for engagement and collective decision-making. The field assessment identified women's participation in group meetings, church meetings, school meetings, marketplace meetings, nursery groups, widow groups, poultry groups, and other community structures. These groups provide spaces through which women can exchange information, participate in collective activities, and engage with livelihood and environmental initiatives.

The consultations also identified broader social norms affecting women's position. Participants discussed GBV as an existing issue within communities and described cases in which disputes may be addressed through family structures rather than formal mechanisms. FGM and early marriage were also identified as concerns, with participants linking early marriage to girls' ability to remain in school. These issues form part of the wider social context affecting women's and girls' agency and opportunities.

The project has incorporated community sensitization, gender-related training, and positive masculinity activities, including engagement with men and youth. The project's safeguarding processes and the potential risks associated with GBV and other harmful social norms are considered further under **Section 8, Do No Harm**.

### **Implications for project interventions**

Existing decision-making patterns may influence women's ability to independently apply new knowledge, make decisions regarding productive resources, and control benefits associated with livelihood activities. At the same time, women's existing participation in community groups provides a platform through which the project can support women's confidence, collective action, and participation in decision-making without creating entirely new structures.

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### Stakeholder Analysis

The principal stakeholders include women participating in nursery groups, widow groups, poultry groups and other community organizations; women who are not currently project beneficiaries; male household and community members; local chiefs and other community leaders; county government departments and extension officers; the Kenya Forest Service; and other community-based and technical organizations involved in natural resource management and livelihood development.

The field consultations demonstrate women's direct engagement in many of the activities relevant to the project, including farming, livestock care, nursery work, seedling production, and community group activities. Women participating in the FGDs also described involvement in group meetings and other community structures. Their existing roles therefore position them as important actors in both household livelihoods and natural resource management, although their influence over land, livestock, and other higher-value productive resources remains more limited.

Existing community groups are particularly relevant to project implementation. Field discussions indicated that some groups were already established before the project, while others have subsequently been formed. These structures provide channels for community mobilization, training, collective action, and access to livelihood opportunities. Community *barazas* organized through local leadership also provide mechanisms for community engagement and project awareness.

Government institutions and technical actors have complementary roles. County-level staff and extension officers provide technical expertise and training, while the Kenya Forest Service contributes to forest and natural resource management. The field consultations also indicated that the project can draw on county-level expertise when specific technical or social issues require specialized support.

### **Implications for project interventions**

Women are directly involved in many of the livelihood and natural resource management activities targeted by the project but do not necessarily hold equivalent authority over the productive resources associated with those activities. Existing women's and community groups provide an important platform for participation and collective action, while engagement with male household members, community leaders, government institutions, and technical actors can help address decisions and resources that are outside women's direct control. These different stakeholder positions are therefore relevant to how women can participate in and benefit from project activities.

## **3. SELECTION OF W+ DOMAINS**

Two main domains were selected based on project activities, Focus group discussions and discussions with staff: **Education and Knowledge** and **Income and Assets**.

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These domains best capture the ways in which the project contributes to women's empowerment by strengthening their technical capacities, expanding livelihood opportunities, and improving access to productive resources. At the same time, the assessment identified several structural barriers that could influence the extent to which women benefit from these interventions. These opportunities and potential risks are summarized below.

The **Education & Knowledge** domain was selected because the project places a strong emphasis on building women's technical capacity to participate in forest landscape restoration and sustainable livelihood activities. Through training, practical demonstrations, and continuous community engagement, women strengthen their knowledge of tree nursery management, forest restoration, agroforestry, sustainable land management, eco-entrepreneurship, climate change, environmental conservation, and the production and use of energy-efficient cookstoves. These activities are expected to increase women's technical knowledge, confidence, and ability to apply sustainable practices within their households and communities.

The **Income & Assets** domain was selected because the project creates opportunities for women to diversify and strengthen their livelihoods through forest restoration employment, community nursery enterprises, agroforestry, poultry production, beekeeping, and the promotion of energy-efficient cookstoves. These interventions improve women's access to productive assets, create new income-generating opportunities, reduce household energy costs, and contribute to greater economic resilience and financial independence.

| <b>W+ Domain</b>                 | <b>Benefits</b>                                                                                                                                                                                                                                                                                                                                                                                             | <b>Challenges/Potential Risks</b>                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Knowledge &amp; Education</i> | <ul style="list-style-type: none"> <li>• Increased technical knowledge on restoration and sustainable livelihoods.</li> <li>• Improved practical skills in nursery management, agroforestry, and sustainable land management.</li> <li>• Increased confidence to apply and share new knowledge.</li> <li>• Greater awareness of environmental conservation, climate change, and gender equality.</li> </ul> | <ul style="list-style-type: none"> <li>• Low literacy levels may limit participation in technical training.</li> <li>• Women's heavy workloads may reduce attendance at training sessions.</li> <li>• Continued mentoring and refresher training may be needed to sustain knowledge and skills.</li> </ul>                                                                         |
| <i>Income &amp; Assets</i>       | <ul style="list-style-type: none"> <li>• Increased access to income-generating opportunities.</li> <li>• Improved access to productive assets and livelihood resources.</li> <li>• Diversified livelihood opportunities and increased financial resilience.</li> <li>• Reduced household energy costs and time spent collecting fuelwood.</li> <li>• Greater economic independence.</li> </ul>              | <ul style="list-style-type: none"> <li>• Limited land ownership and control may restrict women's ability to benefit fully from land-based investments.</li> <li>• Climate and environmental risks may affect livelihood outcomes.</li> <li>• Limited market access may reduce income opportunities.</li> <li>• Men may retain control over household income and assets.</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>Expanded livelihood activities may increase women's workload if labour-saving measures are not maintained.</li> </ul> |
|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------|

## W+ Domains and Crediting Periods

| <i>W+ Domains and related activities</i>                                                                                                                                                                                                                                                                                                                                                                                           | <i>Start Date</i> | <i>End Date</i> | <i>Crediting period:<br/>Total Years</i> | <i>Any Associated Standard</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------|------------------------------------------|--------------------------------|
| <b>Knowledge &amp; Education</b> <ul style="list-style-type: none"> <li>Tree nursery establishment and management</li> <li>Forest landscape restoration training</li> <li>Agroforestry and sustainable land management training</li> <li>Eco-entrepreneurship training</li> <li>Environmental conservation and climate change awareness</li> <li>Gender equality awareness</li> <li>Energy-efficient cookstove training</li> </ul> | January 2024      | December 2028   | 2 years                                  | NA                             |
| <b>Income &amp; Assets</b> <ul style="list-style-type: none"> <li>Employment in forest restoration activities</li> <li>Community tree nursery enterprises</li> <li>Agroforestry-based livelihoods</li> <li>Poultry production</li> <li>Beekeeping</li> <li>Energy-efficient cookstove production and promotion</li> <li>Access to productive assets and local seedling markets</li> </ul>                                          | January 2024      | December 2028   | 2 years                                  | NA                             |

## 4. PROJECT'S INTENTIONALITY

For the W+ Standard, women's empowerment outcomes must be both intentional and measurable.

| Policy for gender/women's empowerment | Budget targeted for women's empowerment | M&E plan for women's empowerment | Internal capacities for gender analysis and women's empowerment | Project's selection criteria of beneficiaries to demonstrate equal opportunity for participation of women from all social groups in project activities |
|---------------------------------------|-----------------------------------------|----------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Yes                                   | Yes                                     | Yes                              | Yes                                                             | Yes                                                                                                                                                    |

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|                                                 |                                                     |                                               |                                                                                                 |                                                                    |
|-------------------------------------------------|-----------------------------------------------------|-----------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Both WWANC and VIA have an active gender policy | WWANC has a budget targeted for women's empowerment | WWANC has an M&E Plan for women's empowerment | The Project Officer at WWANC has extensive knowledge on gender analysis and women's empowerment | WWANC includes targets such as 60% women participants in trainings |
|-------------------------------------------------|-----------------------------------------------------|-----------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|

## WOMEN'S EMPOWERMENT PLAN

WWANC has an existing Gender Action Plan that guides the integration of gender equality and women's empowerment across project implementation. Building on this foundation, the following Theory of Change and Women's Empowerment Plan (WEP) has been developed to complement the existing Gender Action Plan by explicitly articulating the pathway to women's empowerment under the selected W+ domains of Education & Knowledge and Income & Assets.

The Theory of Change describes how project activities are expected to contribute to measurable women's empowerment outcomes within the selected W+ domains. The Women's Empowerment Plan identifies the specific planned and recommended activities that will further strengthen women's knowledge, confidence, agency, participation in decision-making, access to productive resources, and economic opportunities, while supporting the measurement requirements of the W+ Standard.

## WOMEN'S EMPOWERMENT PLAN and Theory of Change

| <i>Result Level</i>         | <i>W+ Domain</i>                        | <i>Outcomes</i>                                                                                                                                                                      | <i>Indicator(s)</i>                                                                                                                                                                   | <i>Means of Verification</i>                                     |
|-----------------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <b>End Outcome</b>          | Income & Assets                         | Women's small businesses have been established and become sustainable beyond the period of project cycle                                                                             | % reporting improved access to productive assets; % reporting improved financial resilience; % women reporting increased control over/use of income generated from project activities | project records; beneficiary interviews. interviews with peers   |
| <b>End Outcome</b>          | Education & Knowledge                   | Women apply new technical knowledge and skills in restoration, agroforestry, nursery management, sustainable land management, eco-entrepreneurship, and energy-efficient cookstoves. | % of women applying new practices; % reporting increased confidence to apply and share knowledge.                                                                                     | FGDs; field observations, project records, interviews with peers |
| <b>Intermediate Outcome</b> | Education & Knowledge                   | Women improve their knowledge, confidence and participation in sustainable natural resource management.                                                                              | % increase in knowledge scores; % of women applying and sharing knowledge                                                                                                             | Training evaluations;                                            |
| <b>Intermediate Outcome</b> | Income & Assets                         | Women have improved access to employment opportunities, productive assets, and diversified livelihood activities.                                                                    | % of women accessing employment or livelihood opportunities; % receiving productive assets; % of Increased income, % of small businesses operationalized                              | Project monitoring records;                                      |
| <b>Immediate Outcome</b>    | Education & Knowledge                   | Women participate in technical training, demonstrations, peer learning, and community awareness activities.                                                                          | % of women reporting increased self-confidence in applying and sharing knowledge                                                                                                      | Attendance records; training reports.                            |
| <b>Immediate Outcome</b>    | Income & Assets                         | Women participate in restoration activities, nursery enterprises, agroforestry, and sustainable livelihood interventions.                                                            | % of women employed or supported, % of increased income, number of plans for small business                                                                                           | Project records.                                                 |
| <b>Outputs</b>              | Education & Knowledge                   | Technical trainings, demonstrations, awareness campaigns, and extension support are delivered.                                                                                       | Number of trainings; number of demonstrations; educational materials developed. Number of women trained                                                                               | Project reports.                                                 |
| <b>Outputs</b>              | Income & Assets                         | Restoration activities, community nurseries, agroforestry interventions, and livelihood opportunities are implemented.                                                               | Number of nurseries established; seedlings produced; women employed; cookstoves distributed or produced. Number of women participating in project activities                          | Project records.                                                 |
| <b>Inputs</b>               | Education & Knowledge + Income & Assets | Technical staff, training materials, nursery inputs, restoration materials, extension support, financial resources, partnerships, and monitoring systems are mobilized.              | Resources allocated; staff assigned; partnerships established.                                                                                                                        | Project documentation.                                           |

## 5. MONITORING AND EVALUATION PLAN

The W+ results measurement will be conducted through on-site individual surveys administered to participating women using KoboToolbox. Data collection will be carried out by trained local enumerators who will receive training on the W+ Standard methodology, survey administration, ethical data collection, and the use of digital data collection tools from the WOCAN team.

For both the Education & Knowledge and Income & Assets domains, changes will be measured using the recall methodology in accordance with the W+ Standard requirements. Survey findings will be complemented by Focus Group Discussions (FGDs), which will serve to triangulate quantitative results, provide additional qualitative context, and strengthen the interpretation of the findings.

### MONITORING PLAN

| Women's Empowerment Outcome                                                                                                                                                                  | Indicators                                                                                                                                                                | MoV                                        | Frequency                                                                       | Collection methods                  | Responsibility |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------|----------------|
| <i>Women improve their knowledge, confidence and participation in sustainable natural resource management, contributing to more equitable livelihoods and long-term forest conservation.</i> | increase in knowledge scores; % of women applying and sharing knowledge, % of women applying new practices; % reporting increased confidence to apply and share knowledge | Training evaluation, interviews with peers | Measurement will take place from May 14 to 18, 2026<br><br>Annually (suggested) | Surveys and focus group discussions | WOCAN team     |
| <i>Women have improved access to employment opportunities, productive assets, and diversified livelihood activities, contributing to , increased economic resilience.</i>                    | % of women accessing employment or livelihood opportunities; % receiving productive assets; % of Increased income, % of small businesses operationalized                  | Project monitoring records; bank records,  | Measurement will take place from May 14 to 18, 2026<br><br>Annually (suggested) | Surveys and focus group discussions | WOCAN team     |

## 6. DO NO HARM

A Do No Harm assessment was conducted to identify potential social and gender-related risks that could result in unintended negative impacts on women or other stakeholders during project implementation. Through project interventions, women are expected to strengthen their technical knowledge, improve their livelihood opportunities, and increase their participation in sustainable natural resource management. However, the gender analysis identified several structural barriers that could reduce the project's empowerment outcomes if they are not adequately addressed. These include unequal access to productive resources, women's heavy workload and time poverty, gender-based violence and harmful social norms, unequal participation in decision-making, and the potential exclusion of vulnerable women from project benefits.

|                                                                                   |                                            |
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| <p>FILE LOCATION(S)</p> <p><a href="http://www.wplus.org/">www.wplus.org/</a></p> | <p>REVISION DATE</p> <p>November, 2023</p> |

The potential risks and recommended mitigation measures presented below were identified through the review of project documentation, stakeholder consultations, and the gender analysis. As part of the W+ measurement, these risks will be further assessed through individual surveys, Focus Group Discussions (FGDs), and interviews with project beneficiaries and field staff to determine whether any unintended negative impacts have occurred during project implementation and whether additional safeguards may be required. The findings of this assessment will be documented in the W+ Monitoring and Results Report, together with any recommended corrective actions or opportunities for strengthening project implementation.

## 7. BENEFIT SHARING MECHANISM

Based on the field assessment, which consisted of interviews with the field staff, meetings with the project staff in VIA headquarters, and Focus Group Discussions with women beneficiaries, it is recommended that WWANC use its existing officially registered community groups as the primary mechanism for distributing revenues generated through the sale of W+ credits. These existing structures provide an effective platform for transparent fund management, accountability, and collective decision-making. Although some project groups include both women and men, revenues generated through the sale of **W+ credits** should be allocated exclusively to women's groups, in accordance with the requirements of the W+ Standard.

It is further recommended that WWANC maintain a register of participating women and manage the women's share of revenues separately within each group. Prior to the distribution of funds, consultations should be held with participating women and project staff to agree on the benefit-sharing process. The existing community group structures can facilitate these discussions, enabling women beneficiaries to collectively decide how their share of the revenues will be used for activities of their own choosing. These decisions should be documented through group meeting records and supported by transparent financial management and accountability procedures.

|                                                                                  |                                            |
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## 8. DECLARATION OF NON-INVOLVEMENT IN ANY FORM OF DISCRIMINATION, SEXUAL EXPLOITATION, ABUSE OR HARASSMENT (SEAH)

Hereby declare that, to the best of my knowledge, neither WWANC or any other entity involved in project design or implementation has been involved in or will be involved in any form of discrimination, sexual exploitation, abuse, or harassment (SEAH).

This signed declaration is made in good faith and with my full consent, without pressure or coercion. I understand that any breach thereof may/will result in the termination of the W+ Application.

This signed declaration forms part of the requirements of the application of the W+ Standard.

**Signature of authorized representative submitting this Project Design Document**

Name: Rose Namukwa

Title: CEO

Signature: [Signature]

Date: 09 SEP 2026

**CHIEF EXECUTIVE OFFICER**

P. O. Box 2802-50100, KAKAMEGA

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| <b>W+ Project Design Document Template Revision History</b> |                  |                                                                                                                                                                                         |
|-------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>#</b>                                                    | <b>Date</b>      | <b>Description</b>                                                                                                                                                                      |
| 1                                                           | 2015             | Original                                                                                                                                                                                |
| 2                                                           | 22 May 2017      | Edits to nomenclature for consistency. Removal of redundant information requests. Addition of time-frames and specificity regarding multiple domains and prevention of double-counting. |
| 3                                                           | 16 June 2017     | Expansion of PDD requirements, transferred text from W+ Standard responding to public comments.                                                                                         |
| 4                                                           | 12 February 2019 | Edits to clarify content of each section                                                                                                                                                |
| 5                                                           | 27 October 2020  | Edits to clarify content of each section                                                                                                                                                |
| 6                                                           | 7 November 2023  | Edits to clarify content of each section and include Women's empowerment plan and intentionality                                                                                        |