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# **DIR29IN\1130**

## **Women-led, School-based Agroforestry in Benin**

The Project will strengthen the capacity of Mother's of Students Associations (AMEs) in northern Benin to address poverty and biodiversity loss by using schools as hubs for reforestation and agroforestry activities. These activities will expand forested habitats to increase biodiversity, generate income for the school and community, increase food security by providing climate resilient crops to school canteens, and provide a leadership platform for women to champion the environment and alternative income opportunities.

## PRIMARY APPLICANT DETAILS

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**Title** Mr  
**Name** Adam  
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## Section 1 - Contact Details

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### PRIMARY APPLICANT DETAILS

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Title Mr  
Name Adam  
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Website (Work) [REDACTED]  
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Title Mr  
Name Ben  
Surname Vorspan  
Tel (Work) [REDACTED]  
Email (Work) [REDACTED]  
Address [REDACTED]

### GMS ORGANISATION

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Type	Trusted Organisation
Name	World Education, Inc.
Phone (Work)	[REDACTED]
Email (Work)	[REDACTED]
Website (Work)	[REDACTED]
Address	[REDACTED]

Type	Local charity organisation
Name	Alafia
Phone (Work)	[REDACTED]
Email (Work)	[REDACTED]
Website (Work)	[REDACTED]
Address	[REDACTED]

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## Section 2 - Project Summary, Ecosystems, Approaches and Threats

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### Q3. Title

Women-led, School-based Agroforestry in Benin


### Q4a. Is this a resubmission of a previously unsuccessful application?

No

Please attach a cover letter.

Please include a response to any previous feedback in your cover letter.

 [WEI Cover Letter Darwin Initiative Innovation](#)

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### Q5. Key Ecosystems, Approaches and Threats

Please select up to 3 biomes that are of focus, up to 3 conservation actions that characterise your approach, and up to 3 threats to biodiversity you intend to address, from dropdown lists.

**Biome 1**

Tropical-subtropical forests

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**Biome 2**

Shrublands & shrubby woodlands

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**Biome 3**

Savannas and grasslands

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**Conservation Action 1**

Livelihood, economic & other incentives (incl. conservation payments)

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**Conservation Action 2**

Education & awareness (incl. training)

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**Conservation Action 3**

*No Response*

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**Threat 1**

Agriculture & aquaculture (incl. plantations)

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**Threat 2**

Climate change & severe weather

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**Threat 3**

*No Response*

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## Q6. Summary of project

**Please provide a brief summary of your project: the problem/need it is trying to address, its aims, and the key activities you plan on undertaking. Please note that if you are successful, this wording may be used by Defra in communications e.g. as a short description of the project on the website.**

**Please write this summary for a non-technical audience.**

The Project will strengthen the capacity of Mother's of Students Associations (AMEs) in northern Benin to address poverty and biodiversity loss by using schools as hubs for reforestation and agroforestry activities. These activities will expand forested habitats to increase biodiversity, generate income for the school and community, increase food security by providing climate resilient crops to school canteens, and provide a leadership platform for women to champion the environment and alternative income opportunities.

## Section 3 - Dates & Budget Summary

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### Q7. Project Country(ies)

**Which eligible country(ies) will your project be working in? Where there are more than 4 countries that your project will be working in, please add more boxes using the selection option below.**

Country 1 Benin

Country 2 No Response

Country 3 No Response

Country 4 No Response

Do you require more fields?

No

## Q8. Project dates

Start date:

01 April 2023

End date:

31 March 2025

Duration (e.g. 1 year, 8 months):

2 years

## Q9. Budget Summary

Darwin Funding Request	2023/24	2024/25	Total request
(Apr - Mar) £	£119,602.00	£79,816.00	199,418.00


Q10. Proportion of Darwin Initiative budget expected to be expended in eligible countries: %



Q11a. Do you have proposed matched funding arrangements?

Yes

What matched funding arrangements are proposed?

WEI proposes to offer additional technical expertise and program management from our headquarters in the United States and leadership from the WEI team in Benin than is budgeted. We estimate an additional  level of effort (LOE) from three individuals.

Q11b. Total confirmed & unconfirmed matched funding (£)



Q11c. If you have a significant amount of unconfirmed matched funding, please clarify how you will fund the project if you don't manage to secure this?

N/A - All matched funding is confirmed.

## Section 4 - Darwin Objectives and Conventions

Q12. Problem the project is trying to address

Please describe the evidence of the problem your project is trying to address in terms of biodiversity and its relationship with poverty. What is the need, challenge or opportunity?

**For example, what are the drivers of loss of biodiversity that the project will attempt to address? Why are they relevant, for whom? How did you identify these problems? Please cite the evidence you are using to support your assessment of the problem (references can be listed in a separate attached PDF document).**

Benin ranks 163rd of 189 countries in the 2019 Human Development Index report. Around 80% of the population is employed by agriculture, which accounts for one-third of Benin's GDP. Benin's principal export is cotton (62%) and suffers from an overall weak crop diversity, threatening food security. Additionally only 2% of farmland is protected by land title, less than 1% owned by women, hampering capital investment in agricultural entrepreneurship. Despite a new land policy in 2017 to provide a pathway to formalise customary ownership rights, the process is expensive and knowledge is not widespread. While Benin decreased its household poverty rate of 39.3% in 2015 to 38.5% in 2019 (INSAE:2019), global economic shocks from COVID-19 and elevated fuel and grain prices have hit the Beninese economy hard. Benin imports 100% of its wheat from Russia, contributing to soaring food insecurity rates.

Agriculture is a key driver of biodiversity loss in Benin. Population growth, cash crop production, and demand for food are putting increasing pressure on biodiversity through habitat degradation, fragmentation and conversion (Republique du Benin, Stratégie et Plan d'Action pour la Biodiversité 2011-2020). Current agricultural practices deplete soils, leading to the gradual abandonment of fallow land and search for new land. There is a severe lack of knowledge about alternative agricultural practices (ibid.). Climate change has exacerbated these patterns as droughts are more frequent and severe, and floods destroy crops and remove topsoil from deforested land.

The department of Borgou is dominated by cash crop production, as two-thirds of households are engaged in cotton production which leaches soils, contributing to gradual conversion of productive land and a lack of crop diversity. Additionally, 54% of households also raise cattle and graze them on aforested land, further impacting land use patterns. The Forêt de l'Ouémé Supérieur, a system of subtropical moist broadleaf forests and shrublands, borders the departments of Borgou and Donga. Despite the highest departmental rate of cotton production, rates of food insecurity at 63% (INSAE:2019) and poverty at 53.3% (INSAE:2019) are comparatively high in the Borgou department, and approximately 50% of income is spent on food (INSAE:2018).

Benin's high female labour force participation at 87% belies a reality of poor access to and control over resources. The Project will work in northern Benin where high poverty rates and low education levels contribute to women's exclusion and low education completion rates. Employment is mostly in cash crop agricultural production, though traditional economic activities, such as gathering nutritional leaves and tree products (including shea), are typically harvested and marketed by women. In Benin, 70% of the female population lives in rural areas where they carry out 70% of the agricultural work.

Despite women's labour contribution, men primarily own the land and manage income. Revenues women earn are often from small-scale economic activities. Nevertheless, Beninese women's income flows contribute disproportionately towards back-to-school costs, and delayed income from cash crops greatly often impact a family's food security and decisions on the number of children sent to school.

### **Q13. Biodiversity Conventions, Treaties and Agreements**

**Q13a. Your project must support the commitments of one or more of the agreements listed below.**

**Please indicate which agreement(s) will be supported.**

- Convention on Biological Diversity (CBD)
- United Nations Framework Convention on Climate Change (UNFCCC)
- Global Goals for Sustainable Development (SDGs)

### **Q13b. National and International Policy Alignment**

**Using evidence where available, please detail how your project will contribute to national policy (including NBSAPs, NDCs, NAPs etc.) and in turn international biodiversity and development conventions, treaties and agreements that the country is a signatory of.**

Benin's NDC emphasises reducing emissions through industry reforms - often agricultural, and by offsetting emissions

through forestry by promoting deforestation reduction, increase in reforestation, and sustainable agriculture, such as agroforestry.

Benin's NBSAPs prioritises an ecosystem approach to implementation, aligning with the Project's methodology. The NBSAPs recognise the role of agricultural expansion and ineffective practices in threatening biodiversity. The NBSAPs also recognise the ability of sustainable agriculture to sustain biodiversity and maintain levels of genetic diversity. Indeed, Strategic Objective 6 seeks to guarantee the conservation of biological diversity in agricultural areas and Objective 12 aims to preserve genetic diversity in cultivated and wild plant species.

The Project's approach to restore land depleted by harmful agricultural practices with biodiversity sustaining agroforestry and restoration of endemic ecosystems advances the goals set out in Benin's NDC and NBSAPs and aligns with the Government of Benin's initiative the Communal Forest Management Support Project Phase II (PAGEFCOM2). PAGEFCOM2 reduces poverty through the sustainable management of forest resources, improves incomes and living conditions, promotes food security, protects biodiversity, and increases access to environmental services.

Benin's NDC cites school-based forestry activities as key to poverty reduction and biodiversity conservation. The NDC cites the successful reforestation initiatives of over 55 hectares of school-based reforestation activities through PAGEFCOM2. The Project will build off of this successful work.

In supporting these national priorities, the Project will advance SDGs 1, 2, 13, and 15, as well as 4, and 5. Furthermore, the Project will advance the two first goals of the CBD to conserve biological diversity and use its components sustainably, specifically by addressing articles 8. In-situ Conservation; 10. Sustainable Use of Biodiversity; 13. Public Education and Awareness [developing education and outreach programmes], as well as the Gender-responsive Post-2020 Global Biodiversity agreed upon at COP14.

## Section 5 - Method, Innovation, Capability & Capacity

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### Q14. Methodology

**Describe the methods and approach you will use to achieve your intended Outcome and contribute towards your Impact. Provide information on:**

- How you have reflected on and incorporated **evidence and lessons learnt** from past and present similar activities and projects in the design of this project.
- The specific approach you are using, supported by **evidence that it will be effective, and justifying why you expect it will be successful** in this context.
- How you will undertake the work (activities, materials and methods).
- What the **main activities** will be and where will these take place.
- How you will **manage the work** (governance, roles and responsibilities, project management tools, risks etc.).

**Please make sure you read the guidance documents, before answering this question.**

WEI established the AME model in Benin in 2003 to engage civil society in education. WEI's AME model gained rapid traction across Benin due to its unparalleled ability to galvanise communities, promote women's leadership, and successfully address livelihood concerns through income generating activities (IGAs). The model was adopted by the Government of Benin (GOB) as a best practice and lauded by donors. WEI has since established over 600 AMEs in Benin.

Agroforests are proven to sustain biodiversity in fragmented forested ecosystems, are resilient against stressors of climate change and are highly productive agriculturally.

The Project will advance GOB's goals to address climate through sustainable agriculture by integrating these two successful approaches: supporting AMEs to develop agroforestry and reforestation systems as IGAs in the Borgou Department of Benin, abutting the Forêt de l'Ouémé-Supérieur.

The Project will follow a participatory approach at all stages of implementation through our Participatory Community Diagnostic (PCD). The PCD engages all facets of society - including marginalised groups - in a process where communities identify nuanced issues pertaining to specific project goals and develop a strength-based plan to address them. The PCD

will assess communities' perceptions of and engagement with the environment, agriculture, income generation, women's land tenure and role in society, and will survey the area's endemic and agricultural species. The PCD will lay the Project's foundation of community leadership.

WEI will then identify three AMEs and provide refresher trainings on roles, responsibilities and management. WEI will convene AMEs, local farmers identified in the PCD, and school teachers in an agroforestry course using WEI's successful farmer field school model. The project will also train AMEs and interested farmers in entrepreneurship and microbusiness management and establish linkages with the agricultural value chain.

The Project will engage AMEs, farmers, teachers and the broader community in a participatory research process aimed at identifying key endemic plant species required to maintain a native biodiversity-rich ecosystem while also producing cash crops. The Project will build tree nurseries in the AMEs' schools, and establish agroforestry systems ranging from 1-3 hectares. AMEs will host planting days to engage communities and raise awareness about the importance of biodiversity. The agroforestry systems will start with fast growing crops that can be harvested in the first year, followed by integrating endemic tree species that have associations with insects and other pollinators, provide mulch, fix nitrogen, and contribute to soil organisms; and cash crops such as the African locust bean (*Parkia biglobosa*), cashew, tamarind, and ronier palm.

The Project will train teachers, farmers and AME members on community-based natural resource management (CBNRM) and biodiversity monitoring, who in turn will involve school children in these activities. Such activities will contribute to agroforestry management with crops providing diversified, nutritious food to school canteens and AMEs with IGA products.

WEI will implement the Project with long-term partner Alafia. WEI will manage the grant, stakeholder relations, finance and compliance, and monitoring and evaluation. WEI will lead the AME component and Alafia the agroforestry component. WEI will manage the work plan.

## **Q15. Innovation**

**Please specifically outline how your approach or project is innovative.**

**Is it the application of a proven approach in a distinctly different geography/issue/stakeholder (novel to the area), or in a different sector (novel to the sector), or an unproven approach in any sector (novel to the world)?**

WEI has had profound success developing and scaling the AME model for participatory community development. WEI was a pioneer in the farmer field school approach to agroforestry. WEI has utilised schools as hubs to mobilise communities for decades.

Our innovation is the integration of these three successful stand-alone approaches to prove that the novel approach of shifting management of agroforestry IGAs through formal school-based, women-led structures will significantly bolster biodiversity and poverty reduction impact. WEI expects to see improved impact across all domains (biodiversity, food security, livelihoods, and education).

Comprehensive models building 'green life skills' for community development linked to formal education are predominantly being developed in the global north, which has greater access to secure property rights and capital. Many developing countries (like Benin) face weak capital investment and property titling, especially for women, which impedes agricultural entrepreneurship. Moreover, agricultural vocational training is based in regional capitals, not communities, and dispersion of graduates for rural development is often stymied by urban livelihood opportunities. This pilot is also novel in that it will demonstrate that communal ownership of agricultural IGAs promotes environmental stewardship and grassroots development to combat rural poverty as economic institutions are built to invest in agriculture.

Such an approach can be scaled both through the network of over 600 AMEs in Benin (and regionally), and integrate environmentally sustainable gender-inclusive development within education sector activities. Finally, as property rights and capital markets become more accessible, rural communities will be prepared to scale environmentally sustainable agroforestry entrepreneurship activities.



## Q16. Capability and Capacity

**How will you support the strengthening of capability and capacity in the project countries at organisational or individual levels? Please provide details of what form this will take, who will benefit, and the post-project value to the country.**

Sustainable change can only occur when it resonates with those involved in the change process and delivers meaningful results to those who invested time and energy in its process. WEI achieves this by building relationships and gaining trust with the target communities, and ensuring they have the structure and capacity to drive the change process. WEI will bring this approach to the Project by strengthening the capacity of the following actors so that they can be their own change agents:

AMEs: Through facilitated self-assessments identifying gaps in capacity and developing plans to address them, WEI will build the institutional capacity of AMEs so they have leadership and management structures in place, know the roles and responsibilities required to function efficiently, and strengthen their financial and IGA management to permit these activities to function beyond the life of the project.


Alafia: Alafia, a Beninois NGO, is a longtime partner of WEI. Both organisations share a mutually beneficial capacity strengthening relationship, with Alafia contributing to WEI's technical and community mobilisation expertise and WEI to Alafia's institutional capacity. Over the years, WEI has strengthened the financial and administrative capacity of Alafia. The Project will leverage Alafia's strong leadership, governance and strategic management capacity to strengthen organisational systems, enabling Alafia to manage projects and advance local agendas in the sustainable agriculture sector in Benin.


Farmers: WEI's farmer field school model is a hands-on, experiential learning program where a group of farmers study a crop over its full growing season. Each week, farmers compare their standard farming practices to agroforestry practices, and undertake agro-ecosystem analyses. The farmers then use these results to make decisions on management of their own fields.

Communities: Through the PCD, WEI will support the communities to assess their own resilience, establish a plan and instill practices to strengthen it.

**If necessary, please provide supporting documentation e.g. maps, diagrams, references etc., as a PDF using the File Upload below:**

 [WEI References Darwin Initiative Innovation](#)

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## Section 6 - Gender, Awareness, Change Expected & Exit Strategy

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### Q17. Gender equality

**All applicants must consider whether and how their project will contribute to reducing inequality between persons of different gender. Explain your understanding of gender equality within the context your project, and how is it reflected in your plans. Please summarise how your project will contribute to reducing gender inequality. Applicants should, at a minimum, ensure proposals will not increase inequality and are encouraged to design interventions that proactively contribute to increased gender equality.**

WEI's experience in Benin supports research showing that while women are the primary contributors to school fees and household food security, they rarely have access to formal markets, income or ownership over the results of their labour. Beninese men are favoured by gender-based inheritance customs, allowing them to secure the inputs, capital, oxen and land for cash crop production. Women and children manage subsistence production in addition to sowing and harvesting cotton on their husband's fields, and household labour. Women devote approximately 200 days/year and 10-12 hours/day to agricultural labour.

The Project is designed to address the multi-leveled exclusion of women from entrepreneurial agriculture, formal markets, land, and decision-making fora. Through the AMEs, the Project will provide a structure for women's leadership in the management of funds earned from agroforestry businesses, education management decisions, and place women at the centre of the biodiversity conservation movement within their communities. WEI introduced AMEs in Benin in 2003 to promote women's representation and leadership in school management. AME activities are self-initiated and include advocating for girls' education and equity and contributing to community development through IGAs. AMEs are a proven structure for social change, which can also be utilised to advance community-based bio-conservation and poverty reduction activities.

By introducing the PCD, the Project will mitigate the risk of exacerbating gender imbalances related to time-use and potential backlash from the transformation of gender norms, roles and responsibilities through its activities. The PCD will be a joint assessment of gender gaps to ensure that the Project identifies and bridges gender gaps and applies gender-differentiated strategies for conservation management. In addition to qualitative community discussions, the Project will analyse gender-disaggregated monitoring data to track if progress made on outcomes is gender regressive or transformative and ensure activities are not exacerbating gender inequities.

## **Q18. Awareness and understanding**

**How will you raise awareness and understanding of biodiversity-poverty issues in your stakeholders, including who your stakeholders are, what approaches/formats/products will you use, how you will ensure open and free access to all data, and how will you know that the messages are understood?**

From the project outset, the PCD approach gathers key community stakeholders for project activities and initiates both plenary and small group discussions around themes related to project activities. This is the first entry point to raise community awareness about biodiversity, poverty, gender and education topics which will impact project results and highlight key community perceptions, needs and resources which may contribute to or hinder project results. In addition to community members, key governmental stakeholders (MOE, MAEP, MCVDD, ANDF) will be engaged from the outset to ensure governmental support.

AMEs have successfully conducted awareness raising and behaviour change campaigns on a number of themes as diverse as birth registration to combating early marriage. Furthermore, evidence shows that in rural communities schools are central meeting points to disseminate key information and galvanise communities to support transformative social change.

Project schools will act as community hubs for community-wide learning, housing demonstration agroforestry production plots. Output 5 will support schools to lead activities engaging communities in environmental monitoring and conservation, including information dissemination. Training teachers, students, farmers and AMEs on community-based natural resource management (CBNRM) and community-based biodiversity monitoring will give them the knowledge and an evidence base to lead the community towards transformative conservation efforts. School children will have hands-on learning opportunities in school agroforestry plots supported by AMEs and school teachers. AMEs and farmer groups will host community-based agroforestry days and awareness raising activities around the importance of conserving native biodiversity.

The transmission of Project success stories backed by evidence and action research results to government (MOE, MAEP, MCVDD, ANDF), researchers, and relevant environmental and education sector stakeholders will be essential to ensure buy-in and activity sustainability and to support any potential scale up. As such, the Project will generate and disseminate action-research findings at relevant national and regional advocacy fora.

## **Q19. Change expected**

**Detail the expected changes to both biodiversity and poverty reduction, and links between them, this work will deliver. You should identify what will change and who will benefit a) in the short-term (i.e. during the life of the project) and b) in the long-term (after the project has ended) and the potential to scale the approach.**

**When talking about how people will benefit, please remember to give details of who will benefit, differences in benefits by gender or other layers of diversity within stakeholders, and the number of beneficiaries expected. The number of communities is insufficient detail - number of households should be the largest unit used.**

The Project will support AMEs and farmers from communities experiencing poverty to establish and manage agroforestry systems which provide three primary benefits: improved food security in the face of climate change, increased biodiversity levels, and increased livelihoods opportunities. Agroforestry systems are more resilient to drought and flooding than standard agriculture practices, they improve soil quality, and they produce a diversity of crop species, ultimately increasing dietary diversity. Basing the system in endemic tree and plant species further retains soil moisture and quality and attracts biodiversity, creating habitats and nesting sites for invertebrate pollinators, birds, small mammals, and herpetofauna. This functional ecosystem also limits the impact of pests. With higher crop yields and the potential to grow high value cash crops, the AMEs will be able to sell a percentage of the crops, generating crucial income for the school communities. In turn, women from the AMEs will benefit from structures which enable their leadership to improve their lives and those of their communities.

Short-term benefits:

- 45 women in AMEs benefit from increased structures for leadership and actively work to improve the economic situation of their families and schools
- 90 farmers (at least 50% women) and 45 women from AMEs learn agroforestry techniques
- 45 women in AMEs learn valuable entrepreneurship skills
- 180 individuals (at least 50% women) representing 3 communities receive direct awareness raising around environmental conservation and indirectly contribute to the awareness of 1,620 fellow community members from their 3 communities
- 30 teachers (at least 50% women) learn hands-on environmental education techniques
- 90 community members (at least 50% women, and 25% youth) learn CBNRM techniques
- Crops from 3 agroforestry plots support 3 school canteens and 3 microenterprises run by AMEs

Long-term benefits:

- 2,500 community members (disaggregation TBD) indirectly benefit from climate-resilient, biodiversity sustaining agriculture; a subset of this figure are school children benefiting from empowered AMEs and increased nutrition
- 50% increase in tree coverage
- Increase in crop diversity and volume
- Increase in levels of pollinator species and birds

The Project has a clear pathway - guided by findings from its action research - to scale up from the five pilot school-based, AME-run agroforestry activities. WEI has established and trained a network of over 600 AMEs in Benin. With lessons learned and best practices established from the Project, WEI can bring this inexpensive, easy to maintain model to schools and communities across this network in Benin. This will increase food security, strengthen resilience against climate change and sustain biodiversity nationwide. The Benin AME model has proven so successful that WEI has expanded it across West Africa and over a variety of biomes, including in biodiversity hotspots.

Scale-up could also mean structuring or locating AME-run agroforestry initiatives strategically to address high-impact conservation practices. Agroforestry plots can serve as small corridors connecting the fragmented forest increasing the flow of genetic diversity. Schools abutting rivers can establish riparian agroforests which will contribute to the overall health of the watershed and in many cases, communities' water supplies.

## Q20. Pathway to change

**Please outline your project's expected pathway to change, including how your outcome can be scaled. This should be an overview of the overall project logic and outline why and how you expect your Outputs to contribute towards your overall Outcome and, longer term, your expected Impact.**

**This should directly relate to your overall project's Theory of Change which must be uploaded alongside your application. See the separate [Monitoring, Evaluation and Learning Guidance](#) for further information on your Theory of Change.**

AMEs and local farmers will lead the development of agroforestry systems based on or adjacent to school properties. AMEs will manage the entire process and will be supported by local farmers. AMEs and farmers will work with community

members and WEI and Alafia teams to design agroforestry systems containing endemic, cash crop, and subsistence species. This will increase endemic plant species abundance and richness such that there will be an increase in habitats and nesting sites for endemic fauna. As functioning ecosystems, the agroforestry plots will regulate pests and fortify the soil. The plots will retain soil moisture during droughts and absorb excess rainfall during floods, making them resilient to climate stressors, and creating conditions for increased and diversified crop yield. Key cash and subsistence crops will provide food to school canteens, to the farmers contributing to their upkeep, and to the AMEs who can sell the products grown in support of microenterprises, increasing food security and income levels in the communities. Managed by the AMEs, the income generated will benefit the communities, ultimately reducing poverty while the agroforestry systems increase levels of biodiversity in the region.

## Q21. Exit strategy

**How will the project reach a sustainable point and continue to deliver benefits post-funding?**

**Will the innovation be mainstreamed into “business as usual” to continue to deliver the benefits? How will the required capability and capacity remain available to sustain the benefits? How will your approach, if proven, be scaled? Are there any barriers to scaling and if so, how will these be addressed?**

The Project will establish AMEs and build management capacity, agroforestry and entrepreneurship skills of the AME members, leaving these community structures to support education management, biodiversity conservation, income generation and women’s leadership beyond the life of the project. Additionally, the agroforestry production itself and the income earned from it will be sustained and grow beyond the project lifecycle. Since WEI introduced AMEs in Benin in 2003, many of the 637 associations maintain wide-reaching impact today.

Additionally, the country-wide and regional network of existing AMEs presents a unique opportunity for scaling the project. Though species selection would have to be adapted regionally, the AMEs are functional participatory community-based structures able to integrate and scale agroforestry and biodiversity conservation management activities across the country or regionally.

The farmer field school model is set up such that, through guided observations, farmers strengthen their ability to make agroforestry decisions long beyond the project’s life.

While the Project will provide seed financing for women’s agricultural microenterprise creation, beyond the life of the program the IGAs themselves will generate revenues which could be reinvested in new community activities. Additionally, government and private financing, including microfinance for agricultural enterprises, cooperatives, or professional associations, is locally available. After capacity building and financial management training, AMEs will be better equipped to solicit alternative funding sources.

A foreseen barrier to scaling includes the availability of land and its donation to schools. The Project will engage departmental administrative directorates to garner government support for the school-based agroforestry model and its replication across the country. Additionally, the forestry inspectorate will be engaged into community-based biodiversity monitoring to provide additional accountability and increase the likelihood of government adoption of program activities. If property titling were to become widespread, AMEs are well placed to lead the dispersion of sustainable agroforestry businesses across Borgou.

## Section 7 - Risk Management

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### Q22. Risk Management

**Please outline the 6 key risks to achievement of your Project Outcome and how these risks will be managed and mitigated, referring to the [Risk Guidance](#). This should include at least one Fiduciary, one Safeguarding Risk, and one Delivery Chain Risk.**

**Projects should also draft their initial risk register, using the [Risk Assessment template](#), and be prepared to submit this when requested if they are recommended for funding. Do not attach this to your application.**

Risk Description	Impact	Prob.	Gross Risk	Mitigation	Residual Risk
<p><b>Fiduciary (financial)</b> Mismanagement of subgrant / seed-grant funds by CSOs</p>	Moderate	Possible	Major	WEI will draw from our robust financial management that are designed to build the capacity of partners for excellent financial stewardship. In the event of fraud, our fraud reporting system lays out a clear, no tolerance policy and a clear reporting system to catch fraud at its early stages.	Moderate
<p><b>Safeguarding</b> Backlash (emotional or physical violence) to AME participants from male community members as activities result in transformation of gender norms, roles and responsibilities.</p>	Moderate	Possible	Major	The PCD process will be employed to involve men and community leaders from the project outset in discussions of gender norms and Project design emphasising women's leadership, decision-making, and management of resources. The PCD is proven to obtain buy-in and allyship from male community members and mitigate backlash.	Minor
<p><b>Delivery Chain</b> Our model relies on a dynamic market and fluctuating supply and demand. This poses the risk that IGA activities will stagnate.</p>	Unlikely	Minor	Minor	WEI will support AMEs in developing business plans that analyse fluctuating markets and devise resilience strategies when demand for products or services sold are low.	Minor
<p><b>Risk 4</b> Difficulty in obtaining land for agroforestry initiatives - It may be challenging for schools and AMEs to obtain authorization and / or galvanise communities around land use of agroforestry plots.</p>	Unlikely	Major	Major	During the PCD and Project start, WEI will engage national, departmental and district government representatives from (MOE, MAEP, MCVDD, ANDF) to ensure that stakeholders are aware of Project objectives and are invested in Project outcomes.	Minor
<p><b>Risk 5</b> Lack of AME or participatory structure to support and deliver project activities.</p>	Unlikely	Major	Major	WEI will leverage experience developing AMEs in the past by engaging parents associations (APE) using the PCD approach. With the PCD WEI builds participatory community structures, identifying interested and available women and building their capacity to found an association and complete Project activities.	Minor

<b>Risk 6</b>	Possible	Severe	Severe	WEI will work with AMEs and farmers to sequence planting of species such that more crop resilient species that increase the overall landscape's resilience. We will also establish systems for short-term water storage or solutions in the events of drought.	Moderate
Natural climate-induced events (floods, droughts, temperature fluctuations etc.) lead to poor growth of plant life and yields of agroforestry products					





## Section 8 - Implementation Timetable

### Q23. Provide a project implementation timetable that shows the key milestones in project activities

Provide a project implementation timetable that shows the key milestones in project activities. Complete the Word template as appropriate to describe the intended workplan for your project and upload this below as a PDF.

[Implementation Timetable Template](#)

Please add/remove columns to reflect the length of your project. For each activity (add/remove rows as appropriate) indicate the number of months it will last, and fill/shade only the quarters in which an activity will be carried out.

- 
-  [WEI Timetable Darwin Initiative Innovation](#)
  -  07/11/2022
  -  20:53:02
  -  pdf 161.13 KB

## Section 9 - Monitoring and Evaluation

### Q24. Monitoring and evaluation (M&E)

Describe how the progress of the project will be monitored and evaluated, making reference to who is responsible for the project's M&E.

Darwin Initiative projects are expected to be adaptive and you should detail how the monitoring and evaluation will feed into the delivery of the project including its management. M&E is expected to be built into the project and not an 'add on'. It is as important to measure for negative impacts as it is for positive impact. Additionally, please indicate an approximate budget and level of effort (person days) to be spent on M&E (see [Finance Guidance](#)).

WEI M&E systems enable data-driven program planning and adaptation throughout the project life cycle; offer accountability to donors, partners, and beneficiaries; ensure responsiveness to evolving operating environments; and serve as a management tool for implementation.

Participatory Community Diagnostic:

Upon community entry, WEI will conduct a PCD, collecting qualitative and quantitative data on community assets, on-going programs, needs and wants, and perspectives regarding gender relations. The PCD findings will inform program design and targets, as well as data collection methods that centralise community preferences.

Monitoring:

Project performance against indicator targets will guide the program towards its goal, highlighting any risk factors. The Project team and key stakeholders will access synthesised information, and make course corrections based on evidence collected. Data collection forms will enable the project team to collect data for output indicators from activity records. Indicator tracking, analysis and reporting to meet reporting schedules also informs activity related inquiries about each activity, progress to date, any adjustments needed, and level of effort.

The Project will also engage communities in M&E activities through CBNRM activities. Community members' data logs (pollinators, birds, plant richness, tree richness and abundance, etc.) will provide endline and baseline data. This experiential learning activity will also strengthen CBNRM participants' capacity to make data-informed decisions.

#### Evaluation Approach:

Project evaluations will employ a mixed-method approach, integrating quantitative and qualitative research methods of collecting and analysing to provide robust assessments of the progress made by the program towards increased biodiversity and crop yield through the collection of output data compared with data collected on outcome indicators to determine project impact. The Project will collect qualitative information initially through the PCD, and later through focus group discussions with the AMEs and other community members, including women, youth and community leaders, focusing on marginalised groups. The Project will conduct surveys with teachers, farmers, AMEs, community leaders, and other key stakeholders. The Project will carry out site surveys to capture key biodiversity data to capture basic data on species richness and abundance.

#### Learning Approach, Knowledge Products and Dissemination Plans:

WEI is committed to Collaborating, Learning, and Adapting (CLA) practices to support a culture of continuous learning among partners. The Project will employ formal and informal ways to strengthen collaboration among partners and form a team engaged in mutual learning and sharing to maximise project effectiveness.

#### Action Research:

To ensure the Project captures and disseminates learnings and data to regional governments to capitalise on best practices learned, the three AMEs will integrate biodiversity monitoring findings into participatory action research that synthesises learning on the added value of integrating agroforestry, CBNRM, IGA, AME capacity strengthening, structures for women's leadership and land tenure, experiential learning for farmers, and school-based community mobilisation.

#### M&E Team:

M&E data will be collected primarily by the Alafia M&E team with supervision and support from the WEI Project Director. WEI's HQ will engage the team in quarterly data reviews to ensure quality of data and achievement of targets.

<b>Total project budget for M&amp;E (this may include Staff and Travel and Subsistence Costs)</b>	£ [REDACTED]
<b>Percentage of total project budget set aside for M&amp;E</b>	[REDACTED]
<b>Number of days planned for M&amp;E</b>	27

## Section 10 - Logical Framework

### Q25. Logical Framework (logframe)





**Darwin Initiative projects will be required to monitor and report against their progress towards their Outputs and Outcome. This section sets out the expected Outputs and Outcome of your project, how you expect to measure progress against these and how we can verify this.**

[Logframe Template](#)

**Please complete your full logframe in the separate Word template and upload as a PDF using the file upload below -**

**please do not edit the logframe template structure (other than adding additional Outputs if needed) as this may make your application ineligible. On the application form, you will be asked to copy the Impact, Outcome and Output statements and activities - these should be the same as in your uploaded logframe.**

**Please upload your logframe and Theory of Change as a combined PDF document.**

 [WEI Logical Framework Theory of Change Darwin Initiative Innovation](#)  
 07/11/2022  
 21:51:44  
 pdf 222.78 KB

**Impact:**

Mothers Association (AME)-managed agroforestry results in sustainable community development with increased biodiversity levels, increased food security and income levels, and strengthened structures for women's leadership

**Outcome:**

Training of AMEs in Borgou to manage agroforestry activities resulting in increased income for 3 communities, food security, and gamma diversity of native species and alpha diversity in agroforestry sites.

---

**Project Outputs**

**Output 1:**

Communities engaged in planning school-based reforestation activities and involved in decision-making around issues relating to conservation of biodiversity, management of funds, food insecurity, school management, and women's leadership

**Output 2:**

AMEs established and/or strengthened and provided capacity development support to better understand their roles and responsibilities

**Output 3:**

AMEs are trained and supported to manage microenterprises based on school-based agroforestry initiatives together with teachers and community farmers

**Output 4:**

Agroforestry systems are planned and established in schools

**Output 5:**

Schools are supported to lead activities engaging communities in environmental monitoring, conservation, and biodiversity-sustaining agriculture

---

**Do you require more Output fields?**

**It is advised to have less than 6 Outputs since this level of detail can be provided at the activity level.**

No

**Activities**

**Each activity is numbered according to the Output that it will contribute towards, for example 1.1, 1.2 and 1.3 are contributing to Output 1.**

Output 1. Communities engaged in planning school-based reforestation activities and involved in decision-making around issues relating to conservation of biodiversity, management of funds, food insecurity, school management, and women's



leadership

- 1.1 Adapt participatory community diagnostic (PCD) tool to assess communities' perceptions of and engagement with environment, agriculture, income generation, women's role in society, and school management
- 1.2 Engage Ministry of Agriculture, Livestock and Fisheries (MAEP), Ministère du Cadre de Vie et du Développement Durable (MCVDD) and the National Agency for Domains and Land (ANDF) to ensure involvement, buy-in and guidance
- 1.3 Administer PCD in each community to engage communities around conservation, income generation, and AME leadership, and assess their strengths and needs in these areas
- 1.4 Co-develop community action plan (CAP) presenting steps on how communities can engage with the AME-run agroforestry initiatives and how they can best serve the community

Output 2. AMEs established and/or strengthened and provided capacity development support to better understand their roles and responsibilities

- 2.1 Connect with schools to set the stage for establishing AMEs, focusing on schools where WEI has already build parent association (APE) and/or AME capacity
- 2.2 Train (or provide refresher trainings to) AMEs on their roles and responsibilities
- 2.3 Strengthen management capacity of existing AMEs through refresher training and/or engage APEs in AME creation and strengthen management capacity thereafter

Output 3. AMEs are trained and supported to manage microenterprises based on school-based agroforestry initiatives together with teachers and community farmers

- 3.1 Engage local farmers and teachers identified during the PCD (Activity 1.2) to engage in a farmer field course together with the AMEs
- 3.2 Develop course content that is rooted in local ways of knowing and supported by scientific knowledge based off of findings in Activities 4.1-4.3.
- 3.3 Roll-out farmer field course on sustainable agroforestry using WEI's farmer field school model which provides hands-on, experiential learning using adult learning pedagogies
- 3.4 Train AMEs and interested farmers on entrepreneurship and microbusiness management
- 3.5 Work with AMEs to establish connections along the agricultural value chain in Borgou
- 3.6 Design mechanism with AMEs to allocate income generated to school and community activities
- 3.7 Support AMEs in the design of their specific microbusinesses and develop basic business plans
- 3.8 Provide seed funds to AMEs to launch businesses
- 3.9 Provide initial guidance and monthly follow-up support to AMEs as they launch businesses, including quarterly supportive supervision visits
- 3.10 Provide a collaborative mid-term review on business plans developed by AMEs and provide support where needed based on findings

Output 4. Agroforestry systems are planned and established in schools

- 4.1 Compile research on key endemic plant species to Borgou to ensure the right species are planted to contribute to a native biodiversity-rich ecosystem
- 4.2 Compile research on intercropping ratios to build / maintain healthy ecosystems that also produce food and other cash crops
- 4.3 Gather biodiversity and agriculture information based on local ways of knowing, including information gathered from the PCD
- 4.4 Design agroforestry systems supporting alpha diversity in each system and contribute to rich gamma diversity in the area, including the Foret de l'Oueme Superior
- 4.5 Build tree nurseries in schools
- 4.6 Procure and propagate seedlings to plant in agroforestry systems
- 4.7 Coordinate and implement community planting days, hosted by the AMEs and led by local farmers with active involvement from the school and broader community
- 4.8 Support farmers, AMEs and school to develop a plan for long-term upkeep of the agroforestry systems during the life of and beyond the project
- 4.9 Provide supportive supervision to ensure proper forest / agroforestry management

Output 5. Schools are supported to lead activities engaging communities in environmental monitoring, conservation, and biodiversity-sustaining agriculture

- 5.1 Train teachers, select farmers, and select AME members on basic community-based natural resource management (CBNRM) including community-based biodiversity monitoring and engage forestry inspectorate
- 5.2 Train teachers and AMEs to involve school children in CBNRM and community-based biodiversity monitoring
- 5.3 Support AMEs to liaise with school management, teachers, ministry and other education stakeholders to ensure

agroforestry activities provide hands on learning opportunities to school children

5.4 Support AMEs to liaise with school management to ensure school canteens benefit from and take advantage from increased and diversified crops

5.5 Support AMEs and farmer groups to host community-based agroforestry days and awareness raising activities around the importance of conserving native biodiversity

## Section 11 - Budget and Funding

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### Q26. Budget

**Please complete the appropriate Excel spreadsheet, which provides the Budget for this application. Some of the questions earlier and below refer to the information in this spreadsheet.**


**Note that there are different templates for projects requesting under £100,000 and over £100,000. Please refer to the Finance Guidance for more information.**


- [Budget template for projects under £100k](#)
- [Budget template for projects over £100k](#)

**Please ensure you include any co-financing figures in the Budget spreadsheet to clarify the full budget required to deliver this project.**

**NB: Please state all costs by financial year (1 April to 31 March) and in GBP. The Darwin Initiative cannot agree any increase in grants once awarded.**

**Please note the next section is about the financial aspects of your project, rather than technical elements.**

 [WEI Budget-over-£100k-MASTER Darwin Initiative Innovation](#)

 07/11/2022

 21:11:36

 xlsx 376.28 KB

### Q27. Funding

**Q27a. Is this a new initiative or does it build on existing work (delivered by anyone and funded through any source)? Please give details.**

New Initiative

**Please give details.**

The AMEs began with USAID funding in 2003 when WEI/Benin was charged with supporting the reform of the Beninese education system, promoting civil society participation in education. Before 2003, the male-dominated APEs were the only channel for civil society participation in school governance, excluding women from playing a role in their children's schooling despite holding the primary caregiving responsibility. Thanks to WEI's participatory community approach, placing individuals at the heart of their own development, AMEs were established to identify the education-related problems affecting local communities and actionable solutions to address them.

WEI has recently been active in Borgou province implementing the first and second phase of the McGovern-Dole International Food For Education and Child Nutrition Program (MGD14; MGD17) in collaboration with CRS (2014-2018; 2017-2022). As a part of MGD, WEI continued to found or support AMEs to promote children's – and girls' – enrollment,

attendance and retention in school, activities included the founding and management of school canteen gardens. MGD17 terminated earlier this year. The current Project proposes to build off of this previous work, focusing on poverty reduction and biodiversity regeneration. As such, the previous investment will be a strong foundation to support the Project activities without duplicating efforts.

**Q27b. Are you aware of any current or future plans for similar work to the proposed project?**

Yes

**Please give details explaining similarities and differences, and explaining how your work will be additional and what attempts have been/will be made to co-operate with and learn lessons from such work for mutual benefits:**

Current regional investments are complementary to, not duplicative of Project activities. GIZ funds vocational training and development of local value chains for agriculture. Partner Alafia has been engaged in the GIZ Sustainable Land Management (GDT) and Climate Change Adaptation (ACC) projects, and will link the Project with GIZ programming to ensure that successful models and lessons learned are captured and applied in the Project's activities.

In Borgou, GIZ has been working to improve farmer, especially women's, land tenure rights to support the 2017 land law, a proactive policy to increase land tenure security. The gains made through this work will multiply the impact of Project activities. Secure land rights would enable AME members to apply agroforestry and entrepreneurship training to their own businesses, increasing female agricultural entrepreneurs practising climate-smart agricultural techniques.

The African Development Bank recently invested in a second iteration of PAGEFCOM2 to ensure sustainable management of forest resources in specific departments (including Borgou) and the development of green economy value chains. PAGEFCOM2 activities address deforestation at a policy and governance level. Given the overlap in the Project department and goals, the Project will coordinate programming and activity synergies with PAGEFCOM2.

**Q28. Capital items**

**If you plan to purchase capital items with Darwin funding, please indicate what you anticipate will happen to the items following project end. If you are requesting more than 10% capital costs, please provide your justification here.**

1,965 GBP in capital costs is allocated to WEI's project partner Alafia for purchase of two (2) motorbikes for project-related travel to target communities for project implementation and Monitoring & Evaluation activities. Following project end, these items will remain in the possession of Alafia for use on other ongoing projects in Benin.

**Q29. Value for Money**

**Please demonstrate why your project is good value for money in terms of impact and cost-effectiveness of each pound spend (economy, efficiency, effectiveness and equity).**

Integrated approaches addressing multiple sectors or combining different successful approaches have shown the ability to add value in each individual sector. The Project integrates the AME model, which is proven to increase community engagement in education, provide a structure for women's leaderships and invest funds generated through IGAs in ways that meaningfully benefit communities; and agroforestry, a system proven to improve agricultural production and sustain biodiversity. Through integrating these two approaches and implementing them simultaneously, WEI is not only doubling the value of stand-alone IGA and agroforestry initiatives, but will bolster the impact of each one further through integration.

We expect that agroforestry results (increased agricultural production; increased levels of biodiversity) will be bolstered through integration with the AME model through an increase in community engagement (schools-as-hubs model). We expect that income generated from agroforestry products will also increase. These are select examples to demonstrate that value for money is highest in integrated programming where multiple objectives are met in one project and the results of each objective bolster each other.

## Section 12 - Outputs, Open Access, Ethics & Safeguarding

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**Q30. Safeguarding**

**Projects funded through the Darwin Initiative must fully protect vulnerable people all of the time, wherever they work. In order to provide assurance of this, projects are required to have appropriate safeguarding policies in place.**

**Please confirm the Lead Partner has the following policies in place and that these can be available on request:**

<b>We have a safeguarding policy, which includes a statement of our commitment to safeguarding and a zero tolerance statement on bullying, harassment and sexual exploitation and abuse</b>	Checked
<b>We have attached a copy of our safeguarding policy to this application</b>	Checked
<b>We keep a detailed register of safeguarding issues raised and how they were dealt with</b>	Checked
<b>We have clear investigation and disciplinary procedures to use when allegations and complaints are made, and have clear processes in place for when a disclosure is made</b>	Checked
<b>We share our safeguarding policy with all partners</b>	Checked
<b>We have a whistle-blowing policy which protects whistle blowers from reprisals and includes clear processes for dealing with concerns raised</b>	Checked
<b>We have a Code of Conduct in place for staff and volunteers that sets out clear expectations of behaviours -- inside and outside the work place - and make clear what will happen in the event of non-compliance or breach of these standards</b>	Checked

**Please outline how you will implement your safeguarding policies in practice and ensure that all partners apply the same standards as the Lead Partner. If any partner of the responses are "no", please indicate how it is being addressed.**

WEI has a responsibility to ensure that Project participants are protected from abuse, harm or exploitation. The Safeguarding Focal Point (SFP) will review WEI's safeguarding materials, taking into consideration local norms to ensure policies and approaches are context-specific and realistic.

Program staff, including partners, will complete safeguarding training to ensure all staff understand policy expectations. WEI has an anonymous incident reporting system ([wei.ethicspoint.com](http://wei.ethicspoint.com)) and will integrate local reporting mechanisms into project delivery. The SFP will work with a local psychosocial support expert to ensure that staff is trained in privacy and referrals for reported cases.

### **Q31. Ethics**

**Outline your approach to meeting the key principles of good ethical practice, as outlined in the guidance.**

The guiding principles of ethical practice at WEI are that relationships should be conducted with the highest level of honesty, integrity, diligence, fairness, trust, and respect, the pillars of the WEI culture. The annual staff ethics training describes how to apply these concepts, using realistic, work-related case scenarios. The Project will abide by WEI policies, donor regulations and Beninese law.

WEI's approach centralises local ownership and locally-led design. The Project will integrate local knowledge with scientific, evidence-based practice into biodiversity management and poverty reduction approaches. We ensure staff in the targeted regions can speak the local language and communicate with participant communities. The PCD process will serve as a tool to ensure the interests and knowledge of those directly impacted by the Project are integrated in activity design. Locally-led design enables projects to better address community needs and supports the long-term sustainability of interventions.

To protect health, safety, and privacy of staff and participants, WEI will conduct a thorough risk assessment, and develop and implement safety mitigation measures. Personal information is treated with the utmost respect. WEI has a robust IT security policy and follows IRB protocols to handle research data.

## Section 13 - FCDO Notifications

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### Q32. FCDO notifications

Please state if you think that there are sensitivities that the Foreign Commonwealth and Development Office will need to be aware of should they want to publicise the project's success in the Darwin Initiative in any country.

No

Please indicate whether you have contacted FCDO Embassy or High Commission to discuss the project and attach details of any advice you have received from them. If you have not, please say why not.

No

#### Why not?

WEI focused our planning discussions with in-country partners and stakeholders and regretfully did not take advantage of receiving guidance from FCDO. WEI looks forward to a meaningful engagement with FCDO throughout the Project, allowing the Project to benefit from FCDO priorities and lessons learned globally.

## Section 14 - Project Staff

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### Q33. Project staff

Please identify the core staff (identified in the budget), their role and what % of their time they will be working on the project.

Please provide 1-page CVs or job description, further information on who is considered core staff can be found in the Finance Guidance

Name (First name, surname)	Role	% time on project	1 Page CV or job description attached?
Nadege Djitrinou Fagla	Project Leader	25	Checked
Nambina Amos Baninwain	Climate-resilient Agriculture Specialist	100	Checked
No Response	No Response	0	Unchecked
No Response	No Response	0	Unchecked


#### Do you require more fields?


No


Please provide 1 page CVs (or job description if yet to be recruited) for the project staff listed above as a combined PDF.

Ensure the file is named clearly, consistent with the named individual and role above.

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 [WEI CVs Darwin Initiative Innovation](#)

 07/11/2022

 21:21:02

 pdf 223.36 KB

**Have you attached all project staff CVs?**

Yes

## Section 15 - Project Partners

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### Q34. Project Partners

**Please list all the Project Partners (including the Lead Partner – i.e. the partner who will administer the grant and coordinate the delivery of the project), clearly setting out their roles and responsibilities in the project including the extent of their engagement so far and planned.**

**This section should demonstrate the capability and capacity of the Project Partners to successfully deliver the project. Please provide Letters of Support for all project partners or explain why this has not been included.**

**The partners listed here should correspond to the Delivery Chain Risk Map (within the Risk Register template) which you will be asked to submit if your project is recommended for funding.**

**Lead** World Education, Inc.

**Partner name:**

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**Website address:** [www.worlded.org](http://www.worlded.org)

**Why is this organisation the Lead Partner, and what value to they bring to the project?**

For over 70 years, WEI has managed complex programs funded by FCDO, FAO, USDOS, USAID, USDA and others in over 22 countries worldwide. Since 1994, WEI has worked in Benin on women's empowerment, community mobilisation, girls' education and child protection, education governance and community development, with a geographic focus in the North where biodiversity loss and poverty are rampant and food insecurity is severe. WEI works hand-in-hand with local communities, NGOs and government actors to strengthen local capacities and promote long-term sustainability.

**(including roles, responsibilities and capabilities and capacity):**

A long-term success of WEI/Benin's approach to strengthen women's participation in education management, AMEs lead school enrollment campaigns, advocate to keep children, especially girls, in school, negotiate with men to protect girls from early marriage, and provide for children who cannot afford lunch and school materials. They also use income generating activities to improve the school environment and fund children's education.

For decades, WEI played a key role in developing and disseminating community-based sustainable agriculture methods and training methodologies. WEI was a pioneer in integrated pest management (IPM), an ecologically-sound approach to cultivation and pest control that reduces farmers' dependence on chemical pesticides. WEI's programs have conducted IPM 'Farmer Field Schools' (FFS) for thousands of farmers and NGO staff in Asia and Africa. FFS is a hands-on, experiential learning program where a group of farmers study an agricultural crop over its full growing season. WEI led this work to reduce pressures on and restore fragile ecosystems and improve natural resource management practices.

With robust project management systems, WEI will lead through a One Project approach where WEI and Alafia will work as one team under the project director to advance the work plan. WEI will lead the AME component while Alafia will lead the agroforestry component.

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**International/In-country Partner**  International

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**Allocated budget (proportion or value):** ██████████

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**Represented on the Project Board**  Yes

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**Have you included a Letter of Support from the organisation?**  Yes

---

**Do you have partners involved in the project?**

Yes

**1. Partner Name:** Alafia

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**Website address:** <https://www.facebook.com/beninalafiaong/>

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**What value does this Partner bring to the project?** Alafia is a Beninese NGO founded in 2000 to foster community development with past experience in environmental protection, education advocacy and management, and improving WASH and health education. Alafia was a major implementer of the GIZ-funded Sustainable Management Land (GDT) / Climate Change Adaptation (ACC) project, which aimed to protect the environment. Alafia provided training to local farmers and supervised the implementation of sustainable land management measures and adaptation to climate change. Additionally, Alafia has worked with communities to construct biodigesters, training local farmers how to use and maintain the technology. Moreover, Alafia has obtained approval for this biodigester model from the MEAP.

**(including roles, responsibilities and capabilities and capacity):**

Alafia has promoted civil society engagement in education through community awareness-raising and building the capacity of AMEs associations to conduct advocacy, improve nutrition, promote hygiene, identify and provide solutions for school problems, found micro-projects for income generation, and monitor the implementation of projects.

Given Alafia's extensive experience working with communities, farmers, schools, and AMEs in the target communities in activities of environmental protection, microentrepreneurship and school management, Alafia will lead the Project's agroforestry activities. Alafia also possesses approval from the MAEP to provide agricultural council - a requirement in Benin that is crucial for this project.

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**International/In-country Partner**  In-country

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**Allocated budget:** ██████████

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**Represented on the Project Board**  Yes

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Have you  Yes included a Letter of Support from this partner?

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2. Partner Name: *No Response*

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Website address: *No Response*

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What value does this Partner bring to the project? *No Response*

(including roles, responsibilities and capabilities and capacity):

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International/In-country Partner  International  In-country

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Allocated budget: 0

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Represented on the Project Board  Yes  No

---

Have you  Yes  No included a Letter of Support from this partner?

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3. Partner Name: *No Response*

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Website address: *No Response*

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What value does this Partner bring to the project? *No Response*

(including roles, responsibilities and capabilities and capacity):





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Please provide a combined PDF of all letters of support.

-  [WEI Letters of Support Darwin Initiative Innovation](#)
-  07/11/2022
-  21:27:44
-  pdf 727.07 KB

## Section 16 - Lead Partner Track Record

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### Q35. Lead Partner Capability and Capacity

Has your organisation been awarded Darwin Initiative, Darwin Plus or Illegal Wildlife Trade Challenge Fund funding before (for the purposes of this question, being a partner does not count)?

No

Please provide the below information on the Lead Partner.

**What year was your organisation established/ incorporated/ registered?** 01 January 1951

**What is the legal status of your organisation?**  NGO

**Other explained** *No Response*

**How is your organisation currently funded?** WEI is funded through donor funds, including USAID, USDOS, FCDO, USDA, and other large organisations or private foundations around the world through contracts, cooperative agreements, and grants.

**Describe briefly the aims, activities and achievements of your organisation. Large organisations please note that this should describe your unit or department.**

**Aims** WEI seeks to improve the lives of populations made most marginalised through initiatives that link education to environmental, health, economic, social, and civic development. Our programs are implemented hand-in-hand with a network of more than 100 national and local community organisations, as well as host country governments.

**Activities** WEI's activities focus on community development through formal and informal education pathways, training teachers, designing curriculum and learning materials in collaboration with community school management committees, providing alternative livelihoods pathways, supporting environmental protection and gender and disability inclusion, strengthening local capacity, and improving education monitoring and governance.

**Achievements** WEI has established expertise in formal and informal education programming in 50 countries for community development and structural education reform. From locally-led projects to high-level innovations, WEI approaches development as a complex system that needs to be restructured from the ground up to eliminate disparities and improve livelihoods.

**Provide detail of 3 contracts/projects held by the Lead Partner that demonstrate your credibility as an organisation**

and provide track record relevant to the project proposed. These contracts/awards should have been held in the last 5 years and be of a similar size to the grant requested in your application.

<b>Contract/Project 1 Title</b>	McGovern Dole Food for Education (MGD17)
<b>Contract value/Project budget (include currency)</b>	\$ [REDACTED]
<b>Duration (e.g. 2 years, 3 months)</b>	3 years, 9 months
<b>Role of organisation in project</b>	WEI was responsible for institutional capacity building in the education sector, training teachers and school administrators and raising awareness on the importance of education by engaging communities through PTAs and AMEs. WEI built upon existing work with Beninese AMEs to promote early grade reading and other quality education initiatives.
<b>Brief summary of the aims, objectives and outcomes of the project</b>	The MGD17 Program aims to reduce hunger and improve literacy and primary education outcomes, especially for girls, who often face socio-economic and cultural barriers to education. The objectives of the MGD program are to implement an Early Grade Reading program in Grades 1 (CI) and 2 (CP) in 144 public schools in the four districts of the Alibori and Borgou Departments; Work with the Government of Benin to develop an Early Grade Reading Assessment (EGRA) and train local administrators in how to utilise it, and support the development of young children's linguistic and socio-emotional competencies.
<b>Client/independent reference contact details (Name, e-mail)</b>	Evan Callis Head of Programming   Catholic Relief Services, Bénin [REDACTED]

<b>Contract/Project 2 Title</b>	Access to Quality Education (Projet d'Accès à l'Education de Qualité) - PAEQ
<b>Contract value/Project budget (include currency)</b>	[REDACTED]
<b>Duration (e.g. 2 years, 3 months)</b>	3 years
<b>Role of organisation in project</b>	WEI built the capacity of school management committees (COGES) to meet the diverse needs of the cacao-farming communities. The Ministry of Education appreciated WEI's COGES capacity strengthening model and adopted it to ensure cacao farming communities' education needs are met.
<b>Brief summary of the aims, objectives and outcomes of the project</b>	The Access to Quality Education project focused on supporting quality education in the country's cocoa growing regions. Through the project, WEI increased community involvement in schools and improved the quality of teaching within schools. WEI partnered with the Cote d'Ivoire Ministry of Education, local cocoa cooperatives, and AMEs (established by WEI following successful AME establishment in Benin) to improve the literacy and numeracy learning of 1,912 first and second grade students in these communities, increase community engagement and facilitate sustainability within the project.

**Client/independent reference contact details (Name, e-mail)** Jacobs Foundation  
Marina Morari | General Manager Community Development  
[REDACTED]

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**Contract/Project 3 Title** Mondelez - CACE

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**Contract value/Project budget (include currency)** \$ [REDACTED]

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**Duration (e.g. 2 years, 3 months)** 2 years, 3 months

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**Role of organisation in project** WEI is building twenty community action centres for children (CACE) in cocoa communities and recruiting preschool education assistants to act as liaisons between the community and preschool educator trainees. The communities provide land for the CACE, and once it is equipped and operational, leaders and women's associations take control.

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**Brief summary of the aims, objectives and outcomes of the project** The CACE project is part of the Mondelez Cocoa Life program which aims to contribute to the sustainable development of the cocoa sector by promoting income security for producers and meeting the social needs of communities, especially those of children. The objectives of this program are for cocoa producers to cultivate cocoa as a prosperous activity, to empower and diversify cocoa growing communities, and to preserve and restore forests. WEI implements construction activities in the cocoa growing communities by building community action centres to engage communities.

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**Client/independent reference contact details (Name, e-mail)** Mondelez International | Cote d'Ivoire  
Bienvenu Kouadio | Cocoa Life CIV Operations Lead  
[REDACTED]

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**Have you provided the requested signed audited/independently examined accounts?**

**If yes, please upload these on the certification page. Note that this is not required from Government Agencies.**

Yes

## Section 17 - Certification

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### Q36. Certification

**On behalf of the**

Company

**of**

World Education, Inc.

**I apply for a grant of**

£199,418.00





**I certify that, to the best of our knowledge and belief, the statements made by us in this application are true and the**

information provided is correct. I am aware that this application form will form the basis of the project schedule should this application be successful.

(This form should be signed by an individual authorised by the applicant institution to submit applications and sign contracts on their behalf.)


- I have enclosed CVs for key project personnel, a cover letter, letters of support, a budget logframe, theory of change, Safeguarding Policy and project implementation timetable.
- Our last two sets of signed audited/independently verified accounts and annual report (or other financial evidence - see Financial Guidance) are also enclosed.





Checked

<b>Name</b>	Adam Turney
<b>Position in the organisation</b>	Vice President
<b>Signature (please upload e-signature)</b>	 <a href="#">WEI Signature Darwin Initiative Innovation</a>  07/11/2022  21:36:55  jpg 6.89 KB
<b>Date</b>	07 November 2022

**Please attach the requested signed audited/independently examined accounts.**

 [WEI 2021 Annual Report Darwin Initiative Innovation](#)  
 07/11/2022  
 21:44:12  
 pdf 1.31 MB

 [WEI 2020 Annual Report Darwin Initiative Innovation](#)  
 07/11/2022  
 21:43:58  
 pdf 2.22 MB

 [WEI FY21 WEI Audit Report Darwin Initiative Innovation](#)  
 07/11/2022  
 21:40:36  
 pdf 382.78 KB

 [WEI FY20 WEI Audit Report Darwin Initiative Innovation](#)  
 07/11/2022  
 21:40:28  
 pdf 1.95 MB

**Please upload the Lead Partner's Safeguarding Policy as a PDF**

 [WEI Safeguarding Policy Darwin Initiative Innovation](#)  
 07/11/2022  
 21:43:44  
 pdf 765.56 KB

## Section 18 - Submission Checklist

### Checklist for submission

I have read the Guidance, including the "Guidance Notes for Applicants", "Monitoring, Evaluation and Learning Guidance", "Risk Guidance" and "Finance Guidance". Checked

<b>I have read, and can meet, the current Terms and Conditions for this fund.</b>	Checked
<b>I have provided actual start and end dates for my project.</b>	Checked
<b>I have provided my budget based on UK government financial years i.e. 1 April - 31 March and in GBP.</b>	Checked
<b>I have checked that the budget is complete, correctly adds up and I have included the correct final total at the start of the application.</b>	Checked
<b>The application has been signed by a suitably authorised individual (clear electronic or scanned signatures are acceptable).</b>	Checked
<b>I have attached the below documents to my application:</b>	Checked
<ul style="list-style-type: none"> <li>• my completed <b>logframe</b> as a PDF using the template provided</li> </ul>	
<ul style="list-style-type: none"> <li>• my 1 page <b>Theory of Change</b> as a PDF which includes the key elements listed in the guidance</li> </ul>	Checked
<ul style="list-style-type: none"> <li>• my <b>budget</b> (which meets the requirements above)</li> </ul>	Checked
<ul style="list-style-type: none"> <li>• my completed <b>implementation timetable</b> as a PDF using the template provided</li> </ul>	Checked
<ul style="list-style-type: none"> <li>• <b>1 page CV or job description for all the Project Staff</b> identified at Question 32, including the Project Leader, or provided an explanation of why not.</li> </ul>	Checked
<ul style="list-style-type: none"> <li>• a <b>letter of support</b> from the Lead Partner and partner(s) identified at Question 33, or an explanation of why not.</li> </ul>	Checked
<ul style="list-style-type: none"> <li>• a <b>cover letter from the Lead Partner</b>, outlining how any feedback received at Stage 1 has been addressed where relevant.</li> </ul>	Checked
<ul style="list-style-type: none"> <li>• a copy of the <b>Lead Partner's safeguarding policy</b>, which covers the criteria listed in Question 29.</li> </ul>	Checked
<ul style="list-style-type: none"> <li>• a signed <b>copy of the last 2 annual report and accounts</b> for the Lead Partner, or provided an explanation if not.</li> </ul>	Checked
<b>(If copying and pasting into Flexi-Grant) I have checked that all my responses have been successfully copied into the online application form.</b>	Checked
<b>I have been in contact with the FCDO in the project country(ies) and have included any evidence of this. If not, I have provided an explanation of why not.</b>	Checked
<b>I have checked the Darwin website immediately prior to submission to ensure there are no late updates.</b>	Checked
<b>I have read and understood the Privacy Notice on the Darwin Initiative website.</b>	Checked

## We would like to keep in touch!

**Please check this box if you would be happy for the lead applicant (Flexi-Grant Account Holder) and project leader (if different) to be added to our mailing list. Through our mailing list we share updates on upcoming and current application rounds under the Darwin Initiative and our sister grant scheme, the IWT Challenge Fund. We also provide occasional updates on other UK Government activities related to biodiversity conservation and share our quarterly project newsletter. You are free to unsubscribe at any time.**

Checked

## Data protection and use of personal data

Information supplied in the application form, including personal data, will be used by Defra as set out in the **Privacy Notice**, available from the [Forms and Guidance Portal](#).

This **Privacy Notice must be provided to all individuals** whose personal data is supplied in the application form. Some information may be used when publicising the Darwin Initiative including project details (usually title, lead partner, project leader, location, and total grant value).



## Project Title: Women-led, School-based Agroforestry in Benin

	Activity	No. of months	Year 1 (23/24)				Year 2 (24/25)			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>Output 1</b>	<b>Communities engaged in planning school-based reforestation activities and involved in decision-making around issues relating to conservation of biodiversity, management of funds, food insecurity, school management, and women's leadership</b>									
1.1	Adapt participatory community diagnostic (PCD) tool to assess communities' perceptions of and engagement with environment, agriculture, income generation, women's role in society, and school management	1	X							
1.2	Engage Ministry of Agriculture, Livestock and Fisheries (MAEP), Ministère du Cadre de Vie et du Développement Durable (MCVDD) and the National Agency for Domains and Land (ANDF) to ensure involvement, buy-in and guidance	1	X							
1.3	Administer PCD in each community to engage communities around conservation, income generation, and AME leadership, and assess their strengths and needs in these areas	1	X							
1.4	Co-develop community action plan (CAP) presenting steps on how communities can engage with the AME-run agroforestry initiatives and how they can best serve the community	1	X							
<b>Output 2</b>	<b>AMEs established and/or strengthened and provided capacity development support to better understand their roles and responsibilities</b>									
2.1	Connect with schools to set the stage for establishing AMEs, focusing on schools where WEI has already build parent association (APE) and/or AME capacity	1	X							
2.2	Train (or provide refresher trainings to) AMEs on their roles and responsibilities	1		X						
2.3	Strengthen management capacity of existing AMEs through refresher training and/or engage APEs in AME creation and strengthen management capacity thereafter	1		X						
<b>Output 3</b>	<b>AMEs are trained and supported to manage microenterprises based on school-based agroforestry initiatives together with teachers and community farmers</b>									
3.1	Engage local farmers and teachers identified during the PCD (Activity 1.2) to engage in a farmer field course together with the AMEs	1	X	X						
3.2	Develop course content that is rooted in local ways of knowing and supported by scientific knowledge based off of findings in Activities 4.1-4.3	1	X	X						
3.3	Roll-out farmer field course on sustainable agroforestry using WEI's farmer field school model which provides hands-on, experiential learning using adult learning pedagogies	2		X	X	X	X	X	X	
3.4	Train AMEs and interested farmers on entrepreneurship and microbusiness management	2		X	X					
3.5	Work with AMEs to establish connections along the agricultural value chain in Borgou and Donga	1		X	X					

## Project Title: Women-led, School-based Agroforestry in Benin

	Activity	No. of months	Year 1 (23/24)				Year 2 (24/25)			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
3.6	Design mechanism with AMEs to allocate income generated to school and community activities	1			X					
3.7	Support AMEs in the design of their specific microbusinesses and develop basic business plans	1			X					
3.8	Provide seed funds to AMEs to launch businesses	1			X					
3.9	Provide initial guidance and monthly follow-up support to AMEs as they launch businesses, including quarterly supportive supervision visits	18			X	X	X	X	X	X
3.10	Provide a collaborative mid-term review on business plans developed by AMEs and provide support where needed based on findings	1						X		
<b>Output 4</b>	<b>Agroforestry systems are planned and established in schools</b>									
4.1	Compile research on key endemic plant species to Borgou and Donga to ensure the right species are planted to contribute to a native biodiversity-rich ecosystem	3	X	X						
4.2	Compile research on intercropping ratios to build / maintain healthy ecosystems that also produce food and other cash crops	3	X	X						
4.3	Gather biodiversity and agriculture information based on local ways of knowing, including information gathered from the PCD	3	X	X						
4.4	Design agroforestry systems supporting alpha diversity in each system and contribute to rich gamma diversity in the area, including the Foret de l'Oueme Superior	1			X					
4.5	Build tree nurseries in schools	3			X	X				
4.6	Procure and propagate seedlings to plant in agroforestry systems	3			X	X				
4.7	Coordinate and implement community planting days, hosted by the AMEs and led by local farmers with active involvement from the school and broader community	1				X				
4.8	Support farmers, AMEs and school to develop a plan for long-term upkeep of the agroforestry systems during the life of and beyond the project	1				X				
4.9	Provide supportive supervision to ensure proper forest / agroforestry management	15				X	X	X	X	X
<b>Output 5</b>	<b>Schools are supported to lead activities engaging communities in environmental monitoring, conservation and biodiversity-sustaining agriculture</b>									

**Project Title: Women-led, School-based Agroforestry in Benin**

	Activity	No. of months	Year 1 (23/24)				Year 2 (24/25)			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
5.1	Train teachers, select farmers, and select AME members on basic community-based natural resource management (CBNRM) including community-based biodiversity monitoring and engage forestry inspectorate	1			X	X				
5.2	Train teachers and AMEs to involve school children in CBNRM and community-based biodiversity monitoring	1			X	X				
5.3	Support AMEs to liaise with school management, teachers, ministry and other education stakeholders to ensure agroforestry activities provide hands on learning opportunities to school children	1				X				
5.4	Support AMEs to liaise with school management to ensure school canteens benefit from and take advantage from increased and diversified crops	1				X	X			
5.5	Support AMEs and farmer groups to host community-based agroforestry days and awareness raising activities around the importance of conserving native biodiversity	1					X		X	

**Project Title: Women-led, School-based Agroforestry in Benin**

Project Summary	SMART Indicators	Means of Verification	Important Assumptions
<p><b>Impact:</b> Mothers Association (AME)-managed agroforestry results in sustainable community development with increased biodiversity levels, increased food security and income levels, and strengthened structures for women’s leadership</p>			
<p><b>Outcome:</b> Training of AMEs in Borgou to manage agroforestry activities resulting in increased income for 3 communities, food security, and gamma diversity of native species and alpha diversity in agroforestry sites.</p>	<p>0.1 Number of people supported to better adapt to the effects of climate change as a result of ICF (ICF KPI 1)<sup>1</sup>. End of project target: 1800 people (~600 per community).</p> <p>0.2 Number of people whose resilience has been improved as a result of ICF (ICF KPI 4)<sup>2</sup>. End of project target: 1800 people (~600 per community).</p> <p>0.3 Number of hectares of land that have received sustainable land management practices as a result of ICF (ICF KPI 17)<sup>3</sup>. End of project target: 9.</p> <p>0.4 Number of hectares with at least 50% increase in tree cover through restoration and agroforestry. End of project</p>	<p>0.1 Census data, baseline and endline data on tree coverage and crop production, endline with support from CBNRM activities</p> <p>0.2 Census data; baseline and endline data on tree coverage and crop production, endline with support from CBNRM activities; data presenting AME earnings</p> <p>0.3 Plot establishment report including photos and coordinates, baseline monitoring data</p> <p>0.4 Plot establishment report including photos and coordinates, baseline and endline monitoring data including CBNRM reports on sample plots</p>	<p>Community interest and availability to engage in CBNRM activities</p> <p>Schools committed to designating land to reforestation initiatives</p> <p>Limited extreme weather events and other natural environment stressors as agroforestry plots take root and establish</p> <p>Limited anthropogenic stressors on the environment as agroforestry plots take root and establish</p> <p>Availability of endemic and crop seedlings</p>

<sup>1</sup> International Climate Finance, Key Performance Indicator 1

<sup>2</sup> International Climate Finance, Key Performance Indicator 4

<sup>3</sup> International Climate Finance, Key Performance Indicator 17

**Project Title: Women-led, School-based Agroforestry in Benin**

Project Summary	SMART Indicators	Means of Verification	Important Assumptions
	<p>target: 9 ha (3 ha per community).</p> <p>0.5 Percent increase in pollinators on agroforestry plots vs. degraded farmland. End of project target TBD.</p> <p>0.6 Percent increase in bird species on agroforestry plots vs. degraded farmland. End of project target, TBD.</p> <p>0.7 Increased diversification of agricultural production in schools, with adoption of new agricultural species per community/school by end of project. End of project target: 5 new agricultural species.</p> <p>0.8 Percent increase in school-produced crop volume received by school canteens to feed school children. Target TBD based on baseline to be collected.</p>	<p>0.5 Pollinator log from CBNRM led transect walks</p> <p>0.6 Bird log from CBNRM led transect walks</p> <p>0.7 Baseline and endline data; survey of school canteen workers</p> <p>0.8 Baseline and endline data; survey of school canteen workers</p>	
<p><b>Outputs:</b></p> <p>1. Communities engaged in planning school-based reforestation activities and involved in decision-making</p>	<p>1.1 Number of participatory community diagnostic (PCD) tools adapted. End of project target: 1.</p>	<p>1.1 PCD Tool</p>	<p>Communities interested and available to engage in PCD</p> <p>Existing knowledge on endemic plant and crop species</p>

**Project Title: Women-led, School-based Agroforestry in Benin**

Project Summary	SMART Indicators	Means of Verification	Important Assumptions
around issues relating to conservation of biodiversity, management of funds, food insecurity, school management, and women's leadership	1.2 Number of community action plans (CAPs) developed including activities, actions, and considerations relating to biodiversity, management of funds, food insecurity, school management and women's leadership. End of project target: 3.	1.2 PCD Report including action plans	
<b>2.</b> AMEs established and/or strengthened and provided capacity development support to better understand their roles and responsibilities	2.1 Number of AMEs established and trained on roles and responsibilities. End of project target: 3.  2.2 Number of AMEs receiving capacity development training. End of project target: 3.	2.1 Attendance register  2.2 Attendance register	Schools and parent associations (APE) available and (still) willing to provide the structure for AMEs to lead land management work
<b>3.</b> AMEs are trained and supported to manage microenterprises based on school-based agroforestry initiatives together with teachers and community farmers	3.1 Number of farmers, teachers and AME members trained on sustainable agroforestry. End of project target: 90 (~30 per community).  3.2 Number of AMEs trained on entrepreneurship and microbusiness management. End of project target: 3.	3.1 Attendance register  3.2 Attendance register	Farmer availability and interest in alternative agriculture techniques  Presence and availability of community and schools to help determining funding allocation  Engagement of actors along the agricultural supply chain  Demand for products marketed by AMEs

**Project Title: Women-led, School-based Agroforestry in Benin**

Project Summary	SMART Indicators	Means of Verification	Important Assumptions
	<p>3.3 Number of agreements developed by AMEs presenting funding allocation mechanisms developed. End of project target: 3.</p> <p>3.4 Number of business plans developed by AMEs. End of project target: 3.</p> <p>3.5 Number of agroforestry businesses launched by AMEs. End of project target: 3.</p>	<p>3.3 Written agreements with funding allocation mechanisms included</p> <p>3.4 Business plans</p> <p>3.5 Project activity reports</p>	
<p><b>4. Agroforestry systems are planned and established in schools</b></p>	<p>4.1 Number of user-friendly reports produced - rooted in local and scientific knowledge - presenting data on key endemic plant species in Borgou, the ratio between and composition of endemic species, fruit and nut trees, other cash crops, and market/kitchen garden plants required to sustain and increase biodiversity levels for use by AMEs and farmers to design agroforestry systems. End of project target: 1.</p> <p>4.2 Number of agroforestry plots designed and planted according to a report developed to guide</p>	<p>4.1 Report presenting learnings from scientific and community-based anecdotal sources presenting endemic and crop species suitable in Borgou</p> <p>4.2 Plot establishment report including photos and coordinates</p>	<p>Schools committed to designating land to reforestation initiatives</p> <p>Limited extreme weather events and other natural environment stressors as agroforestry plots take root and establish</p> <p>Limited anthropogenic stressors on the environment as agroforestry plots take root and establish</p> <p>Availability of endemic and crop seedlings</p> <p>Community interest and availability to engage in</p>

**Project Title: Women-led, School-based Agroforestry in Benin**

Project Summary	SMART Indicators	Means of Verification	Important Assumptions
	<p>biodiversity-supporting agroforestry systems. End of project target: 3.</p> <p>4.3 Number of school-based tree nurseries built. End of project target: 3.</p> <p>4.4 Number of community members participating in community planting day. End of project target: 180.</p> <p>4.5 Number of agroforestry systems upkeep plans developed by farmers and AMEs to maintain agroforestry systems. End of project target: 3.</p>	<p>4.3 Plot establishment report</p> <p>4.4 Reports from event</p> <p>4.5 Agroforestry upkeep plans</p>	<p>community planting and awareness raising days</p>
<p><b>5.</b> Schools are supported to lead activities engaging communities in environmental monitoring, conservation, and biodiversity-sustaining agriculture</p>	<p>5.1 Number of community members trained in CBNRM. End of project target: 90 (~30 per community)</p> <p>5.2 Number of teachers expressing interest in integrating CBNRM and community-based biodiversity monitoring into their lesson plans. End of project target: 30 (~10 per school)</p> <p>5.3 Number of school canteens with agreements with AMEs to</p>	<p>5.1 Attendance register</p> <p>5.2 Survey, PCD Data</p> <p>5.3 Agreements between AMEs and school canteens</p>	<p>Community interest and availability to engage in CBNRM activities</p> <p>Teachers available and interested in integrating hands-on experiential learning into the existing national curriculum</p> <p>School canteen staff willing to adapt new recipes accommodating increased and diversified agricultural yield</p>



**Project Title: Women-led, School-based Agroforestry in Benin**

Project Summary	SMART Indicators	Means of Verification	Important Assumptions
	receive crops cultivated in school-based agroforestry systems: End of project target: 3  5.4 Number of community-based agroforestry days and awareness raising activities held by AMEs: 6 (~2 per community).	5.4 Activity reports	
<p><b>Activities</b> (each activity is numbered according to the output that it will contribute towards, for example 1.1, 1.2 and 1.3 are contributing to Output 1. Each activity should start on a new line and be no more than approximately 25 words.)</p> <p><b>1. Communities engaged in planning school-based reforestation activities and involved in decision-making around issues relating to conservation of biodiversity, management of funds, food insecurity, school management, and women’s leadership</b></p> <p>1.1 Adapt participatory community diagnostic (PCD) tool to assess communities’ perceptions of and engagement with environment, agriculture, income generation, women’s role in society, and school management</p> <p>1.2 Engage Ministry of Agriculture, Livestock and Fisheries (MAEP), Ministère du Cadre de Vie et du Développement Durable (MCVDD) and the National Agency for Domains and Land (ANDF) to ensure involvement, buy-in and guidance</p> <p>1.3 Administer PCD in each community to engage communities around conservation, income generation, and AME leadership, and assess their strengths and needs in these areas</p> <p>1.4 Co-develop community action plan (CAP) presenting steps on how communities can engage with the AME-run agroforestry initiatives and how they can best serve the community</p> <p><b>2. AMEs established and/or strengthened and provided capacity development support to better understand their roles and responsibilities</b></p> <p>2.1 Connect with schools to set the stage for establishing AMEs, focusing on schools where WEI has already build parent association (APE) and/or AME capacity</p> <p>2.2 Train (or provide refresher trainings to) AMEs on their roles and responsibilities</p> <p>2.3 Strengthen management capacity of existing AMEs through refresher training and/or engage APEs in AME creation and strengthen management capacity thereafter</p>			

## **Project Title: Women-led, School-based Agroforestry in Benin**

### **3. AMEs are trained and supported to manage microenterprises based on school-based agroforestry initiatives together with teachers and community farmers**

- 3.1 Engage local farmers and teachers identified during the PCD (Activity 1.2) to engage in a farmer field course together with the AMEs
- 3.2 Develop course content that is rooted in local ways of knowing and supported by scientific knowledge based off of findings in Activities 4.1-4.3.
- 3.3 Roll-out farmer field course on sustainable agroforestry using WEI's farmer field school model which provides hands-on, experiential learning using adult learning pedagogies
- 3.4 Train AMEs and interested farmers on entrepreneurship and microbusiness management
- 3.5 Work with AMEs to establish connections along the agricultural value chain in Borgou
- 3.6 Design mechanism with AMEs to allocate income generated to school and community activities
- 3.7 Support AMEs in the design of their specific microbusinesses and develop basic business plans
- 3.8 Provide seed funds to AMEs to launch businesses
- 3.9 Provide initial guidance and monthly follow-up support to AMEs as they launch businesses, including quarterly supportive supervision visits
- 3.10 Provide a collaborative mid-term review on business plans developed by AMEs and provide support where needed based on findings

### **4. Agroforestry systems are planned and established in schools**

- 4.1 Compile research on key endemic plant species to Borgou to ensure the right species are planted to contribute to a native biodiversity-rich ecosystem
- 4.2 Compile research on intercropping ratios to build / maintain healthy ecosystems that also produce food and other cash crops
- 4.3 Gather biodiversity and agriculture information based on local ways of knowing, including information gathered from the PCD
- 4.4 Design agroforestry systems supporting alpha diversity in each system and contribute to rich gamma diversity in the area, including the Forêt de l'Oueme Superior
- 4.5 Build tree nurseries in schools
- 4.6 Procure and propagate seedlings to plant in agroforestry systems
- 4.7 Coordinate and implement community planting days, hosted by the AMEs and led by local farmers with active involvement from the school and broader community
- 4.8 Support farmers, AMEs and school to develop a plan for long-term upkeep of the agroforestry systems during the life of and beyond the project
- 4.9 Provide supportive supervision to ensure proper forest / agroforestry management

### **5. Schools are supported to lead activities engaging communities in environmental monitoring, conservation, and biodiversity-sustaining agriculture**

- 5.1 Train teachers, select farmers, and select AME members on basic community-based natural resource management (CBNRM) including community-based biodiversity monitoring and engage forestry inspectorate

## **Project Title: Women-led, School-based Agroforestry in Benin**

5.2 Train teachers and AMEs to involve school children in CBNRM and community-based biodiversity monitoring

5.3 Support AMEs to liaise with school management, teachers, ministry and other education stakeholders to ensure agroforestry activities provide hands on learning opportunities to school children

5.4 Support AMEs to liaise with school management to ensure school canteens benefit from and take advantage from increased and diversified crops

5.5 Support AMEs and farmer groups to host community-based agroforestry days and awareness raising activities around the importance of conserving native biodiversity