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# Gender

# equality

*in projects for sustainable  
productive activities supported  
by the Amazon Fund/ BNDES*



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Rio de Janeiro, March 2019



This study was conducted by a team of independent consultants coordinated by the technical cooperation between the Brazilian Development Bank (BNDES) and the German Cooperation for Sustainable Development through GIZ. All opinions expressed herein are the sole responsibility of the authors, and do not necessarily reflect the position of GIZ and BNDES. This document has not been submitted for editorial review.

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Implemented by:



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# Glossary

**APS** Sustainable Productive Activities

**BNDES** Brazilian Development Bank

**DAP** Declaration of Aptitude (of the producer)

**FAO** Food and Agriculture Organisation of the United Nations

**GIZ** Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH

**IBGE** Brazilian Institute of Geography and Statistics

**INCRA** National Institute for Land Settlement and Agrarian Reform

**IOV** Ouro Verde Institute

**MDA** Ministry of Agrarian Development (extinct)

**PAA** Food Acquisition Programme

**PNAE** National School Feeding Programme

**PRONAF** National Programme to Strengthen Family Agriculture

**RECA** Association of Smallholder Agro-farmers of the Joint Consortium for Economic Reforestation Project

**RIOTERRA** The Cultural and Environmental Study Centre for the Amazon Region

**SAFs** Agroforestry Systems

**SERFAL** Sub-secretariat of Land Tenure Regularisation in the Legal Amazon (extinct)

# Executive Summary

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The Amazon Fund aims to raise donations for non-reimbursable investments in actions to prevent, monitor and combat deforestation, as well as to promote the conservation and sustainable use of the Legal Amazon. The Fund is managed by the Brazilian Development Bank (BNDES) in coordination with the Ministry of the Environment.

The Fund also supports the development of systems to monitor and control deforestation in other Brazilian biomes (Cerrado, Caatinga, Pantanal) and in other tropical countries (Bolivia, Colombia, Ecuador, Guyana, Peru, Suriname and Venezuela).

This study was developed by the German Cooperation through Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH (GIZ) and aims to: organize the contribution of projects from Component 1 - "Promotion of Sustainable Productive Activities"<sup>1</sup> of the Amazon Fund/BNDES in terms of gender equality<sup>2</sup> promotion and map the situation of women, mainly those of the projects visited in the two states of the rural Amazon; Rondônia and Mato Grosso. Furthermore, it aims to formulate recommendations that foster gender equality in the projects supported by the Amazon Fund.

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1. The Amazon Fund also supports projects in three other components: "Monitoring and Control", "Land Use Planning" and "Science, Innovation and Economic Instruments".

2. Consistent with the "Gender Equality and Social Inclusion Policy and Action Plan" of the Green Climate Fund, this study will refer to the concept of equal rights between men and women as gender equality. Available at: [https://www.greenclimatefund/documents/20182/953917/GCF\\_B19\\_25\\_-\\_GCF\\_Gender\\_Equality\\_and\\_Social\\_Inclusion\\_Policy\\_and\\_Action\\_Plan\\_2018\\_2020.pdf/d69ac06d2ce4444283463bfbcb7995a0](https://www.greenclimatefund/documents/20182/953917/GCF_B19_25_-_GCF_Gender_Equality_and_Social_Inclusion_Policy_and_Action_Plan_2018_2020.pdf/d69ac06d2ce4444283463bfbcb7995a0)



## *1. Introduction*

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# 1. Introduction

## ••• → 1.1. The relevance of promoting gender equality

The wider inclusion of women in productive systems, and conditioned to participate actively in decision making across all levels, is a current focus in gender equality for the United Nations. Gender equality is anchored in the 2030 Agenda for Sustainable Development as an objective in itself (Sustainable Development Goal No. 5 – SDG 5). Gender equality is understood as<sup>3</sup>:

“Equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women’s issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development [...].”  
(ODS 5 Glossary of terms, UN Brazil)

In this sense, equality refers not only to equal rights, but also equal responsibilities and, mainly, opportunities.

According to the most recent “Global Gender Gap Report” by the World Economic Forum, Brazil fell from the 79th position to 95th between 2016 and 2018 (in a ranking of 149 countries). The report analyses the following criteria: i. access to primary education, ii. access to healthcare, iii. economic power and iv. political participation. The gender equality index (PNUD, 2018), which evaluates inequalities in terms of reproductive health, autonomy and economic activity, ranks Brazil at the 94th position out of 160 countries. Among Latin American countries, Brazil possesses one of the most unequal division of tasks between men and women (PNUD, 2016).

3. The academic discussion around “equality” begins with the idea that in dealing with equality we are focusing on differences, and so we start with the rights of men to understand what women lack. In the term “equity” there is the premise of respect for differences. The term equality is the more popularized narrative (used by the UN etc.) and therefore also used here.

In this context, the importance of promoting gender equality becomes eminent, in terms of supporting projects that are dedicated to fostering opportunities for economic development and social well-being for both men and women. This support will be provided through measures that fight social and historical discrimination and the disadvantages faced by women in relation to men (UE-PAANE, 2015), as well as promote citizenship and access to efficient means for income generation.

## • • • → **1.2. Gender equality in the context of sustainable rural development in Brazil**

The Brazilian rural environment experienced profound socioeconomic and cultural changes, which are not only restricted to the agricultural modernization initiated in 1960. Rural activities go far beyond the dichotomy of rural versus urban in terms of the various activities of agricultural production. In this context, the idea of gender equality has been advancing with regard to the participation of women in productive, reproductive and social spheres.

Certain studies reveal that differences in female and male roles occur in a more accentuated way in the rural sphere, especially regarding productive and reproductive activities, and also in relation to the occupation of private and public spaces (BRANDÃO, 1983). On the other hand, there are studies which show complementary experiences (SEGALEN, 1980; Fukui, 1975) and even women in leading roles, as in the case of agro-ecological production (SILIPRANDI, 2013).

Issues related to access and use of land and the policies that foster productive activities of rural women have gained relevance in the debate around development alternatives. Recent analyses by the Food and Agriculture Organisation of the United Nations (FAO) show that rural women are responsible for 45% of food production in Brazil and in developing countries. Around 90% of the profit women make in the field is reinvested in education and in the well-being of their families. Around 20% of these women own the land on which they work. The great potential in the inclusion of women is noted in the following statement:

“Besides social justice, female empowerment could represent an increase of 30% in agricultural production and guarantee food security for the planet” (Food and Agriculture Organisation of the United Nations - FAO, 2018).

Another analysis came to the conclusion that the absence of equality weakens the economic return of agricultural activities and costing developing countries an estimated 15% of their Gross Domestic Product (FAO 2012 and Organisation for Strengthening Human Rights of Women - UN WOMEN 2018).

This potential is far from harnessed in Brazil. Only one-third of women residing in the countryside have a formally recognised occupation, with the majority being considered to have merely a supporting role (FAO, 2011 & IBGE 2006)<sup>4</sup>. On the other hand, it has been shown that women are responsible for the income of 42.4% of rural families in Brazil (IBGE 2010).

It is concluded that greater visibility and appreciation of women in productive activities can produce benefits in terms of their wellbeing and, at the macro level, to sustainable rural development and economic growth.

### ••• → **1.3. The Amazon Fund/BNDES and the topic's progression**

In 2008, the Brazilian Development Bank (BNDES), responsible for the management of the Amazon Fund, included a “Cláusula Social” (social clause), which defines the initiative against discrimination of race or gender as well as against slave and child labour in Brazil.

As for the Amazon Fund, the promotion of gender equality was introduced as a criterion in the selection process for new projects:

- In 2012, in the Public Call oriented towards the promotion of “Sustainable Productive Activities” (SPA I);
- In 2014, in the Public Call focused on support for “Land and Environment Management Plans for Indigenous Lands” (PGTA);
- In 2017, in the Public Calls aimed at Consolidating and Strengthening Sustainable and Inclusive Value Chains (SPA II) and the Recuperation of Vegetation Cover.

Over the years, indicators have been introduced into sustainable production projects in order to identify to what extent women participate in activities, are trained in new technologies for sustainable production, and apply their newly acquired knowledge. Other indicators measure women’s participation in decision-making.

In addition, since 2015 the Amazon Fund has analysed how projects have contributed to the promotion of gender equality in their ex-post evaluations of the aforementioned projects.

However, the focus of this study is the “Promotion of Sustainable Productive Activities” component of the Fund, as it is the component that most emphatically addressed the topic.

4. According to preliminary figures from the Agricultural Census in 2016, 2.8 million women live in rural areas. Available at: [https://censos.ibge.gov.br/agro/2017/templates/censo\\_agro/resultadosagro/produtores.html](https://censos.ibge.gov.br/agro/2017/templates/censo_agro/resultadosagro/produtores.html)

A person wearing a bright yellow long-sleeved shirt and light-colored pants is shown from the side, holding a purple flower. The scene is set outdoors with lush green foliage. A warm, golden-orange light, likely from the sun, is positioned behind the person, creating a strong silhouette and a soft glow over the entire image. The text '2. Study Objectives' is written in a white, cursive font in the lower-left quadrant, with a thin white horizontal line extending from its left edge across the page.

## *2. Study Objectives*

## 2. Study Objectives

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Component 1 - “Promotion of Sustainable Productive Activities” of the Amazon Fund represents approximately one-third of the Fund’s budget, corresponding to R\$ 413 million of the total value of supported projects (June 2018). As of June 2018, the component supported 49 projects.

The study was designed with the general objective of identifying best practices and lessons learned in the incorporation of gender equality and specific actions for women in projects of sustainable production.

The specific objectives of the study are:

- 1. Map the status of gender equality in three sustainable production projects of the Amazon Fund/BNDES;
- 2. To make recommendations to the Amazon Fund/BNDES on how to promote gender equality in Component 1 of the Amazon Fund/BNDES;



### *3. Methodology and Focus of the Analysis*

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## 3. Methodology and Focus of the Analysis

A combination of methodologies was used for this study. On the one hand, a theoretical analysis was made from the existing secondary literature. On the other, a qualitative method from social sciences was applied: interviews were conducted, and observations made in field missions during which three projects were visited.

The premise is that the projects have common characteristics that allow for empirical conclusions and recommendations to be drawn for the other projects of this Component. The following projects were visited:

### **Project 1: Amazon Backyards**

<http://www.fundoamazonia.gov.br/en/projeto/Amazon-Backyards/>

Responsible organisation: Cultural and Environmental Study Centre for the Amazon Region (RIOTERRA)

### **Project 2: Materialize**

<http://www.amazonfund.gov.br/en/projeto/Materialize/>

Responsible organisation: Association of Smallholder Agro-farmers of the Economic Reforestation Project, Strengthened and Associative (RECA)

### **Project 3: Portal Seeds**

<http://www.amazonfund.gov.br/en/projeto/Portal-Seeds-00001/>

Responsible organisation: Ouro Verde Institute (IOV)

**Figure 1:** Projects visited for this study.

During the field missions between March and May of 2018, open and semi-structured interviews were conducted. The latter allowed for a quantification of the results, which will be presented with the rest of the results during the study.<sup>5</sup>

5. A brief summary of the projects and the questionnaires is annexed.

The project beneficiaries were interviewed in their usual surroundings, at home or in their yard. When possible, they were interviewed without their husbands and/or other male members of the family and/or projects, aiming to foster an environment in which they could express themselves freely. In some cases, they were visited at production sites.

The project executors, legal representatives and technical teams of the organisations that conducted the projects were also interviewed. 83 interviews were conducted in total, categorised in the following manner:

Respondent category	Quantity	Sex-disaggregated
Executor	11	04 men and 07 women
Technician	07	03 men and 04 women
Beneficiaries	07	47 women
Group of women	1 (16)	16 women
Other key players	02	02 women
<b>TOTAL</b>	<b>83</b>	

Table 1 - Disaggregation of respondents by category of involvement with the project

- **i) Project executors**

The analysis regarding the project executors focused on the institution's understanding of gender equality in sustainable productive activities; the team's qualifications about the topic, as well as their perception of the changes and effects in the efforts developed to incorporate the gender perspective; lessons learned, challenges perceived, and recommendations for the future. The analysis was based on the different phases of the project cycle, in order to verify which type of actions and strategies were adopted to promote gender equality in each of them.

- **ii) Project beneficiaries**

The focus of the analysis of the beneficiaries was on the women's perception of gender equality, the changes and effects caused by the project's actions (on the individual), participation in the project, access to information, equal opportunities in the project's actions, and the benefits generated by the project itself.



## *4. Results*

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# 4. Results

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## ... → 4.1. Background information about the beneficiaries

The women interviewed have an average age of 45 years, with most being married (83%). The data relating to the level of education shows a national tendency for women having a higher degree of education compared to men (Brazilian Institute of Geography and Statistics - IBGE 2018), with only 5% of the interviewees being illiterate; 62% having elementary schooling; 24% having secondary education and 9% with a completed tertiary degree. The family unit is composed of an average of four people, coming from various different states, namely: Paraná (17), Rondônia (7), Santa Catarina (5), Minas Gerais (3), Mato Grosso (3), Maranhão (2), Mato Grosso do Sul (2), Rio Grande do Sul (2), Espírito Santo (2), Bahia (1), Pernambuco (1), Acre (1) and São Paulo (1).

## ... → 4.2. Access and control of resources

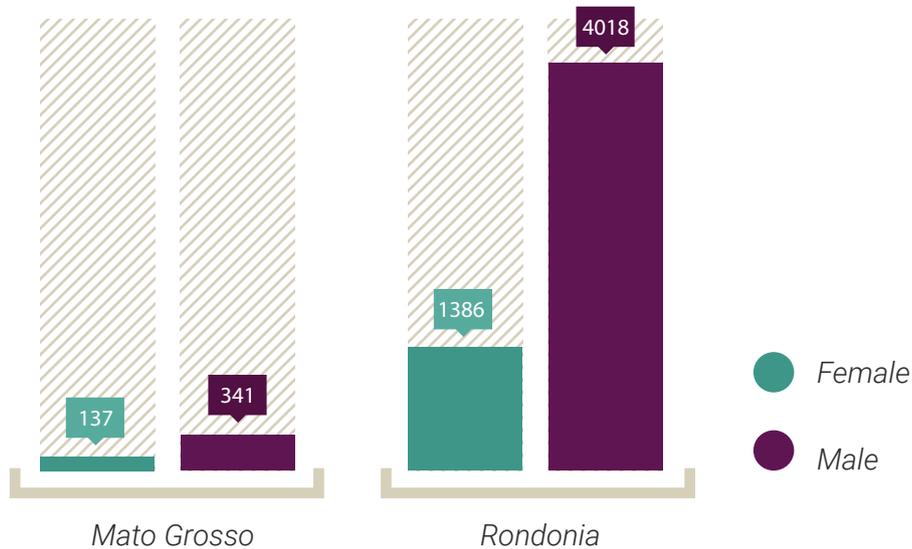
Access to land is a crucial factor for production. Land ownership guarantees legal security, access to credit as well as technical assistance and, consequently, economic and social upward mobility.

The present inequality between men and women with regard to the distribution of land ownership in Amazonia is due to the preference given to men in inheritance, the privileges men have in marriage, and the general unequal distribution of land by governmental programmes and the inequality in the market, both for private and communal land (SCHMINK & GÓMEZ-GARCÍA, 2015). The lack of women's rights regarding land ownership is a problem, especially in cases of marital separation or migration of men and even in decisions made about land use.

In Brazil, joint land ownership between men and women emerged as an option in the Constitution of 1988. At the time, only 12.6% of the properties were owned by women (see chapter 1.2). From 2003, joint land ownership for plots settled by a couple became mandatory (Decree no. 981/2003 of the National Institute for Land Settlement and Reform - INCRA).

Established by Law 11,952 of June 25, 2009 and amended in 2017 by Law 13,465, the Terra Legal Programme was created to promote the allocation and land regularization of undesignated federal public lands in the Legal Amazon. Up to August 2018, 22,112 land titles were issued, of which 29% of the beneficiaries were women. In the area focused on in this study, in the states Rondônia and Mato Grosso, respectively, 26% and 29% of private properties are in the name of women, according to the database

of the Sub-secretariat of Land Tenure Regularisation in the Legal Amazon (SERFAL, figure 2). This number represents a small improvement in the reduction of inequality between men and women in the process of land ownership.

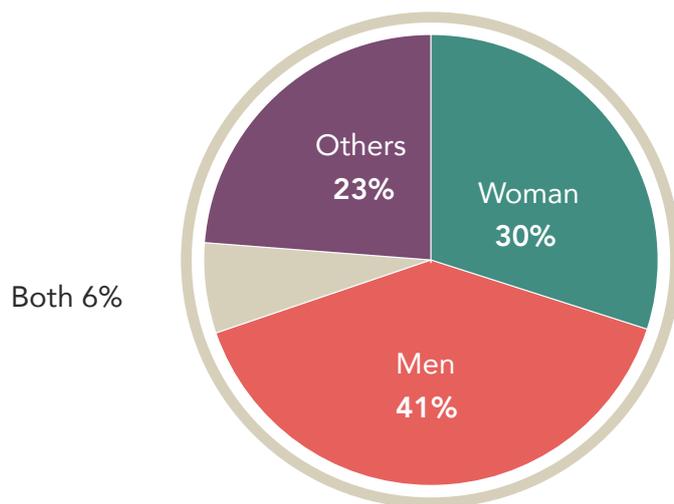


**Figure 2** Number of titles issued by the Terra Legal Programme by gender in the states of Rondônia and Mato Grosso. Source: SERFAL database, accessed on 03/08/2018.

Of the 61 properties visited, the majority (47) is located in settlement areas. A survey carried out in 2012 by the Agrarian Reform Programme (Sipra), INCRA, shows that the percentage of women owning land of agrarian reform exceeded 48% of the total beneficiaries between 2008 and 2010. However, only one respondent stated that she had the definitive land title (in the name of her husband).

All other properties have a Declaration of Aptitude (of the producer) (DAP) of the National Programme to Strengthen Family Agriculture (Pronaf), land demarcation carried out with geo-referencing, Emission Use Concession Contract (CCU), or a Domain Title as proof of ownership and right to property. Besides the fragility of this documentation, in 30% of cases it is the woman who is registered with this type of document and, in 41%, the husband.

This number is relevant, as in the field, DAP functions as the identification of a small farmer. It allows these families access to public policies, for example: financing (Pronaf), credits for agrarian reform (settlements of the Federal Government), the Rural Habitation Programme, product certification (stamps), vocational courses (Pronatec), commercialization of school foodstuffs (school lunches), hospitals and military institutions, among others.



**Figure 3** - Distribution of land documents disaggregated by sex

It needs to be highlighted that the majority of beneficiaries interviewed, do not know which type of official title they possess or at what stage such title is within the registration process; some asked for help from their partners in order to answer the question. However, in general, the question did not cause them concern as they feel they are the owners of the land in which they live. Specifically, they feel that they are the owners of the land even if they do not have the official title to it, and this may be due to the importance placed on the "family unit of production which is characterized by the efforts of all members of the family for the benefit of all" (BRUMER, 2004).

### ••• → **4.3. Sustainable productive activities**

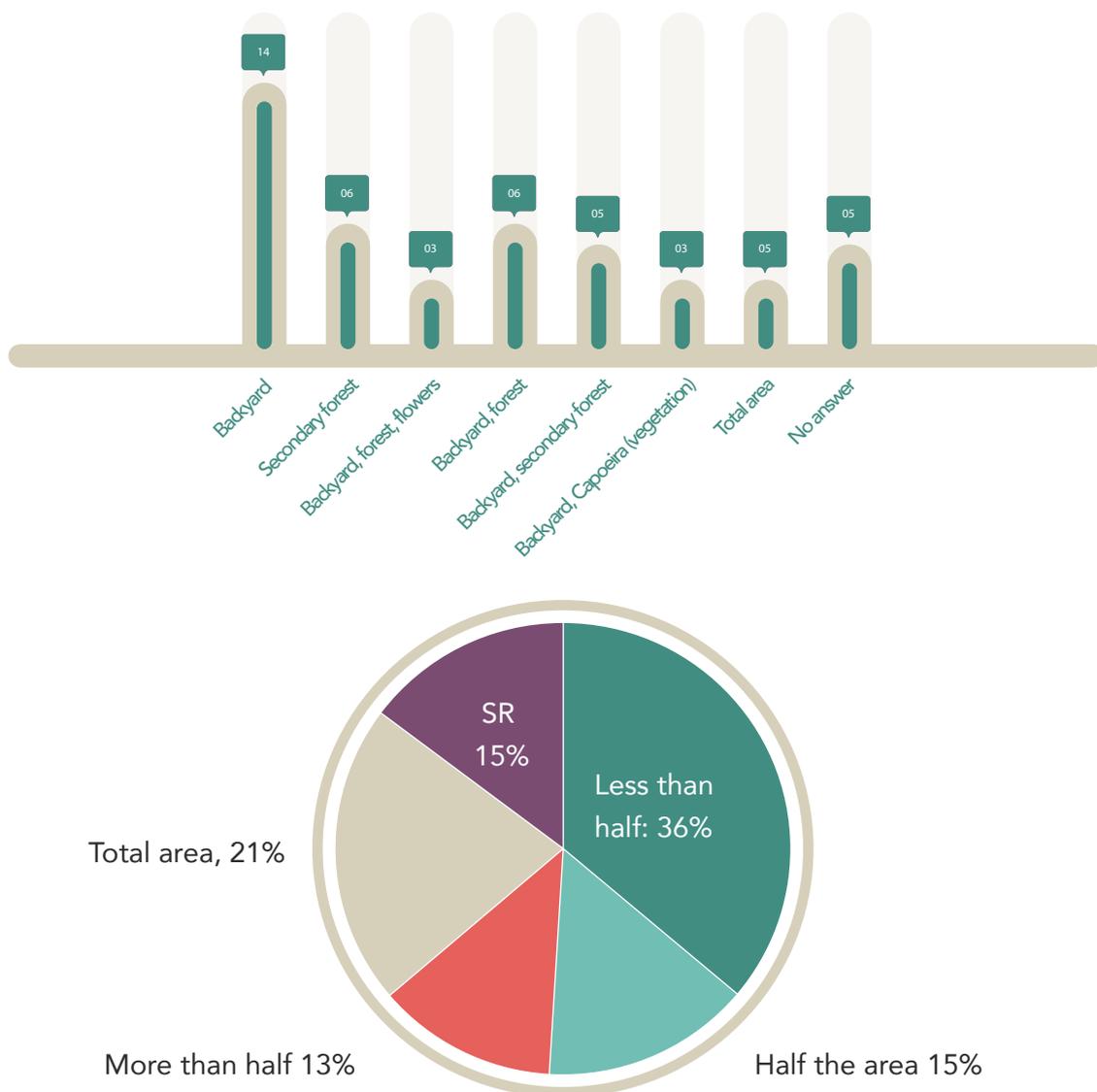
The division of labour among social groups in the rural Amazon displays many variations. Both men and women contribute significantly to productive activities. Quite often, there is a division of labour in cattle farming, which is seen as a predominantly male activity (MELLO, 2015). However, the family's health care and food provision are an integral part of the role of rural women. Other than this, women are typically responsible for tending the gardens, with various fruits, medicinal plants and small animals as a source of family food; and for the provision of a quality water source (MELLO & SCHMINK 2016; BRUMER, 2004).

Apart from controlling products of higher commercial value, men in some cases participate in productive activities related to family consumption, for example, firewood collection or supplying the family with drinking water (MELLO, 2014). Upon analysing the value chains of forest products not related to sustainable timber, it is apparent that women characteristically tend to be involved before the sales stage and/or at stages related to less added value in comparison to men.

Aside from monetary value, there is also the social value of the tasks performed by men and women in each context in which they participate. Activities earmarked for men, including the commercialization of products on a large scale, are valued more for being the principal activity. On the other hand, women are dedicated to activities

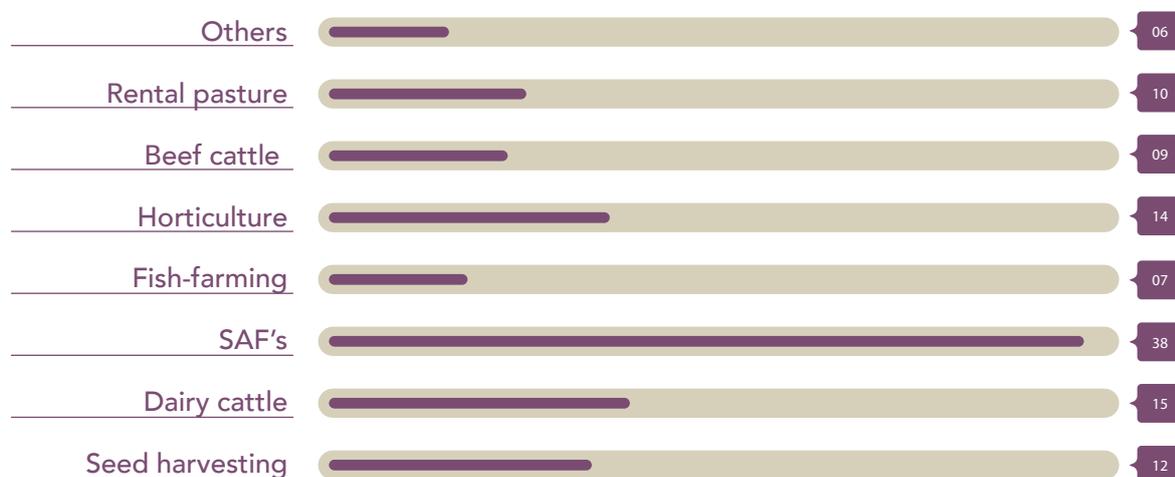
related to production and commercialization on a small and, at most, medium scale. Although their activities are less visible and therefore receive less recognition (GUMUCIO et al. 2016, GIZ 2019), they are essential in guaranteeing the quality of the products sold.

The properties visited during the field missions are characterized by family farming and rural family enterprises, in which the women are mostly responsible for domestic tasks, as well as the rearing of small animals, tending vegetable gardens and agricultural work. Among the principal productive activities generated by the families on the properties, the following stand out: small animal rearing (chickens, pigs), agroforestry systems (SAFs) in the property's garden (orchards) or in reforested areas, horticulture, dairy farming, handicrafts, cattle farming, beekeeping, nut harvesting and the processing of various products like pulp, cheese, jams and bread. As Figure 4 shows, all of the interviewees mention working in the yard surrounding the house, an area primarily used for their own consumption with only the surpluses being sold on markets.



**Figure 4** - Types of land plots where women perform the majority of their productive activities. Top Graph: type of plot. Bottom Graph: area size.

50% of the interviewees indicated that they are working in areas of regenerating forest, with intensification and production diversification activities, as implemented by SAFs. In addition to the 30% of the interviewees who work harvesting in forest areas, a significant number of women are shown to be involved in productive activities that promote the reduction in deforestation in small properties located in Amazonia. With these activities, initiated and strengthened by the projects visited, the interviewed beneficiaries contribute directly to the overarching objective of the Amazon Fund, with prominent participation in the sustainable use of the forest and the reduction of deforestation.



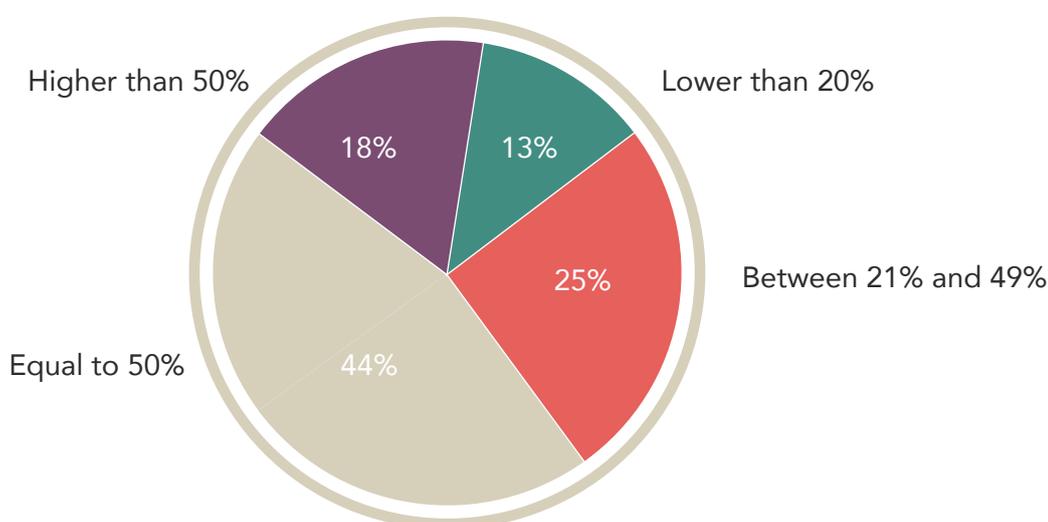
**Figure 5** - Number of families who report participating in the named activity

Women mostly receive “help” from their spouses, which does not constitute an equal division of labour, and almost always results in the women being overburdened. However, when encouraged to consider the equal division of productive labour, the interviewees had a difficult time deciding whether they work more or less time than their spouses. Only when explaining a typical day did they understand that they work, in almost all of the cases, more hours than their husbands: they woke earlier and slept later, primarily to look after the house and the children and, secondly to work in the gardens surrounding the house. Considering this, the challenge remains for a more equitable division of reproductive work so that women can be more visible in the world of paid productive work.

... → **4.4. Income decision**

Greater participation at an economic level is a key factor in the improvement and valorisation of women in the family unit. When the woman begins to contribute financially by taking on paid work, she gains visibility and, consequently, participates more in decisions made regarding income, land use and the management of natural resources (DOWNS 2011).

In the family units of this study, the contribution of female income in the total composition of family income is significant (Figure 6).



**Figure 6** - Percentage of income contribution by women in the family income

63% of the women beneficiaries interviewed perceived their income to represent half or more than half of the family income. This value is significantly higher compared to beneficiaries from other initiatives in Amazonia (MELLO 2014).

In relation to income allocation and use, there is no separation. Everything that is gained belongs to the family and decisions about income, (be it from the woman or the family), are made by the couple, even allowing the children to voice their opinions. For 84% of those interviewed, there is always a consensus between the couple on what to spend money on. Other interviewees state that there is not always a consensus or that the husband decides (for example, in the case of investments in production).

Even though there is a consensus in decisions made, the interviewees indicate that the man still has the "last word" on where to invest. This reflects the reality of rural Amazon, where in general, gender inequality persists in the control of decisions taken regarding income spending and allocation, with this control being held by the men (MELLO 2014).

The situation is different when the decision is about the income generated by the woman. In this case, the last word is the woman's, especially when the expenditure is destined to improve family well-being. This reflects how an increased income of women can contribute to their empowerment in the economic sphere, as well as in other dimensions of their lives.

The balance of power over decisions within the household changes as women begin to contribute to the family income (see chapter 4.1.4). In the majority of cases, this has happened when a woman has participated in the activities offered by the projects. Therefore, it can be concluded that the Amazon Fund projects have strengthened equality between men and women.

In addition, it is observable that when women started to gain more income, they also gained new abilities, knowledge, rights and opportunities, increasing their participation and visibility in the different spaces of public life.

In the projects analysed, it can be inferred that the implementation and intervention plans have enhanced the role of beneficiaries by facilitating their visible participation in productive activities. These economic incentives, however, are affected by the fact that the majority of them were centred in areas of the social realm, where women already play a large role, despite the inexistence of a project baseline which allows for a more accurate comparison of the reality of the situation. In this way, women have already significantly contributed to the family income but have yet to participate equally in decision-making regarding income spending (except when it comes to their own individual income).

#### ••• → **4.5. Domestic and caregiving activities**

57% of the women interviewed claimed that the man helps with domestic activities and 47% said they helped with the childcare. When analysing data related to activities in the domestic garden and considering it as a woman's domain, more than half (60%) responded that their spouses participate in these chores. This assistance with domestic and care activities is primarily given when the woman is absent from home or ill. Although some women report that their husbands are helping in the domestic gardens, SAFs, and even in harvesting seeds, the resistance by spouses to engage in domestic activities and care is one of the greatest challenges for women.

"The participation of women (...) has a strong link to the mechanisms available to her to facilitate the conciliation of both work and family, since (...) the engagement of men in domestic tasks is still low" (SOUSA & GUEDES 2016).

An example of this are women who only manage to have enough time to participate in productive activities once they retire, when their children are adults or when they are widowed.

For rural women, this care and responsibility for domestic chores have a great value. With this in mind, women who do not look after their house well, or do not involve themselves fully in caring for their children and elderly, are seen by others as women who do not fulfil their "obligation", and consequently, are devalued by their peers.

#### ... → **4.6. Public policies for family agriculture**

An observation of the interface between public development policy targeting rural women, and the support given to sustainable production by the Amazon Fund, is relevant in order to identify potential synergies.

The Bolsa Familia, is an income distribution programme which aims to combat poverty and inequality in Brazil and constitutes an important complement to the income of the family unit. This policy includes a gender division, as the registration is made in the woman's name, guaranteeing her access to resources with the issue of a specific card. In the interviews a few beneficiaries revealed they depend on the programme to attain a minimum family income. For many of the women, this benefit represents the first opportunity to gain any type of income in their own name, contributing to an improvement in their self-esteem.

The Food Acquisition Programme (PAA), is an initiative of the National Supply Organization (CONAB) which buys products from small scale family farmers and offers them to public institutions like schools, prisons and hospitals. This represents a complementary source of income for the family units visited.

With regard to commercialization, it is possible to verify the participation of the farmers in the National School Feeding Programme (PNAE). With this policy, the municipal councils were obligated to acquire at least 30% of their products from family farms, increasing the quality and diversity of school food in the visited municipalities. Although these two public policies of access to formal markets were not exclusively targeted at rural women, they were directly involved, since it included the sale of products that were generally under their responsibility, i.e. vegetables, fruits and vegetables, etc. found in "backyard" production (vegetable garden, SAF).

The now defunct Ministry of Agrarian Development (MDA)<sup>6</sup> had a role in addressing family agriculture and was responsible for the PAA and PNAE programmes. Since 2016, public policy for family farmers has entered into a process of re-articulation and reformulation, including the transfer of responsibility of these from the MDA to the Civil Office and, in 2019, to the Ministry of Agriculture, Livestock and Supply (MAPA). This has had repercussions in rural areas, to the extent that policy initiatives have been reformulated or abandoned; the effect of these changes is beyond the scope of this study.

6. According to Provisional Measure no. 726, 1st Article, of May 12, 2016 (converted into Law no. 13.341/2016), accessed on 26.02.2019.

A person is shown from behind, standing in a nursery. They are wearing a yellow long-sleeved shirt and light-colored shorts. The nursery is filled with various plants, many of which are in black plastic bags. Some plants are in larger pots or containers. The background shows a dense forest with trees and branches. The overall scene is outdoors and appears to be a well-maintained nursery.

## *5. Best Practices*

# 5. Best Practices

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Best practices refer to the best technique or correct manner in which to work during the realization of a determined activity and which can be disseminated and replicated/adapted in other contexts. The main best practices identified when visiting the projects were:

## • • • → 1) **The Family, as a whole, at the centre of the project**

- Planning that is sensitive to the needs of the family: analyse the typical productive activities of women and men in the context of the family and community, in order to plan comprehensive activities based on the needs and interests of the family as a whole, including the women's;<sup>7</sup>
- Motivate broad participation: Create wider acceptance of women's participation and greater motivation to participate in the projects' activities by including activities that are of particular interest to women (e.g., crafts, horticulture, and seed collection);
- Differentiated Technical Assistance: Provide technical assistance aimed at the family, that is, working with both men and women in the project activities;
- Financing instruments based on the sustainable production chain: Guarantee financial support for investments in production done by women from the sustainable chain with which the project supports, such as fruit derivatives, in addition to pulp (liqueurs, jams, handicrafts), which has significant added value therefore increasing the family income and also cultural value in the family unit;
- Production Commercialization: Provide support in the commercialization of production (advice for legalization, the opening of marketing channels, point of sale, publicity, markets, etc.) not only for products coming from the male workforce but also for women's groups and / or individual production by women;

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7. 55% of the women interviewed participated in all of the activities (workshops, courses, meetings, productive activities, exchange programmes) offered by the projects. Participation of women was driven by such aspects as: support given for productive activities close to them e.g. seed collection, activities close to the house, help with commuting, provision of childcare during events and the adjustment of the activity schedule. It is noted that the more women participate, the more they feel motivated to do so.

## ••• → 2) *Equal participation in all stages of the project*

- Establish fairness in the organizational structure of the executive positions in decision making spaces to allow for greater sensitivity to the topic;
- Guarantee equal representation of men and women in the management of the project;<sup>8</sup>
- Establish participation guidelines which guarantee the presence of both men and women;
- Promote integration between beneficiaries, through activities and events which allow for the exchange of experiences;

## ••• → 3) *Cultural norms / sensitivity to the local culture*

- Observe the cultural norms in order to choose a better way to work, for example, choosing professional technicians to work with women, with the aim to show respect and to not cause conflict between couples in the family unit;
- Integrate local professionals (children of farmers) into the technical staff, which allows for better reception of the projects by the families;
- Promote the inclusion of young men and women in participatory management training.

8. In the projects visited, there were women in coordination, vice-presidency, secretaries and in technicals teams, demonstrating gender equality in the institutional framework.

A photograph of a person standing in a garden, with their entire figure rendered as a solid orange silhouette. The person is facing away from the camera, looking towards a structure covered with a dark tarp. The background is filled with lush green foliage and plants. The text '6. Lessons Learned' is written in a white, cursive font across the person's back. A thin white horizontal line is positioned below the text.

*6. Lessons Learned*

## 6. Lessons Learned

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A lesson learned is an awareness achieved through life experience, which generates a modification of behaviour that can occur on a tactical, operational or strategic level in an organization (ALLP, 2006). It should contemplate successful experiences, as well as those which could be improved (Ruegg, 2009). The main lessons learned through the project visits were:

- • • → **Improve team competency by promoting gender equality. When possible, hire a specialist in gender issues who is a permanent member of the team and can define necessary actions in a faster and more effective manner;**<sup>9</sup>
- • • → **Integrate female participation in the projects' activities. For this, it is important to ensure logistical and financial support (transport, outsourced childcare);**
- • • → **Promote the qualification of women in areas of productive and business management, especially in the case of young women;**
- • • → **Respect identity and cultural differences, such as technicians not visiting the property in the absence of the husband to avoid conflicts between the couple, as a form of respect for the family;**

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9. In the projects visited, the task of promoting equality between men and women occurred spontaneously. As the projects evolved, the teams acquired a better feeling for the topic and developed actions in accordance with the local reality, with a basis in the values and organizational norms of each. Difficulties encountered were: the lack of a wider theoretical knowledge on the subject by the technical team, a more concrete way of working on the subject without overloading contracted technicians, in addition to the lack of knowledge or lack of local organizations that specifically work with this approach in the region.



## *7. Recommendations*

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# 7. Recommendations

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## ••• → 1) At the Amazon Fund Programme/BNDES level

### **Organizational:**

- Develop an action plan to incorporate the issue of gender which guarantees the institutionalization of the topic in the Amazon Fund/BNDES and gives greater credibility to current, and eventually, new donors;
- Designate a focal point for the topic, which will oversee the implementation of the action plan and enhance the team's capacity to incorporate the gender issue;
- Give visibility to the issue of gender by disseminating good practices and results on the website, at events or through awards, etc.

### **In the selection of new projects:**

- Request the inclusion of a gender equality analysis in the proposal of the project;
- Identify attractive opportunities which enhance the role of women especially in non-timber value chains;
- Include items of support specifically aimed at women and their organizations in public calls;
- Include specific content in workshops with proponents on how to ensure that both women and men benefit equally throughout the cycle of the projects;
- Incentivise promotion of the issue of gender in the editorial released by entities supported by the Amazon Fund;
- Introduce, in the technical analysis phase of project proposals, a checklist which helps to guarantee that the issue is being observed in the planning phase (logical matrix/indicators, work plan, budget for resources or specific activities).

### **During the execution of (new) projects:**

- Observe whether there is budget allocated in the projects for measures that increase the productive contribution of men and women to the family income.

### **Monitoring and evaluation:**

- Investigate the possibility of defining specific indicators for the issue of gender with a qualitative character;
- Eventually, also include indicators on the topic in the other development components of the Fund;
- Include in the projects' performance reports a chapter on the changes generated by actions which promote gender equality;
- Consider the issue of gender as a criterion of assessment and formulate recommendations (in progress) in the ex-post evaluation of projects;
- Undertake, in two or three years, a thematic ex-post evaluation focusing on gender equality to assess how these recommendations have been incorporated;
- Introduce the issue of gender in the Amazon Fund report through the inclusion of a chapter in the Amazon Fund/BNDES Annual Report (RAFA).

## **• • • → 2) At the project-level of sustainable productive activities**

### **In the creation of the project proposal:**

- Develop an analysis of gender equality which includes a description of the situation, barriers, challenges and potential of promoting gender equality. This includes:
  - *Identify opportunities that enhance the role of women in strengthening value chains and their contribution to the composition of family income;*
  - *Seek information/knowledge on the issue of gender equality from specialists and women's organizations to better qualify the development of the proposal;*
  - *Allocate human and financial resources for the integration of the perspective of gender equality in all planned actions and operational measures, including staff training;*

### ***At the stage of project implementation:***

- Promote training for technicians and beneficiaries;
- Support the exchange of experiences between local beneficiaries in the region, and even in other regions/locales;
- Offer informative material and orientation for the incorporation of the topic;
- Propose spaces for discussion on the topic in meeting and events;
- Give visibility to the gender issue, disseminating good practices and results on the website and in events, etc.

### ***At the stage of monitoring and evaluation of the project:***

- Invest in the disaggregation of data by sex and race / ethnicity to define and inform indicators at the project level;
- Monitor specific existing indicators;
- Include the results achieved in the promotion of gender equality in performance reports.

A woman is shown from the waist up, holding a branch of almond trees in her right hand and a handful of almonds in her left hand. The scene is set outdoors with a ground covered in fallen leaves. The image has a warm, golden-orange color cast. The text '8. Bibliography Used' is written in a white, cursive font across the middle of the image.

*8. Bibliography Used*

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*9. Annexes*



## 9. Annexes

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### ••• → 9.1 Annex 1: Brief contextualization of the projects involved in this study

#### a) Amazon Backyards Project

The organisation responsible (Research Coordinator) was the Cultural and Environmental Study Centre of the Amazon Region (RIOTERRA).

A non-profit organisation, Rioterra was created in 1999 with the aim of contributing to the formation of a critical society, aware of its socio-economic and environmental context, capable of proposing a development model for the Amazon region that allies conservation and sustainability with improving the quality of life of local populations. Its principal values are humanism, balanced use of the environment, transparency, and respect for differences and for nature. The organisation's mission is to "to defend the Amazon's identity, add value to culture and the sustainable use of the environment and contribute to a just, democratic and participative society" (RIOTERRA 2018).

The aim of the Amazon Backyards Project was to support family farmers, and those in the Agrarian Reform settlements in the state of Rondônia, in developing SAFs so as to recover deforested areas and generate income from planting and conducting research on cultures selected and adapted to the regions soil and climate. Within the scope of the project, the following activities were carried out: 330 family farms supported by land recovery processes; R\$ 266.441,73 distributed to 284 families through Payments for Environmental Services (PSA); recuperation of degraded or altered areas with implementation of SAFs, with 528 hectares reclaimed for productive purposes; exchanges of experiences; 654 people trained in best management practices; 1,201 families assisted by technical assistance and rural extension (ATER) services and 14 rural organisations strengthened. The project was supported by the City Council of Itapuã do Oeste (producing saplings in the municipal tree nursery), the National Institute for Colonization and Agrarian Reform (INCRA) and the Federal University of Rondônia (conducting research and studies on soil, the landscape and gender equality).



<http://www.fundoamazonia.gov.br/en/projeto/Amazon-Backyards/>

## **b) Materialize Project**

The Association of Smallholder Agroforestry Producers of the Joint Consortium for Economic Reforestation (RECA) was responsible for the project.

The RECA Project originated from a group of migrant farmers from the South and other regions of Brazil who collaborated with indigenous extractivists from the region of Ponta do Rio Abunã. Three state borders meet in Ponta do Rio Abunã, with municipalities belonging to the states of Rondônia, Amazonas and Acre. RECA has been operational in the region since 1989. It is distinctive for its pioneering nature and innovative character of productive social organization, and its SAFs models merit attention. It is active in a challenging area with agrarian/social and environmental conflicts, where there are settlement and land regularization projects established. The area totals more than 6,231 Km<sup>2</sup> and is home to almost 9 thousand families.

The aim of the Materialize Project is to increase the productivity of fruit processing units to strengthen the productive chains of cupuaçu and açaí, and to implant SAFs. Thus, the project provided for the implantation of 300 hectares of agroforests, of which 315 hectares of SAFs were implemented (in 147 areas). In addition, they safeguarded production by reconstructing the physical facilities of the vegetable oil processing plant and construction of the storage facility for nuts and seeds, after a fire in the old facilities. The project also undertook efforts for institutional strengthening, technical assistance and rural extension (ATER) and project management. It directly involved 138 producers, of which 32% were female. The project involved 3 agglomerated entities (Cooper-RECA, ASPROMACRE and the Baixa Verde Association).



<http://www.amazonfund.gov.br/en/projeto/Materialize/>

### **c) Portal Seeds Project**

The organization responsible was the Ouro Verde Institute (IOV), a non-governmental organization funded in 1999 by students and professors of the University of Sao Paulo (USP) to act closely with grassroots groups, especially family farmers. Its mission is sustainable development based on social participation, and follows the principals of shared development, integration between scientific and popular knowledge, respect for local knowledge, multidisciplinary and transparency in actions. IOV headquarters is in Alta Floresta in the far north of the state of Mato Grosso, in an area called the Portal of the Amazon, and consolidates its efforts in the region with two other centres, called "Núcleos de Base" (Carlinda and Apicás).

The idea behind the Portal Seeds project came from Sister Leonora of the Pastoral Land Commission (CPT), who wanted to contribute to sustainable development in the region through supporting family farmers. With this idea in mind, the project aimed to foster the environmental recovery of 1,200 hectares of degraded areas (reestablishment of permanent protection areas and the legal reserve) and to bring back value to family farming in six municipalities of the Amazon Portal Territory, and the indigenous community Terena. It aimed to do this by disseminating agroforestry systems, which combine the sustainable use of the forest with income generation. The project focused on the following activities: structuring environmental recovery projects through SAF implantation, reaching a total of 1,246 hectares, and a base of environmental services formed by a team of technicians, implementation and operation of a participatory management system (Management Councils), training of more than 2,500 people, and development of communication material ("Muvucando" newspaper). The project involved eight municipalities (Apicás, Alta Floresta, Carlinda, Colíder, Nova Canaã do Norte, Nova Guarita, Nova Santa Helena and Terra Nova do Norte). It was selected as one of the first projects of the Amazon Fund through an open forum for submissions, and as the only one of the three projects visited. Na ex-post effectiveness evaluation was conducted, and the project was extended. Currently, it is in the second phase of its execution (link).



<http://www.amazonfund.gov.br/en/projeto/Portal-Seeds-00001/>

<http://www.amazonfund.gov.br/en/projeto/Portal-Seeds-Phase-II/>

... → The table below presents a summary of the main characteristics of these projects.

EXECUTOR	PROJECT	PERIOD	LOCATION	OBJECTIVE	ACTIVITIES CONDUCTED	RESULTS	PUBLICO			OTHER IMPORTANT INFORMATION
							TOTAL	MALE	FEMALE	
IOV	Portal Seeds	2009 - 2013	Apiacás, Alta Floresta, Carlinda, Nova Guarita, Nova Canaã do Norte, Terra Nova do Norte and Matupá (MT)	Economic activities developed from sustainable forest use (including scientific and technological projects); Conservation and sustainable use of biodiversity and Recovery of deforested areas.	<p>The creation of community Seed Houses and networking between them;</p> <p>Implantation of Agroforestry Systems (SAFs) in degraded areas.</p> <p>The creation of social and technical bases for efforts in environmental recuperation activities in other locations.</p> <p>Support for environmental regularization of rural properties which allowed access to credit and commercialization of products.</p> <p>Support for the regularization of 600 properties through the development of environmental recovery projects and georeferencing of the properties.</p> <p>Establishment of a programme to educate young leaders and farmers using the method of pedagogy of alternation.</p>	1,246 hectares of recovered areas through agroforestry systems; Training programme; The structuring of an environmental service base; R\$1,548,142.64 received in seeds and saplings directly from farmers over three years of work; Implantation and functioning of a system of participatory management: "Managing Councils".	518 properties, with 1,916 people directly benefited; 16 young people trained in environmental production and recovery; more than 2,500 people trained in SAF planning and management; 08 people with experience in community organization and agroecology.	1,053 (55%); participation in activities (General)/average: men 1,196 (55%)	863 (45%); participation in activities (General)/average: 978 women (45%)	<p>Projects "rural extension and family farming: building knowledge of sustainable development- organization of women's groups;</p> <p>"Central de Sementes" in Colider (MDA) management of the Rural Women's Movement.</p>
RECA	Materialize	2014 - today	Porta Abunã, Porto Velho, Acrelandia (RO)	Strengthen the productive chain of cupuaçu and açaí through implementing SAFs and increasing and modernizing the production capacity of pulp processing units in traditional communities of Ponta de Abunã, so as to build a sustainable economic alternative to deforestation.	Between May 2015 and April 2017, 41 training events were held: experience exchanges, workshops, field days, group lectures, technical meetings, seminars, training sessions	Of the 41 trainings events held, there were: 05 experience exchanges, 05 workshops, 05 field days, 02 Technical Meetings, 06 group lectures, 11 courses, 01 Seminar and training sessions.	135 project participants; 419 participants across the activities conducted	92 (68%); 257 trained	43 (32%); 162 trained	<p>Coordination positions by gender: 38 men (62%) and 24 women (38%).</p> <p>The 390 families associated are organized into 11 groups, each with a coordinator, a leader and a women's representative;</p> <p>Association - Coordination instances increased; composed of 33 members; 11 leaders, 11 coordinators and 11 women per group.</p>
RIOTERRA	Amazon Backyards	2013-today	Itapuã do Oeste, Cujubim, Machadinho do Oeste (RO)	Activities that keep the forest standing are economically attractive in the municipalities; Science technology and innovation activities contribute to the recovery, conservation and to sustainable use in Rondônia.	Rural Technical Assistance (ATER), Rural Environmental Registration (CAR) carried out; fruit and forest species of seedlings produced; the Municipal Nursery of Itapuã do Oeste was expanded, among other actions that involved training and payment for environmental services to family farmers.	621 ATER visits, 100 had their CAR processed; 250,000 saplings produced	551 families visited, 100 families with their CAR processed			

... → **9.2 Annex 2: Questionnaires used in the study**

a) BENEFICIARY QUESTIONNAIRE

1. GENERAL INFORMATION:

Location: \_\_\_\_\_ STATE: \_\_\_\_\_ (1 – MT; 2 – RO) Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Name of respondent: \_\_\_\_\_

Name of the group that you participate in: \_\_\_\_\_ What is your age? \_\_\_\_\_ years

Where were you born? \_\_\_\_\_ How long have you lived at this property? \_\_\_\_\_

Marital status: ( ) single, ( ) married, ( ) divorced or ( ) widowed. For how long? \_\_\_\_\_

What do you identify as? ( ) rural worker, ( ) family farmer, ( ) entrepreneur, ( ) homemaker, ( ) other. What? \_\_\_\_\_

2. INFORMAÇÕES SOBRE UNIDADE FAMILIAR:

Family composition (include only those who live in the same house as you):

Category	Age	Level of schooling
Husband		
Son(s)		
Daughter(s)		
Father		
Mother		
Grandson(s)		
Granddaughter(s)		
Father in law		
Mother in law		
Myself		
Others:		

2.1. Property

Regarding this property, does the family have a legal document (title, official register) of the property or land? ( ) no, ( ) yes.

What kind of document? ( ) land title, ( ) title of right to possession, ( ) title of concession of use,

( ) proof of purchase recorded at a registry office, ( ) other.

Which:\_\_\_\_\_

In whose name is the property registered? ( ) mine, ( ) my husband's, ( ) my child's ( ) others\_\_\_\_\_ Do you consider yourself the owner of this property? ( ) no, ( ) yes.

Which member of the family is considered to be the legal representative of the property? ( ) myself, ( ) husband, ( ) child, ( ) others\_\_\_\_\_

## 2.2. Income

Which productive activities contribute to the composition of the family income?\_\_\_\_\_ How many people contribute to the composition of the family income?\_\_\_\_\_

How are the tasks of the productive activity divided up in your household?

Items	MENS TASKS	WOMENS' TASKS
Forest		
Farm		
Yard		
Vegetable garden		
Poultry house		
SAF's		
Chicken-rearing		
Tree nursery		
Others:		

How much of the total family income does your personal income represent? ( ) < 20%, ( ) between 21 and 49%, ( ) 50%; ( ) > 50%; ( ) 100%.

How are decisions about the family income made? ( ) my husband decides what the money will be spent on; ( ) I decide alone, but discuss it with my husband, ( ) we decide together ( ) I decide with my husband, but always buy what I have in mind to buy; ( ) others\_\_\_\_\_

When you disagree with your partner on what to spend, do you voice your opinion? Does he listen to you? Who usually changes their opinion, or accepts the other's opinion?  
\_\_\_\_\_

And if you cannot reach an agreement, how do you resolve this?  
\_\_\_\_\_

How do you decide to spend your money? ( ) I decide on my own, but discuss it with my husband ( ) I decide with my husband, but always buy what he suggests ( ) I decide with my husband, but always buy what I has in mind ( ) my husband decides what to buy, ( ) other\_\_\_\_\_

2.3. Regarding access to and control of natural resources:

In what part of the lot do you develop your group’s productive activity? ( ) yard, ( ) forest, ( ) new poultry house, ( ) old poultry house, ( ) other.  
Which?\_\_\_\_\_

The space you use for your activity represents how much of the total area of the lot? ( ) half, ( ) less than half, ( ) more than half; ( ) the whole area.

What kind of primary material do you use in your production?  
\_\_\_\_\_

How would you evaluate the availability of this product in your property? ( ) stayed the same, ( ) it has decreased or ( ) it has increased.

Have you ever stopped producing, or reduced production because of a lack of this resources? ( ) yes, ( ) no.

Have you received any training on how to manage this primary material? ( ) yes, ( ) no.

After you started to use these products to generate income, was there a change in decision of use of the property? ( ) yes, ( ) no. What were these changes? \_\_\_\_\_

2.4. Responsibility and household chores

Last week, how many times did your husband help with household chores?\_\_\_\_\_

When was the last time your husband helped with household chores at home?\_\_\_\_\_

Did he always do household chores at home? ( ) yes, ( ) no. If the answer is no, what made him change? \_\_\_\_\_  
-----

Last month, how many times did your husband look after the children?\_\_\_\_\_

Last month, how many times did your husband help in the yard?\_\_\_\_\_

Last month, how many times did your husband help in your organisation’s activity?  
\_\_\_\_\_

2.5. Organisation

Type of organisation that you participate in	What kinds of responsibilities did you take on?
Women’s organisation:	
Rural women’s movement	
Association of women	
Others:	

What led you to participate in the organisation? \_\_\_\_\_

Did you decide to join the group yourself? ( ) yes, on my own, ( ) yes, with my husband; ( ) yes, with permission from my husband; ( ) no. If not, who? \_\_\_\_\_

What makes your participation in this organisation easier?

What makes your participation more difficult?

Last year, which courses/training sessions did you participate in?

Course/training session	Organised by:

Location: (1) community; (2) municipality seat; (3) capital, (4) other state.

In your opinion, who are the main partners of your organisation? \_\_\_\_\_

### 3. INFORMATION ABOUT THE PROJECT

Do you know the \_\_\_\_\_ project of \_\_\_\_\_? ( ) yes, ( ) no.

How many activities has this project carried out with/in your organisation (group)?

\_\_\_\_\_

What were the main activities that were carried out?

\_\_\_\_\_

#### 3.1. Participation

Who in the family actively participated in the project's activities? ( ) you; ( ) husband; ( ) child;

( ) other. Who? \_\_\_\_\_

What kind of activities in the project did you participate in, or used to participate in? ( ) all the project's activities,

( ) only the courses, ( ) of the management committee, decision making space, ( ) planning meetings or activity evaluations, ( ) the productive activities, ( ) other.

What? \_\_\_\_\_

When was the last time you participated in a project event? \_\_\_\_\_

How do you view your participation? ( ) very good, ( ) good, ( ) normal, ( ) bad. To what do you attribute this? \_\_\_\_\_

\_\_\_\_\_

What led you to participate in the project?

\_\_\_\_\_

In your opinion, how did your participation in the project help you in relation to yourself, your family or community? \_\_\_\_\_

\_\_\_\_\_

Did your participation help or hinder the project's activities? \_\_\_\_\_

3.2. Access to information

How were you informed about the project's activities? ( ) by your husband, ( ) during the meetings in which you participated, ( ) during the activities, ( ) technician visits, ( ) other. What? \_\_\_\_\_

Which kind of information received from the project were (or are) the most important to you? \_\_\_\_\_

3.3. Decision making process:

Which decision making spaces did you participate in (board meetings, general meetings)? \_\_\_\_\_

What kind of decision did you usually participate in? \_\_\_\_\_

In what ways were your opinions, knowledge, values and traditions taken into consideration in the project's activities?  
\_\_\_\_\_

What was your participation in public like? (meetings, conferences, events, etc.): ( ) active, I speak with everyone, ( ) I'm quiet, as I am embarrassed to talk, ( ) I only speak when I am asked a question, ( ) I don't like speaking in public.

If you do not speak in public, what are your reasons for not speaking in public?  
\_\_\_\_\_

3.4. Equal opportunity/benefit

What kind of benefits did your family receive from the project?

What benefit have you received that we can consider was unique to you?

These benefits came from whose participation? ( ) yours, ( ) your husband's, ( ) child's, ( ) all.

4. CHANGES

4.1. What would you highlight as the main changes in your organisation (or group) that were bought about through the project's actions?

4.2. What would you highlight as the main changes that occurred in your own life (in relation to yourself, family, community) that were bought about by the project's actions?

4.3. What would you highlight as the main changes bought about by the project's actions on your property?

4.4. In your opinion, in what ways could the project improve to generate opportunities for the participation of women and youth in the actions they develop? (ways of working, specific activities etc)

## 5. SUGGESTIONS

5.1. In your opinion, what has been the most innovative of the project in its work with you (the women's organization), and because of this do you recommend it to work in other places?

5.2. In your opinion, what could be improved upon in order to have greater and improved women's participation in sustainable development projects in your region?

... → **9.2 Anexo 2: Questionários aplicados no estudo**

b) QUESTIONNAIRE FOR THE EXECUTORS OF PROJECT COMPONENT 1

1. GENERAL INFORMATION:

Location: \_\_\_\_\_ State: \_\_\_\_\_ (1 – MT; 2 – RO) Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Name of organisation: ( ) IOV, ( ) RIOTERRA, ( ) RECA.

Name of respondent(s): \_\_\_\_\_ Position/role: \_\_\_\_\_

2. INFORMATION ABOUT THE ORGANISATION

How many years has the organisation existed for? \_\_\_\_\_ years.

What are the main factors that led to the creation of the organisation?

What is the organisation’s mission?

What are the intrinsic values and standards in the organisation’s culture?

Who are the organisation’s main beneficiaries on a scale of importance?

What is the organisational structure like? What is the composition of the organisation’s team?

Team composition	Women	Men
General coordination/direction		
Administrative management		
Technical team		
Project coordination		
Others:		

Which leadership roles do women occupy? And which do men occupy?

\_\_\_\_\_

How do men and women influence the decisions made in the organisation? \_\_\_\_\_

Is there a woman who is currently excelling in her role? Could she be promoted? How does the organisation arrange for this kind of change? \_\_\_\_\_

3. INFORMATION ABOUT GENDER INEQUALITY AND EQUALITY

Briefly describe the situation of men and women, youth and elderly in the context in which the organisation acts: What are the main differences in men and women’s relations? What activities do they do? What are their main needs? Which differences does the organisation take into consideration in the work that is carried out? And what are the main inequalities?

What is the organisation's understanding of gender equality?

In recent years, gender equality has become a requirement in development projects. What has this meant for your organisation?

Does the organisation have someone with experience or knowledge dedicated to addressing this approach within the organisation, or in the projects? ( ) yes, ( ) no. Who?

-----

Has the organisation conducted any capacity building for the project to address this approach? ( ) yes, ( ) no. How many?

-----

Have you established partnerships with organisations of women or youth, or organisations that work with gender equality in the local context? ( ) yes, ( ) no.

#### 4. INFORMATION ABOUT HOW THE PROJECT WAS CONDUCTED

Here we look at how the task of incorporating gender issues into the project financed by Component 1 of the Amazon Fund went (or is ongoing). Considering the stages of the cycle project, what would you highlight as actions (methodology) that were made (or are being made), that have focused on or have influenced gender equality in the project:

STAGES	DESCRIPTION
Development (contextual analysis)	
Planning	
Execution	
Monitoring/evaluation	

Has the project received any support from the Amazon Fund on the issue of gender in the project? (for example, information, training).

Did you have to change any strategies during the project to incorporate gender issues? ( ) yes, ( ) no. What kinds of changes were needed? Why?

What factors have contributed to, and hampered the work with this approach within the organisation and in its actions?

What are the effects or results achieved by the project (direct and indirect) (+ and -) that have influenced greater or lesser gender equality in the local context?

What advances have been obtained or perceived? And what challenges remain?

And what lessons have been learned?

What kind of recommendations would you give to other organisations? And for sponsors who are looking for this within projects?

••• → **9.2 Annex 2: Questionnaires used in the study**

c) QUESTIONNAIRE FOR THE TECHNICIAN OF PROJECT COMPONENT 1

1. GENERAL INFORMATION:

Location: \_\_\_\_\_ State: \_\_\_\_\_ (1 – MT; 2 – RO) Date:  
\_\_\_\_/\_\_\_\_/\_\_\_\_

Organisation name: ( ) IOV, ( ) RIOTERRA, ( ) RECA.

Respondent's name: \_\_\_\_\_ Position/role:  
\_\_\_\_\_

How long have you worked for the organisation? \_\_\_\_\_ Level of qualification:  
\_\_\_\_\_

Sex: ( ) Male, ( ) Female.

2. PERCEPTION OF INEQUALITY AND EQUALITY BETWEEN MEN AND WOMEN

In your view, what would you point out as the main differences between being a man or a woman working with technical assistance within the organisation? And in the locations worked in?

Regarding the beneficiary public:

What are the main differences in men's and women's relations? Wants, interests, needs?

And what are the main inequalities in the places where you work?

What is your understanding of gender equality?

Do you have experience with, or knowledge of gender issues? ( ) yes, ( ) no.

Have you previously had any training on this subject? ( ) yes, ( ) no. How many sessions?  
\_\_\_\_\_

Do you know of any organisation that works with gender issues in the local context? ( ) yes ( ) no.

3. PERCEPTION OF HOW THE PROJECT WAS CONDUCTED

What was (or still is) your role in the project?

How did you work with the issue of gender in your activities?

How did you find working with the issue of gender on the project?

What factors contributed to, and hampered your work with this approach?

What are, or were, the lessons learned?

What challenges remain?

What kind of recommendations would you give to technicians? And to donors/financers who are looking for this in their projects?

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# *Gender* **equality**

*in projects for sustainable  
productive activities supported  
by the Amazon Fund/ BNDES*



Design: Marcus Vinícios de Oliveira

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Rio de Janeiro, **March 2019**