

Project report guidance

This document provides guidance for TerraFund restoration champions on completing their project reports in TerraMatch every six months, covering either the January–June or July–December reporting period. It focuses on creating clear, detailed, and concise reports that accurately capture progress toward restoration goals, community engagement activities, and socioeconomic impacts.

Before starting the reporting process, champions should ensure they have collected all required information and supporting documents. If assistance is needed, they are encouraged to reach out for support.

The general report includes six sections: General Progress, New People Employed on the Project, Volunteers, Livelihood Benefits, Equity Leadership Program, and Media, along with additional documentation to support the reporting period. Each section requires specific information and examples to demonstrate project achievements, outcomes, and impact.

For each narrative question, responses should be between 1,000 and 10,000 characters and should provide meaningful details without repeating information across sections.

General Report:

SECTION 1: GENERAL PROGRESS

- 1. Which of the following options best represents the stage of restoration activity of your project?**

Please identify the current stage of restoration activities, including tree planting and assisted natural regeneration (ANR), for the project as of this reporting period.

The project restoration stages used in TerraMatch are defined below:

- **Not Started** - have not yet begun implementing restoration activities but expect to in future reporting periods
 - **In Progress** - currently actively undergoing restoration activities and expect to continue in future reporting periods
 - **Completed** - have completed all restoration activities and do not expect to continue restoration activities in future reporting periods
- 2. If you have not completed all restoration activities, please describe what progress you have made toward your project's trees and hectares goals since you submitted your last TerraMatch report. Review your project profile to track your progress accurately, and please be detailed.**

This should be an executive summary of your project's progress to date, including the project goal and achievements so far. Highlight what has been achieved within the reporting period, detailing the number of trees planted, hectares under restoration, and type of interventions. Provide a status update on the project's current standing relative to its overall goals, including any replacement planting activities. Review your project profile to ensure accurate tracking and provide detailed information. *Please use a maximum of 90,000 characters*

General Summary and Overall Goals:

Provide a summary of your restoration activities, referencing the project profile and agreement, and outlining the overall goals. Include the types of interventions (e.g., agroforestry, ANR, Riparian) and the specific metrics for trees, hectares, sites, and nurseries.

Example: Our goal is to plant 200,000 trees by 2027, restoring 160,000 trees at an 80% survival rate across six species of native, exotic, and fruit trees. We also aim to restore 600 hectares of degraded land through 400 hectares of agroforestry, 40 hectares of assisted natural regeneration (ANR), and 60 hectares of riparian restoration, while establishing two nurseries and two planting sites to support this work.

Progress So Far including the Current Reporting Period:

Summarize the progress made since the project began,

Example: Since the project started in 2025, we have planted 100,000 trees and placed 250 hectares under restoration based on polygon data. A breakdown of hectares by intervention can be found in the site profiles. We have also maintained an average survival rate of 80% across all sites and interventions.

Detail the activities undertaken during the current reporting period.

Example: During this reporting period, we planted an additional 50,000 trees and submitted polygon data for an additional 100 hectares where trees were planted; these hectares are currently pending approval by the TerraMatch team. We also carried out replacement planting of 5,000 trees based on findings from the survival assessment conducted in September last year. In May this year, we conducted another survival assessment, which showed an average tree survival rate of 85%. Details on nursery activities are provided in the nursery reports, while information on trees planted by species and interventions, replacement planting, maintenance, and monitoring including survival rate assessment can be found in the site reports.

Plans for the next 6 months:

Outline the plans for the next 6 months, detailing specific activities and targets.

Example: "In the next 6 months, we plan to raise an additional 60,000 seedlings to meet the remaining planting targets and support replacement planting. We also plan to place an additional 150 hectares under restoration and conduct another tree survival assessment in October. In addition, we will organize a refresher training for youth agents on tree maintenance and monitoring."

3. Describe what progress you have made toward your project's Socio-economic Development and Social Equity Goals?

Describe how the project has progressed towards its overall goals to support socioeconomic development and social equity. In other words, please use this space to share progress on people-oriented goals, such as those around livelihoods, economic opportunities, Equity leadership and community development. These questions should mainly provide a summarized progress report as more details will be provided in the following questions. *Please use a maximum of 200 words.*

Overall Socio-Economic and Social Equity Goals:

Restate the socioeconomic and social equity goals outlined in the project agreement, including the intended number of jobs to be created, volunteers to be engaged, and beneficiaries to be reached. Highlight goals for inclusive participation, fair treatment, and equitable distribution of resources.

Example: *Our project aims to create 200 jobs, engage 50 volunteers, and benefit 1,000 community members through training and resources over the project duration.*

Metrics and Current Progress and plan for the next 6 months:

Provide specific metrics on progress towards these goals, including the number of people employed, volunteers engaged, and beneficiaries reached up to the current reporting period. Include details on how women and marginalized groups are benefiting.

Example: *To date, we have employed 120 people, engaged 30 volunteers, and identified 600 beneficiaries. This reporting period accounts for 20 of those employees, 5 volunteers, and 300 beneficiaries who received tree species for planting on their farms. Among those employed, 65% are women and 30% are youth. Of the 300 beneficiaries reached this period, 50 were trained as Trainers of Trainers (ToTs) on Climate Smart Agriculture (CSA) practices — a cohort we will track over the next two years to measure their reach across our broader farmer network. Further details on these trainings are captured in the training section below.*

We also provided refresher training to 12 youth volunteers in tree monitoring, maintenance, and polygon data collection. These volunteers now support field monitoring and help communities maintain planted trees, contributing to our high survival rates.

In the next six months, we will employ additional staff and expand CSA training through the ToT network to reach 200 more farmers.

[Please refer to this TerraFund Guidance for more Socioeconomic Reporting for guidance](#)

4. How Has Your Project Responded To The Local Community Priorities In This Reporting Period?

Please describe how the project is engaging local communities and addressing their restoration priorities. In your response, please specify what the community priorities are and how you identified them.

Addressing Community Priorities:

Please explain; what the priorities of the local communities are? How the project identified them and how project has addressed these priorities during the reporting period. *Please use a maximum of 200 words.*

Example: *When we launched the project a year ago, we conducted consultations with communities and local government to identify their priorities. Three emerged clearly: food security, soil fertility, and protection of rivers from erosion.*

In the first six months, we focused on soil fertility. We organised participating farmers into five Farmer Field School (FFS) groups of 10–25 members each, trained as Trainers of Trainers (ToTs) in climate-smart agriculture practices. Through the field schools, farmers learned and applied techniques including mulching, minimum tillage, and composting.

*During this reporting period, the FFS groups produced compost applied directly to their field school plots and cultivated five crops: cassava, maize, beans, cabbage, and carrots. In parallel, we planted 16,000 trees across 10 hectares along the Nkura Riverbank — 8,000 *Maesa lanceolata* and 8,000 *Bambusa vulgaris* — directly addressing the community's river erosion priority.*

In the next six months, we will compare harvests from fertilised and unfertilised trial plots to measure soil fertility improvement. Lessons from these trials will then be scaled across all participating farmers to begin addressing the food security priority. We are targeting 500 farmers in total, with each ToT extending support to five additional farmers across their village.

We will also re-engage communities through structured village-level feedback sessions to understand whether priorities are being addressed in ways that work for them. Our field team will facilitate these conversations using a simple questionnaire, with responses compiled and reviewed quarterly to guide any adjustments to our approach.

5. What Were The Three Most Important Successes Of Your Project During The Past Six Months?

Among your project's many achievements, detail the three most important for the climate, local communities, and/or biodiversity and ecosystems. This is a space to describe any successes you would like to share but that may not be captured through other report questions. If possible, please include specific numbers that demonstrate your impact and insights from the project team on the key actions that led to your success.

Important Achievements and Detailed Success Stories.

Identify the three most important achievements of your project in the last 6 months, focusing on restoration activities, community benefits, and biodiversity enhancements. **Provide specific numbers and examples demonstrating these outcomes.**

Describe the key actions that led to these successes, detailing the activities undertaken. Highlight the direct results (outcomes) of these actions, such as the number of trees planted, species diversity, and community engagement levels. *Please use a maximum of 200 words.*

***Example:** Our top successes include planting 250,000 trees, training 300 farmers on sustainable practices such as terracing and soil conservation, and increasing community adoption of restoration practices. These trainings led to greater farmer willingness to adopt restoration techniques, resulting in increased requests for seedlings and enhanced community participation in the project.*

6. What Is The Most Significant Change That Your Team Has Observed As A Result Of Your Restoration Work During The Past Six Months?

Describe in detail the single most important change for communities and the landscape if any e.g.: changes in the project's relationship with community members; changes in the benefits the project is able to provide communities; or ecosystem changes such as changes in soil erosion, protection from environmental hazards like strong winds and landslides, increased biodiversity, or improved food production. Highlight the direct link between project activities and the broader implications of these changes, showing clear cause and effect. *Please use a maximum of 200 words*

***Example:** The most significant change observed over the past six months has been increased community ownership of restoration activities, resulting in improved protection of riparian landscapes and higher tree survival. Through our "Agents of Change" approach, selected members of Farmer Field Schools were trained to plant, monitor, and support other community*

members in caring for trees. This was complemented by a pass-on livestock incentive, which increased participation and encouraged long-term stewardship of restoration activities.

As a result, tree survival rates increased from 62% in the previous reporting period to 77% this period, excluding replacement planting. Communities in Nakuru East and Njoro Sub-Counties, around the Makalia, Njoro and Enderit rivers, have taken a more active role in protecting restoration areas, planting agroforestry trees on their farms, and safeguarding river buffer zones. Buffer zone encroachment has significantly declined, reducing threats such as cultivation, grazing, sand mining, and tree damage. Local authorities have also supported community sensitization, threat management, and conflict resolution.

Improved site protection and maintenance have contributed to strong tree growth, with Erythrina abyssinica reaching up to 3 meters in height and Markhamia lutea up to 1.5 meters. Together, stronger community leadership, reduced threats, and healthy tree growth demonstrate a lasting shift toward sustainable, community-led restoration.

7. What Challenges Did Your Project Face During The Past Six Months?

All restoration projects encounter challenges. Describe in detail the most important socioeconomic, environmental, climate, operational, or financial challenges that you faced in the past 6 months/or since your last report. Also explain how these challenges impacted the project's progress and outcomes, detailing specific areas affected.

Description of Challenges and impact on the project:

Clearly describe the major challenges faced during the reporting period, such as environmental issues, community resistance, or logistical difficulties. Explain how these challenges impacted the project's progress and outcomes, detailing specific areas affected. *Please use a maximum of 200 words.*

*Example: 1. **Climate:** During the third quarter, there was a notable disruption in the agricultural calendar due to unusually prolonged dry conditions. The last half of January and the entire month of February experienced unremittent sunshine, which affected the growth of newly planted saplings and disrupted the crop-growing season, negatively affecting agricultural production and household income. 2. **Environmental:** We noticed that our participants often prefer planting eucalyptus over native trees due to their fast-growing and coppicing nature.*

8. What Lessons Did You Learn As Your Project Progressed And Overcame Challenges During The Past Six Months?

Describe how your project team overcame the challenges that you highlighted in the previous question and how you will use those lessons to improve your project. If you have not yet overcome the challenge, please note this as well. *Please use a maximum of 200 words.*

Overcoming Challenges and lessons learned:

Describe how the team addressed significant challenges, detailing the solutions implemented. Detail the lessons learned from these experiences, focusing on key takeaways and insights.

Note: If you have not yet overcome the challenges yet, please note this as well.

***Example:** We learned the importance of flexible planning and proactive community engagement to mitigate resistance and logistical issues. We also realized the need for improved infrastructure to handle unexpected weather conditions. To address participant preference for eucalyptus over native species, we hosted awareness campaigns in partnership with local leaders to explain the benefits of native species. Community members in attendance agreed to plant and grow native species and agroforestry trees to protect their agricultural lands.*

9. Are there any actions your project has taken during the reporting period to support women and/or youth to influence restoration activities and decisions in your project?

In your response, please describe any barriers that women or youth tend to face in influencing restoration, how your project is taking these barriers into consideration, and how specifically the project took the input of women and/or youth into account. *Please use a maximum of 200 words.*

Involvement of Women and Youth:

Describe any actions your project has taken during the reporting period to support women and/or youth in influencing restoration activities and decisions. Explain in detail how their decisions were considered and implemented.

***Example:** In the previous period, we trained youth in tree monitoring and formed a women's savings group. This period, both of these moved forward in important ways. The youth who were trained last period took on monitoring responsibilities on their own for the first time, going to the field without project staff. The women's savings group grew their savings to USD 200, which triggered the project's matched savings contribution as agreed. We also acted on feedback that 22 women gave last period — they had requested avocado seedlings instead of citrus, and this period we made that change. Women's participation during planting days increased as a result, with attendance rising from 18 to 27 women across planting activities.*

SECTION 2: NEW PEOPLE EMPLOYED ON THE PROJECT

A “job” is defined as set of tasks and duties performed by one person aged 18 or over in exchange for financial compensation i for at least one hour during a given week. Common jobs for restoration projects include trainers, nursery managers, seed collectors, tree planters, monitoring and maintenance staff, and administrative staff, along with other roles.

For each 6-month report, provide the number of people who have been newly employed as part of the project. The people employed data is then broken down each job according to its job type – full-time or part-time– and the demographic categories (women/Men, Youth/Non youth) that fit each employee. Part-time employees include temporary, seasonal, casual, and day laborers. [You can find more guidance here](#)

11. New people employed on the project

Did your project employ new people in the last 6 months? (Yes/No)

Please describe the types of work that new employees are doing on this project.

Describe all people employed in your project in the past 6 months. Provide the total number of people employed, including those newly employed for the first time and those re-employed. Specify the number of new full-time and part-time employees. Provide a description of the type of work these new employees were doing such as trainer, nursery manager, seed collector, tree planter, and monitoring and maintenance staff. *Please use a maximum of 3500 characters*

***Example:** In the past 6 months, 50 people were employed in the project to undertake planting and weeding. Of these, 20 were newly employed, 4 were full-time employees (2 nursery managers and 2 trainers), and 16 were part-time employees (7 seed collectors and 9 tree planters). Nursery managers oversee daily operations, trainers conduct community workshops, seed collectors gather seeds from local forests, and tree planters manage planting activities.*

In the past six months, how many new employees have started working full-time on this project?

Full-time employees are people that are regularly paid for their work on the project and are working 35 or more hours per week, with a consistent role that involves daily engagement for at least 3 months of the reporting period, disaggregated by gender and age group

In the past six months, how many new employees have started working part-time on this project?

Part-time employees encompass all paid employees that do not work full-time: They include

- I. individuals working less than 35 hours on the project per week with a consistent role that involves frequent engagement for at least 3 months (**part-time workers**), and
- II. Casual/Seasonal workers who are individuals working periodically on the project for less than 3 months, typically involved in tasks that take a few days, or during high engagement seasons such as planting seasons who are paid per day for days worked (short-term/seasonal/casual workers).

All Employees working as part-time and causal workers add up to the total parttime employees but please ensure you distinguish them in the employee registry for record keeping and verification.

Ensure that all new employees are registered in the employee registry template and match information to ensure correct filling of full and part-time employees.

Please upload your employee registry: [Click here to download the template](#)

The Employee Registry template details the following information: Employee name, gender identity, age range (18-35 or 36+), employment type (full-time, part-time or short-term/seasonal/casual), contact info, personal ID, job function, employment start date, and duration of employment.

All personal information collected will be treated with the highest standards of confidentiality and data protection. This information is collected solely for the purpose of verifying employment status and supporting project monitoring, reporting, verification and learning (MRV) objectives, and will be stored in the TerraMatch database with access limited to only TerraMatch admins and Project Managers. No personal identifiers will be shared publicly or with third parties outside the project team without the participant's explicit, written consent, and the data will not be used or shared for any other purpose without prior consultation and consent. All data will be retained only for the duration necessary to fulfill the stated purpose and will be deleted or anonymized thereafter, in accordance with applicable data protection laws and institutional policies. By providing your information, you acknowledge that you have been informed about the purpose and use of your data and consent to its collection and secure handling as described.

SECTION 3: VOLUNTEERS

In this section, you will report on the number of volunteers that your project has engaged. Review the definition of a “volunteer” carefully and make sure that you are separating out the number of volunteers from the number of jobs and the number of project beneficiaries.

A volunteer is an individual that freely dedicates their time to the project because they see value in doing so but does not receive payment for their work. For example, they may volunteer their time because of a personal interest in environmental causes, or because they believe restoration efforts will benefit their community, or as part of their educational pursuits. Volunteers work directly on the project. Paid workers or beneficiaries who do not dedicate their time to the project are not considered volunteers. Each volunteer should be counted only once during the project’s lifecycle.

Do not count anyone in this tally that is included in the “jobs” or “beneficiaries” categories.

Did your organisation have new volunteers work on your project in the last 6 months? (Yes/No)

Describe the work that volunteers have done

Please include information about the volunteer roles included in the tally above and the how they contribute to the project. *Please use a maximum of 90,000 characters*

***Example:** This period, 5 new volunteers joined the project — university students pursuing degrees in environmental science who were motivated by a personal interest in restoration and community development. Over 3 months, they were trained in polygon data collection and deployed across our three sites to map newly planted trees, with the project covering their transport and meals. They also supported community awareness sessions on tree care and buffer zone protection.*

In the last 6 months, how many new volunteers have worked on the project?

Number of individuals contributing their time and effort to the project because they see value in doing so, but who do not receive financial compensation. Report the total number of volunteers disaggregated by age and gender.

SECTION 4: LIVELIHOODS BENEFITS

This section covers the different benefits your project may have provided outside of jobs/employment. These include people trained, involved in income-generating activities, and other benefits aimed at supporting livelihoods of local community members.

13. In the past six months, did any local community members directly receive benefits or support from this project? (Yes/No)

In the past six months, how many additional local community members were directly supported by or directly benefited from this project?

The total number of people benefitted represents the number of unique individuals who received tree seedlings, were trained by the project, or were supported by any of the following livelihood initiatives during the past six months:

- Oil Processing from Tree Crops,
- Small Animal Farming,
- Soil and Water Conservation Practices,
- Home Gardens,
- Energy-saving Cookstoves,
- Non-tree Fruit and Vegetable Farming,
- Farmer Field Schools, Cover Crops,
- Fodder Crops & Intercropping,
- Village Savings & Loans Associations or Local Cooperatives,
- Beekeeping & Apiary Management.

Please also avoid double-counting with numbers already provided above in the employees and volunteers section and if there are people who received multiple benefits, count each person only ONCE. Do not count in this tally any individuals that you already included in the “job” or “volunteer” tallies. Each individual should be counted only once during the project’s lifecycle.

Please include the number of individuals who received direct benefits from the project. This total should include only the people who directly received the benefits, for example the number of smallholder farmers that received tree seedlings to plant on their land or support for beekeeping or other livelihoods activities. In this total, please only include the direct recipients, not others in their households or community who may also benefit. These individuals can be included in your response to the following question.

Breakdown of the individuals by gender, age, and farmer classification. As defined by the UN Food and Agriculture Organization, smallholder farmers are farmers that operate on less than 5 hectares of land, as defined by FAO, often only for subsistence and are characterized by limited resources and often rely on family labor. Smallholders are characterized by family-focused

motives such as favoring the stability of the farm household system, using mainly family labor for production and using part of the produce for family consumption.

Large-scale farmers are farmers who operate on more than 5 hectares of land, undertake intensive agriculture that is often mechanized, and generate profits large enough to sustain their livelihoods. These farmers often produce for commercial purposes.

Note: Count each individual only once during the course of the project, even if they received multiple benefits.

Example: *This period, the project directly reached 300 smallholder farmers — 180 women and 120 men, including 90 youth. Each farmer received tree seedlings for planting on their farms, including fruit and agroforestry species selected based on community preferences. Of these 300 farmers, 30 were also supported through Village Savings and Loans Associations, designed to strengthen their financial resilience and long-term motivation to invest in restoration.*

In the past six months, how many local community members benefitted from each of the following livelihood-improving initiatives?

In this question, please provide the exact number of individuals directly engaged in each of the livelihood initiatives implemented by the project in the past 6 months.

- Oil Processing from Tree Crops,
- Small Animal Farming,
- Soil and Water Conservation Practices,
- Home Gardens,
- Energy-saving Cookstoves,
- Non-tree Fruit and Vegetable Farming,
- Farmer Field Schools, Cover Crops,
- Fodder Crops & Intercropping,
- Village Savings & Loans Associations or Local Cooperatives,
- Beekeeping & Apiary Management.

Unlike in the previous questions where individuals are counted only once, double counting is permitted across the different initiatives. Because community members often participate in multiple activities, you should count them in every initiative they benefitted from during this reporting period. For example, if a single community member has benefitted from multiple

activities during a single reporting period, e.g., Beekeeping & Apiary Management and Farmer Field Schools, include them in the count for both activities.

In addition, if a community member was included in a previous reporting period for one activity and they have since benefitted from another activity, include them in the count for the second activity in this report.

Describe the specific benefits that the project provided in the past six months

Explain the benefits that this project has directly provided to individuals. In most cases, these are tangible, immediate benefits that support livelihoods and well-being of recipients, such as food and agricultural products, seedlings, or access to savings and loans. *Please use a maximum of 3,000 characters*

Example: Village Savings and Loans Association (VSLA)

This period, the project supported the formation of two VSLA groups — one in village A and one in village B with 15 members each, totaling 30 women across both groups.

Before either group began saving, all members attended foundational training covering financial literacy, group governance, conflict resolution, and transparent record keeping. This training was intentional — a savings group is only as strong as the trust between its members, and early investment in governance and relationships is what keeps groups together when disagreements arise. Each group elected a five-person management committee — including a chairperson, secretary, and treasurer — responsible for overseeing all transactions and ensuring no single individual controls the group's finances. Records are maintained openly and reviewed at every meeting.

Each group collectively decided their own contribution amount and interest rate — a deliberate design choice that ensures members feel ownership over the process rather than following rules imposed from outside. Group A agreed on a weekly contribution of 50 Ksh per member at an interest rate of 10% per month, while Group B agreed on 100 Ksh per member at 8% per month. All loans must be repaid within three months.

By the end of this period, Group A had saved 15,000 Ksh and Group B had saved 24,000 Ksh — bringing the combined savings across both groups to 39,000 Ksh. The project matched half of the total savings, bringing the combined available fund to 58,500 Ksh. Of this, 38,000 Ksh is currently in circulation through active loans. Members have used loans to invest in small livestock including goats and chickens and to purchase farm inputs such as seeds and fertilizer. Several members also used loans to cover school fees and urgent household needs, preventing financial setbacks that would otherwise have been difficult to absorb.

At the end of the 12-month cycle, accumulated savings and loan profits will be shared back to members in proportion to what each saved — giving every member a return on their commitment. Each group will then vote on whether to open a new cycle and whether to welcome new members.

This is also where the model begins to grow. As part of this period's training, four experienced members — two from each group — were identified and trained as group facilitators. Their role is to guide the formation of new VSLA groups in their village independently. In the next period, each facilitator will form one new group of 15–25 members, bringing the total number of groups from 2 to 6 and reaching up to 80 additional community members. The project will provide light-touch mentorship during the first two meetings of each new group, after which facilitators take full ownership. This peer-led model ensures the VSLA approach spreads through the community on its own terms — carried by people who have lived it.

Example 2: Small Animal Farming

This period, 30 community members — 22 women and 8 youth — received small livestock as a direct livelihood benefit. Each participant received a goat or piglet depending on their preferences selected for their low resource requirements and ability to generate both income and household nutrition relatively quickly. Before animals were distributed, all 30 participants attended training sessions covering basic animal husbandry, feeding practices, disease prevention, and simple record keeping to track the growth and health of their animals.

To ensure the benefit reaches beyond the initial recipients, a pass-on model was applied — each participant commits to passing one offspring to another community member at the end of the first breeding cycle, extending the impact without additional project cost. By the end of this period, 17 animals had been passed on to 17 new households. Members reported using income from livestock sales to cover household needs and reinvest in their farms.

In the past six months, did any of the above local community members received training from this project? (Yes/No)

Please note that awareness meetings on restoration sites are not considered trainings, as no new skill was taught or reinforced

In the past six months of the direct beneficiaries tallied above, how many people have received training from the project?

If the project did not provide any training during this reporting period, enter 0. Do not count individuals who have already received training and were accounted for in a previous submitted report.

Describe the type(s) of training that this project provided

Detail the purpose of each training and the impact that followed. *Please use a maximum of 3,000 characters*

Example: *This period, 52 farmers — 27 youth and 22 women — received training across two areas: climate-smart agriculture through the Farmer Field Schools, and tree care and maintenance.*

Climate-Smart Agriculture

38 farmers completed the FFS training programme this period. Training content, field school plot outputs, and the scale-up plan are covered in full in Question 4.

Tree Care and Maintenance

28 farmers — 15 women and 13 youth — attended a two-day training covering watering schedules, pruning techniques, pest identification, and tree health monitoring. Complementing the Agents of Change model described in the most significant change question, this training gave a broader group of farmers the knowledge to care for trees on their own land without waiting for project support.

The results were visibly quick. Survival rates on farms of trained participants reached 82%, compared to 71% on farms where owners had not yet attended, contributing to the overall increase from 62% to 77% reported in the most significant change question. Tree survival is not just a planting challenge; it is a knowledge and ownership challenge.

Attendance is based on signed registers, cross-checked against survival records maintained by Agents of Change.

In this past six months, did local community members indirectly receive benefits from this project? (Yes/No)

This could include community members that benefit indirectly from restoration efforts, for example though improved soil or water quality, or members of the households or communities of the individuals included in the above tally of local community members who directly received benefits.

This is a place to estimate the total number of people who you believe benefited from the project. This could include community members that benefit indirectly from restoration efforts, for example though improved soil or water quality, or members of the households or communities of the individuals included in the above tally of local community members who directly received benefits.

Describe the specific ways that the project indirectly provided benefits.

Explain the benefits that this project has provided indirectly, and how you calculated the estimate total figure provided above. *Please use a maximum of 3,000 characters*

Example: *The estimated total figure provided above was calculated by considering the average household size (4.5 family members) of the direct beneficiaries and multiplying this number by the total number (1,732 direct beneficiaries) of direct beneficiaries. This approach allowed us to estimate the total number of family members who indirectly benefited from the project.*

EQUITY LEADERSHIP PROGRAM

Is this project participating in the Equity Leadership Program (ELP) (Yes/No)

How many local community members have you supported/have been impacted through mentorship or capacity-building under the Equity Leadership Program?

When answering this question, focus on direct people reached through your ELP leadership actions, not general project beneficiaries. Consider only individuals you have supported through structured or intentional capacity-building or mentorship linked to ELP learning, including but not limited to:

- Mentees supported through ELP mentorship sessions or peer learning
- Community members trained or coached either directly by you or by your mentees using tools, approaches, or knowledge gained through ELP (e.g., gender-transformative restoration, leadership, equity inclusion, livelihoods linked to restoration)
- Participants supported through organized trainings, coaching sessions, field demonstrations, or group learning activities you facilitated as part of applying ELP learning
- Do not include **indirect** beneficiaries not actively engaged in your mentorship or capacity-building activities, or general project reach figures without direct engagement or interaction

Describe how you applied the trainings, resources, and support you received from the Equity Leadership Program to your restoration work. *Please use a maximum of 3,000 characters*

Your response should clearly show how ELP learning has been translated into practical action within your restoration work, not just participation in training. Focus on how you have applied or intend to apply ELP components such as:

- Gender-transformative restoration approaches

- Equity and social inclusion tools and frameworks
- Leadership (relational leadership) and systems thinking skills
- Mentorship and community engagement approaches
- W+ Standard knowledge and other gender-responsive measurement tools

Describe:

- Specific changes in your practice (what you now do differently because of ELP)
- How you have integrated equity considerations into restoration planning, implementation, or community engagement
- Examples of tools, frameworks, or methodologies applied in real contexts
- Observed or expected changes in participation, leadership, or benefit-sharing as a result

SECTION 4: MEDIA + ADDITIONAL DOCUMENTS

Required Documents:

- Project expense report: **each January**, you must upload a complete project expense report that details your project's expenses. To download the expense report template and for more information about how to fill it out, [consult this link](#).
- Employee Registry: Ensure that all new employees are registered in the employee registry template ([Click here to download the template](#)).
- Invoice: You can download an [invoice template here](#). Ensure that your invoice states the correct amount and all bank details, including your bank account number and bank name, match exactly what is in your contract. Your invoice must also be signed and stamped.
- **Land Tenure Documentation:** If you are reporting planted trees, please provide land tenure documentation within your project boundaries, according to its land use type. Please refer to this guidance when [Documenting Land Tenure](#)

Non-required Documents

If there are additional documents that document your project's progress over the past six months, upload them here.

Please add any images or videos of the project.

Upload at least **5 high-quality photos**

and/or videos that clearly demonstrate restoration activities, recent project progress, tree survival, changes in people's skills and capacities, and changes in the landscape. Only submit photos and videos from the past six months that are directly related to your project. Geotagged photos are preferred. Avoid blurry images, collages, borders, filters, logos, or text overlays. Refer to this guidance [Submitting High-Quality Photos on TerraMatch](#).

When uploading files, use

the naming convention **Project_Site_Activity/Species_Date** (e.g., GreenFuture_Molo_TreePlanting_2026-05-15.jpg or GreenFuture_Molo_FarmerTraining_2026-05-15.jpg)

to make it easier to identify and reference project evidence.