



Adaptation of agricultural production systems in Coastal Areas of Northwest Guinea-Bissau

Annex 4

Gender Assessment and Action Plan

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1. Introduction

Introduction

Women and girls are disproportionately affected by the impacts of climate change and associated severe weather events. Climate-induced floods, droughts, and resulting changes in productive activities exacerbate women's poverty and unpaid care and domestic work burdens. This is due to many factors, including entrenched discriminatory social and cultural norms, a lack of entitlements, and unequal access to land, water and productive assets; this is further compounded by limited mobility and decision-making power. Women are, however, agents of change who make crucial contributions to climate change mitigation and adaptation efforts.¹

In Guinea-Bissau, several studies show that gender inequality is present in all domains. In the legislative framework, despite the approval of the parity law in 2018, which foresees 36% of female representation in the National Popular Assembly, women continue to occupy only 14% of parliamentary seats; this highlights the limited role that women have played over time in political dialogue. In the economic sector, women and men in Guinea-Bissau are generally confronted with inequality, but the feminization of poverty is highly visible, because men control the available resources and women's paid work is harder and less productive. Domestic work does not allow women to concentrate on income-generating activities and leads to a significant proportion of girls being left out of the education system. Women are involved in small-scale trade, market sales and service provision. Despite the scarcity of statistics, the data provided under the National Policy for Gender Equality and Equity (*Política Nacional para a Promoção da Igualdade e Equidade de Género*, PNIEG, 2017) indicate that women represent 51.6% of people involved in the informal sector and particularly women heads of households (62.2%). The exclusion and discrimination of women in Guinea-Bissau is supported by the logic of patriarchal power. Women are exposed to various types of violence, such as female genital mutilation (FGM), domestic violence, early marriage, polygamy, etc. These inequalities are based on social gender practices, which start from childhood and persist throughout life. Current statistical data on formal education shows that women on average attend school for only 1.4 years, less than half that of Guinean men, who have an average of 3.4 years of schooling. The reasons for the low presence of girls in the education system are related to factors such as early pregnancy, family poverty, domestic work, etc.²

Over 30 years of repeated military coups and political instability in Guinea-Bissau, and especially the consequences of the most recent coup in April 2012, have undermined socio-economic progress and the institutions needed for gender-equitable development. Conditions today for the majority of women as well as men in Guinea-Bissau are marked by poverty, lack of basic infrastructure, and absence of basic services of health, education and justice. The PNIEG finds that women and girls have been especially disadvantaged by the years of crisis since they are allocated by gender to a secondary status in all spheres of household, community and national life. They face gender-based restrictions on their access to resources and education, and the double burden of household work to care for and feed their families along with market work to contribute to family income. Additionally, girls and women in Guinea-Bissau face the gender-specific risk of maternal mortality, and gender-specific abuses such as domestic violence, FGM, and early/forced marriage. Interviews with Bissau-Guinean women and women's associations, government officials, other civil society groups, and international donors, as well as relevant documents and reports, indicate that women have many needs, including: income, opportunity, legal rights, literacy and education, reproductive and maternal health, freedom from violence and harmful traditional practices, and changes in patriarchal norms and customs. The new government is committed to gender equality but it faces daunting development challenges in every sector, weak institutions, and lack of resources.³

The country also faces enormous challenges that stem from climate change. Although it is an insignificant emitter of greenhouse gases, it is vulnerable to its consequences because of its lowland geographical position: coastal erosion, salinization of agricultural land, rising sea levels, and floods engender negative consequences in the lives of women, especially those living in rural areas.⁴

The proposed project strives to ensure that vulnerable populations - 70% women - benefit from increased climate-resilient sustainable development in Guinea-Bissau. It will utilize a gender-responsive approach to contribute to: greater, and more effective, sustainable and equitable climate change results; build equally women and men's resilience to, and ability to address climate change; address and mitigate assessed potential risks for women and men from activities; and contribute to reducing the gender gap in climate change-exacerbated social, economic and environmental

¹ Green Climate Fund & UN Women. *Mainstreaming Gender in Green Climate Fund Projects*

² <https://www.impactpool.org/jobs/602176>

³ African Development Bank & UN Women. *Country Gender Profile: Guinea-Bissau (2015)*

⁴ <https://www.impactpool.org/jobs/602176>



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vulnerabilities. The project will measure the outcomes and impacts of project activities on women and men's resilience to climate change through gender-responsive monitoring and evaluation (M&E).

This gender assessment serves to verify that gender issues relevant to the project have been included systematically in the project design.

2. Gender in Guinea-Bissau

2.1 Achievements and Challenges

Gender achievements and challenges in Guinea Bissau

In Guinea-Bissau, only 20.4% of indicators needed to monitor the SDGs from a gender perspective are available, with gaps in key areas such as Violence Against Women, Unpaid Care and Domestic Work and Key Labor Market indicators such as Unemployment Rate and Gender Pay Gaps. In addition, many areas such as gender and poverty, women's access to assets including land, physical and sexual harassment, and gender and the environment currently lack comparable methodologies for comprehensive and periodic monitoring.⁵

2.2 Basic Statistics

Basic statistics

Description	Country level	Targeted area level - Cacheu and Oio
Maternal mortality rate	790 per 100 000 live births ⁶ A household survey carried out in 2014 suggests that almost one in 100 pregnancies ends in the mother's death, making Guinea-Bissau one of the 15 countries with the highest maternal mortality rates in the world. Causes of maternal death include widespread poverty, low status of women in society, persistently high fertility rates, low levels of contraceptive use, early marriage and pregnancy, and the consequences of FGM. Birth spacing is limited by the rare use of contraception, and only 65% of women receive four antenatal care visits. Less than half of all women (45%) deliver their babies with the assistance of skilled birth attendants – this is lower than the sub-Saharan African average. ⁷	Births taking place in public health facilities (%): <u>Cacheu</u> : 47% <u>Oio</u> : 24% ⁸
Infant mortality rate	54 per 1000 live births ⁹ A large proportion of child deaths (36%) occurs during the first 28 days of life. Preventable diseases, such as malaria, diarrhea and pneumonia account for 43% of all under-five child deaths. Between 2010 and 2014, under-five mortality fell substantially for the poorest 20% of the population, and among children of mothers with low educational attainment, although the gap between rural and urban areas is growing. Core	<u>Cacheu</u> - 71 per 1000 live births <u>Oio</u> - 39.5 per 1000 live births ¹¹

⁵ <https://data.unwomen.org/country/guinea-bissau>

⁶ UNICEF. A review of equity and child rights in Guinea-Bissau

⁷ UNICEF. *Situation analysis of children and women – Guinea-Bissau (2015)*

⁸ UNICEF. A review of equity and child rights in Guinea-Bissau

⁹ <http://hdr.undp.org/en/countries/profiles/GNB>

¹¹ <https://apps.who.int/gho/data/view.main.SUBREGchildmortality-GNB>

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	vaccine coverage has increased steadily since its introduction. ¹⁰																			
Under 5 years children care (disaggregated by sex)	<p>Under 5 years' children left under inadequate supervision:</p> <p><u>Total:</u> 70.1%</p> <p><u>Male:</u> 70.7%</p> <p><u>Female:</u> 69.6%</p> <p><u>Urban areas:</u> 70.7%</p> <p><u>Rural areas:</u> 70.0%</p> <p>Mostly for women work overload additional to income generating efforts, culturally, the under 5 year's old children are left with elder siblings (mostly sisters) care and even alone, considered inadequate by UNICEF.¹²</p> <p>This data additionally makes evident one of the causes that hinder female children's access to education.</p>	<p><u>Cacheu:</u> 80.1%</p> <p><u>Oio:</u> 62.4%</p> <p><u>By main project target Ethnic:</u></p> <p><u>Fula:</u> 71.8 %</p> <p><u>Balanta:</u> 66.9 %</p> <p><u>Mandinga:</u> 69.1 %</p> <p><u>Manjaco:</u> 76.9 %</p> <p><u>Mancanha:</u> 76.0 %</p> <p><u>Felupe:</u> 87.5 %</p>																		
5 to 17 years old children involved in the household activities (disaggregated by sex)¹³	<p>5 to 17 years old <u>girls</u> involved in household activities</p> <p><u>Total:</u> 68.4%</p> <p><u>Urban areas:</u> 66.3%</p> <p><u>Rural areas:</u> 69.8%</p> <p>5 to 17 years old <u>boys</u> involved in household activities</p> <p><u>Total:</u> 54.1%</p> <p><u>Urban Areas:</u> 54.2%</p> <p><u>Rural Areas:</u> 54.0%</p>	<p><u>Cacheu:</u> 66.9%</p> <p><u>Oio:</u> 72.0%</p> <p><u>Cacheu:</u> 54.5%</p> <p><u>Oio:</u> 46.0%</p>																		
Educational status of girls and boys	25.7% of girls aged 10-11 are out-of-school, versus 17.5% of boys aged 10-11 ¹⁴	<p><u>Cacheu:</u> Ratio of girls to boys in primary education – 0.9</p> <p><u>Oio:</u> Ratio of girls to boys in primary education – 0.4¹⁵</p>																		
Adult literacy rate (disaggregated by sex)	Female literacy – 32.6%	<p><u>Cacheu:</u> 44.5% male; 37.6% female</p>																		
	Male literacy – 52.3% ¹⁶	<p><u>Oio:</u> 26.9% male; 13.2% female¹⁷</p>																		
Poverty rate	Population living below income poverty line – 69.3% ¹⁸	<p>Quintile of wealth index (%)¹⁹</p> <table><tr><td></td><td>Most poor</td><td>2nd</td><td>Medium</td><td>4th</td><td>Most wealthy</td></tr><tr><td>Cacheu</td><td>21.9</td><td>30.6</td><td>23.6</td><td>20.0</td><td>3.9</td></tr><tr><td>Oio</td><td>33.8</td><td>29.7</td><td>19.6</td><td>15.0</td><td>1.9</td></tr></table>		Most poor	2nd	Medium	4th	Most wealthy	Cacheu	21.9	30.6	23.6	20.0	3.9	Oio	33.8	29.7	19.6	15.0	1.9
	Most poor	2nd	Medium	4th	Most wealthy															
Cacheu	21.9	30.6	23.6	20.0	3.9															
Oio	33.8	29.7	19.6	15.0	1.9															
Labour force participation rate	77.80% ²⁰	<p><u>Cacheu</u> - 78.17%</p> <p><u>Oio</u> - 73.53%²¹</p>																		
Employment rate	33.72% ²²	<p><u>Cacheu</u> - 36.20%</p> <p><u>Oio</u> - 35.98%²³</p>																		
Unemployment rate	3.59% ²⁴	<p><u>Cacheu</u> - 2.91%</p> <p><u>Oio</u>- 3.74%²⁵</p>																		

¹⁰ UNICEF. *Situation analysis of children and women – Guinea-Bissau (2015)*

¹² UNICEF. *MICS6 – 2018/2019*

¹³ UNICEF. *MICS6 – 2018/2019*

¹⁴ <https://www.unicef.org/guineabissau/education>

¹⁵ UNICEF. *Situation Analysis of Children and Women – Guinea-Bissau (2015)*

¹⁶ Monitorização da Situação da Criança e da Mulher. Inquérito aos Indicadores Múltiplos 2018-2019

¹⁷ Monitorização da Situação da Criança e da Mulher. Inquérito aos Indicadores Múltiplos 2018-2019

¹⁸ <http://hdr.undp.org/en/countries/profiles/GNB>

¹⁹ Monitorização da Situação da Criança e da Mulher. Inquérito aos Indicadores Múltiplos 2018-2019

²⁰ <https://guineabissau.opendataforafrica.org/GWSECD2015/guinea-bissau-socio-economic-data-2015?region=1037380-cacheu&indicator=1022100-poverty-incidence-of-absolute-poor-population-2-usd>

²¹ ibid

²² ibid

²³ ibid

²⁴ ibid

²⁵ ibid



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Political participation rate (disaggregated by sex)	<p>Despite the country's historical fragility, elections generally pass off peacefully and voter turnout is usually high.²⁶</p> <p>In the March 2019 elections, the United Nations and European Union praised parliamentary elections as peaceful and orderly, and an observation mission from the African Union deemed them free and fair, though it noted some flaws in the process. Women enjoy equal political rights, but their participation is limited in practice by cultural obstacles, and they are underrepresented in leadership positions. Just 14 women won seats in the March 2019 parliamentary elections, the same number as in 2014. A 2018 law requires 36% of candidates on party lists to be women.²⁷</p>	<p><u>Cacheu</u></p> <p>As per the project's pre-feasibility study, the number of women who participate in local meetings is significant. In some communities visited (Pelundo, João Landim) there are at least 2 women opinion leaders. In the communities of João Landim, Pelundo and Có, both men and women participate in decision-making. In all the communities visited, women stated that they participate in large numbers in the debates and village meetings. They give opinions in relation to decisions, but which are often not taken into account in the final decision.</p> <p><u>Oio</u></p> <p>As per the project's pre-feasibility study, in the communities visited in the Oio region, especially those of the Balanta ethnic group (Nhoma, Djugudul, Watini, Missia-Bissorã), the power of decision, organization and management, as well as judgment of disputes, belongs to the chief of the morança (within the family), to the head of the tabanca and/or tabanca committee (within the tabanca), and the most relevant or controversial issues are taken by them to the council of elders, so that a final decision can be taken. The council of elders (described more below) can be convened to analyze and resolve conflicts between the traditional authorities of tabanca (Balanta) who have the power to organize the life of tabanca and to judge the problems that occur in it. All groups interviewed reported that women take part in decision-making.</p>
Life expectancy (disaggregated by sex)	<p>58.3 years 60.2 years – female 56.3 years – male²⁸</p>	
Gender-based violence	<p>Between 2006 and 2010, 23,193 reports of gender-based violence (GBV) were registered in Guinea-Bissau; the actual number is believed to be much higher. 44% of women were victims of different types of physical violence (punch, slap, kick). GBV is rarely denounced due to the naturalization of violence against women, and also because of low public confidence in the police and judicial system.²⁹</p> <p>65% of women who have no education have undergone FGM, compared with 28% who have secondary education; almost half of daughters of uneducated mothers are subjected to FGM, compared with 9% of daughters of highly educated women.³⁰</p>	<p>Between 2006 and 2010: ³¹</p> <p><u>Cacheu</u>: 1,988 reports of GBV</p> <p><u>Oio</u>: 2,077 reports of GBV</p> <p><u>Prevalence of FGM among women 15-49 years</u>: ³²</p> <p><u>Cacheu</u>: <25%</p> <p><u>Oio</u>: 51-80%</p>
Early Child Marriage	<p>Percentage of woman between 15 and 49 years that have married when under 15 years' old³³</p> <p><u>Total</u>: 8.4%</p> <p><u>Urban Areas</u>: 5.2%</p>	<p><u>Cacheu</u>: 4.9%</p> <p><u>Oio</u>: 8.7%</p> <p>By main project target ethnics:</p> <p><u>Fula</u>: 13.8 %</p> <p><u>Balanta</u>: 4.5 %</p> <p><u>Mandinga</u>: 9.3 %</p>

²⁶ UNICEF. *Situation analysis of children and women – Guinea-Bissau (2015)*

²⁷ <https://freedomhouse.org/country/guinea-bissau/freedom-world/2020>

²⁸ <http://hdr.undp.org/en/countries/profiles/GBB>

²⁹ Um retrato da violência contra mulheres na Guiné-Bissau (2011)

³⁰ UNICEF. A Review of Equity and Child Rights in Guinea-Bissau

³¹ Um retrato da violência contra mulheres na Guiné-Bissau (2011)

³² UNICEF. A Review of Equity and Child Rights in Guinea-Bissau

³³ UNICEF. *MICS6 – 2018/2019*



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	Rural Areas: 10.5%	Manjaco: 2.1 % Mancanha: 3.7 % Felupe: 6.8 %
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2.3 Policy Framework

The legal status of women in Guinea-Bissau

Against the background of government instability and crisis, women's associations and civil society have worked to address women's needs, and provided recommendations and advocacy on gender issues for the 2013-14 transition government, including the formulation of the PNIEG. These organizations received critical support for their efforts from United Nations agencies, which remained in the country after the coup as part of the UN Integrated Peace-Building Office in Guinea-Bissau (UNIOGBIS), and also from the European Union and a few other partners after the withdrawal of most international donors.³⁴

Guinea-Bissau is a signatory to numerous international agreements regarding women's rights, including: Universal Declaration of Human Rights; United Nations Convention for the Elimination of All Forms of Discrimination Against Women (CEDAW); Optional CEDAW Protocol; Protocol Relating to the African Charter on Human and Peoples' Rights on the Rights of Women; International Covenant on Civil and Political Rights; United Nations Convention on the Rights of the Child; United Nations Convention on the Rights of Refugees (plus additional protocols); Marriage Consent Convention (minimum age and registration); Convention on the Political Rights of Women; Convention on All Forms of Racial Discrimination; International Covenant on Economic, Social and Cultural Rights; Convention Against Torture and Other Cruel, Inhuman and Degrading Treatment or Punishment; Multilateral Cooperation Agreement to Combat Trafficking in Persons in West Africa (ECOWAS); Maputo Protocol; and UN Resolution 1325 on Women, Peace and Security (2000), among others.³⁵

Guinea-Bissau has also committed to eliminate child, early and forced marriage by 2030 in line with target 5.3 of the Sustainable Development Goals. During Guinea-Bissau's 2015 Universal Periodic Review, recommendations were made to improve the school attendance of girls as a way of discouraging child marriage in rural areas. The government reported that child marriage is embedded in traditional culture and that eliminating the practice would take a "great deal of time" and require "careful handling". It agreed to take practical steps to eradicate the number of child marriages, including through public information campaigns.³⁶

National laws further demonstrate the Government's commitment to women's empowerment and equality. These include: Law No. 12/2011 of 6 July 2011 - law against trafficking in persons; Law No. 14/2011 of July 6, 2011 - law to combat female genital mutilation; Law 06/2013 of 18 July 2013 - law against domestic violence; Proposed revision of the land law; Draft quota law; Framework law for political parties; Civil service operating statute (proposal to change maternity leave - change from 2 to 3 months); Educational policy charter (with a focus on promoting IEG); Strategic plan for the development of the education sector; National youth policy; DENARP II; Operational Strategic Plan "Terra Ranka"; Canchungo Declaration; Incentive to recruit technicians (women) trained in law for the judicial area (search for balance); Recruitment policies at various institutions encourage female applications; National family policy; and exemption from consultation fees for pregnant women and children up to 5 years, among others.³⁷

Nationally, there has been additional, visible progress:

- Existence of several PNIEG-inspired/based projects in all sectors (public, private, non-state and cooperation);
- Increase in the participation of women in parliament and government (occupation of key areas: defense, justice, cooperation);
- Increased sensitivity of legislator/Assembleia Nacional Popular (ANP)³⁸ on gender aspects;
- Improved capacity of CSOs;
- Greater strengthening of institutional capacities and human resources of women's organizations (to reduce discrimination and increase participation of women in access to property and credit);
- Increased availability of information
 - Dissemination of gender issues in the media (girls' program for girls, television program "positive adolescence", disclosure of the law against FGM - conference, radio program "The Citizen", "bambaram");
- Emergence of new female organizations

³⁴ African Development Bank & UN Women. *Country Gender Profile: Guinea-Bissau (2015)*

³⁵ Política Nacional de Igualdade e Equidade de Género – II (Revisão da PNIEG II) Validação 07/03/2017

³⁶ <https://africa.unwomen.org/en/where-we-are/west-and-central-africa/guinea-bissau>

³⁷ Política Nacional de Igualdade e Equidade de Género – II (Revisão da PNIEG II) Validação 07/03/2017

³⁸ National Assembly of the People



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- Creation of PPM, REMPECAO, Association of Women Journalists, Association of Women Lawyers, Association of Women Teachers and Educators, Association of Young Leaders, CMDS;
- Creation and promotion of Monitoring House for the Women's Electoral Process (*Casa de Acompanhamento do Processo Eleitoral das Mulheres*) sensitizing women to participate, early warning, monitoring the electoral process, sensitizing candidates to accept the results, exchanging experience with women in the sub-region, participation in the announcement of election results).³⁹

Yet although the law enshrines the principle of equality between men and women, based on Article 25 of the Constitution and the international conventions to which Guinea-Bissau is a signatory, there are important laws, such as the civil code, which have contradictory provisions with the principle of equality. Art. 1674, for example, assigns a man as the head of the family. And in customary law, most women have no right to land ownership, inheritance, and are unequal in divorce. In addition, there is inequality in the sharing of assets and in the rights and responsibilities in the maintenance and education of children.⁴⁰

Although the Government established the Instituto de Mulher e Criança (IMC; an organization with which ADPP-GB has worked in the past) and created the PNIEG, the country and its institutions were not able to put the PNIEG into action. This is in large part due to the country's instability. As an illustration, the Ministry in charge of implementing PNIEG had five ministers in three years and in the middle of the PNIEG review process, the president of the IMC was released from her duties.⁴¹ In addition, the National Committee for the Abolition of Harmful Practices (CNAPN) is conducting work to eliminate FGM. UNFPA is also working to eliminate FGM, fistula due to FGM, and to promote improved sexual and reproductive health; ADPP-GB has worked with UNFPA on these subjects, on several occasions, as part of ADPP-GB's health program.

2.4 Situation in the Footprint Area

The situation of women and men in the specific sector of intervention or in the project/program footprint area

Women and men face alarming circumstances in Guinea-Bissau. Nearly 70% of people live below the poverty line, with high infant and maternal mortality rates and a countrywide chronic malnutrition rate of over 25%.⁴²

Agriculture is a major source of employment for most of the population (69%) with women farmers forming the larger proportion (65%). There is no collected data on monthly earnings of male and/or female farmers.⁴³

Although both women and men suffer from the effects of poverty, gender bias means that men control whatever scarce resources are available and women's income-producing labor becomes more arduous and less productive. Women's gender-specific roles are also more burdensome under poverty: domestic labor, which keeps women from income-producing activities and girls from school; and women's reproductive roles, for which poverty increases risks of malnutrition, illness and maternal mortality. Young girls are also at greater risk of early/forced marriage. According to the PNIEG, throughout the country, women bear the responsibility for the care of the household and the family and 89% of their households are in precarious condition, 80% rely on candles for light, 96% cook with wood or charcoal, 91% get their water from sources outside the house, and 65% use latrines in precarious condition. These conditions signify more hours of work for and more sacrifices by women.⁴⁴

In addition to the overall challenging situation that most farmers in Guinea-Bissau face, women and girls additionally face:⁴⁵

- Child marriage. 24% of girls in Guinea-Bissau – and 2% of boys – are married before their 18th birthday and 6% are married before the age of 15. Child marriage is much more common in rural areas.
- Lower levels of education.
- Harmful traditional practices such as FGM, sexual rituals and child marriage.
- Harmful traditional attitudes. It is generally considered that a girl is ready for marriage when she hits puberty.
- Weak legal frameworks.
- Violence. Acceptance of violence against women is widespread. Many women believe their husbands are entitled to beat them if they argue with them or leave the house without informing them.

In preparation of the proposed project, a pre-feasibility study was conducted in targeted communities to gather more information on the situation of women, men, girls, and boys in the footprint area.

³⁹ Política Nacional de Igualdade e Equidade de Género – II (Revisão da PNIEG II) Validação 07/03/2017

⁴⁰ Política Nacional de Igualdade e Equidade de Género – II (Revisão da PNIEG II) Validação 07/03/2017

⁴¹ Política Nacional de Igualdade e Equidade de Género – II (Revisão da PNIEG II) Validação 07/03/2017

⁴² <https://www.wfp.org/countries/guinea-bissau>

⁴³ FAO. *Climate smart agriculture in Guinea-Bissau* (2019).

⁴⁴ African Development Bank & UN Women. *Country Gender Profile – Guinea-Bissau* (2015)

⁴⁵ <https://www.girlsnotbrides.org/child-marriage/guinea-bissau/>



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With regards to access to education, communities reported no difference between boys and girls, and that everyone has the right to access education. They did report, however, that girls leave school earlier because they are subjected to early marriages and pregnancies. These circumstances happen across all ethnic groups, but in the team's research, was found mainly in the K3 tabanca, where the predominant ethnic group is the Mandinga.

Climate change has affected both women and men primarily through reduced incomes. Women also face additional difficulties in accessing drinking water and increased stress in family life. Many families have significantly reduced food consumption, and now often eat just two meals a day. Children, pregnant women and elderly women generally eat two meals a day. At the Nhoma and Ensalma tabancas, Mansoa these groups take one meal a day.

All tabancas in the Oio region use natural resources to satisfy basic needs. The production of cash crops has not been sufficient to ensure children's food and education.

Access to drinking water is one of the biggest problems for the tabancas in the Oio region. When water is scarce, the population digs traditional wells. Animals drink water from the bolanha.

There are a significant number of tabancas where women are heads of household. Their role is to work to keep children in school and to provide them with food and clothing. Although they are heads of households, when the husband dies, the wife is not entitled to the property or land left by the husband. The issue of land tenure for women not only contributes to social inequalities at the community level, but also has negative impacts on women's sexual and reproductive health, as many live in polygamy and/or are inherited by other men from the husband's family. If they do not have any adult children, when they become widows, the land that belonged to the husband becomes theirs. When they are "inherited" by a family member on the husband's side, the right to that land passes to the man who inherited it or to the eldest son of the husband who died.

Guinea-Bissau is a patriarchal society. In most cases, a woman filing for divorce – 0.5% of women⁴⁶ – is at risk of losing guardianship of her children. Additional reasons are economic inequality, as many women – due to embedded inequalities and a lack of opportunity to training/education/income generation – are not able to economically support themselves alone. Culturally, a divorced woman is often shamed and rejected by family and community. Several ethnic groups in Guinea-Bissau do not allow women married under customary law to ask for separation or divorce. Some other groups simply do not allow divorce. When women are awarded guardianship, it is generally only until the children reach the age of seven, when they may be handed over to their fathers.⁴⁷ In the communities interviewed in the Oio region, land ownership is always male; there is no land inheritance by women. However, in the Missira-Mansoa and Mansoa tabancas, there are women who have their own land/gardens that were donated by their husbands/fathers. These properties are not legalized, but have been recognized by local committees (which represent an intermediary between the traditional system and the state system).

Collecting water for domestic consumption is generally the responsibility of women, who must travel distances to water sources. Water scarcity has greatly affected horticultural work.

In relation to culture, and due to poverty and a lack of opportunities in rural areas, there was an increase in the emigration of young people to the capital, thus weakening the continuity of cultural practices in the communities.

In the meetings held at all tabancas and with all social groups (women and men) it was clear that among all the different groups, there is a strong aspiration to improve their well-being and the conditions of their housing environment.

Women generally seek improvements of basic social services (water, health and transport) and the creation of economic opportunities for them, as the first step to overcome the state of poverty prevailing in the tabancas and to achieve their well-being and that of their families. At all meetings, it was common to request support to facilitate access to health services and to reduce the isolation of their tabancas.

All the men of the ethnic groups expressed aspirations to improve their condition and the living conditions of their families. They showed a more resigned attitude towards the situation of social and economic difficulties of their tabancas. Although they ask for support, especially to promote the increase in rice production and the development of agriculture, they do not seem to place themselves at the center of the dynamics nor do they see themselves as the main actors and promoters of the improvement of the socioeconomic conditions of their communities.

The low level of literacy among women also represents a conditioning factor for their role. The main social problems specific to women in the regions covered by the study are related to the many and diverse tasks and responsibilities they have. This multiplicity of tasks and family responsibilities is the main factor of overload of this group and, being a large part of its routine activities related to the availability of natural resources, the reduction and/or the disappearance

⁴⁶ Monitorização da Situação da Criança e da Mulher. Inquérito aos Indicadores Múltiplos 2018-2019

⁴⁷ UNICEF. *Situation analysis of children and women – Guinea-Bissau (2015)*



of these resources in the vicinity of the tabancas, will still overburden more women looking for alternatives to ensure household food security and the traditional way of life.

2.5 Beliefs and Stereotypes

Commonly held beliefs, perceptions, and stereotypes related to gender in the project/program footprint area or the country of intervention

With the majority of Bissau-Guineans and of women living a rural, agricultural lifestyle without education or services, ethnic group traditions have an especially strong hold, and all ethnic groups have traditional beliefs and practices that restrict women's roles and rights. Some men and women use religious beliefs to justify the inferior status of women, including acceptance of violence against women and FGM.⁴⁸

According to data collected during the project's pre-feasibility study, commonly held beliefs, perceptions and stereotypes related to women in the targeted communities include the following:

Oio, Manso

- Women should take care of children and the elderly (Missira)
- Women must not contradict their husbands; women must not control money or goods; women should not be overly educated; women should not speak too much in public (Jugudul)
- Women must not contradict their husbands; women must not control money or goods; women should not be overly educated (Watini)

Oio, Farim

- Women must take care of children and the elderly; women must not speak too much in public; women must not contradict their husbands; women must not control money or goods; women should not be overly educated (Ga Lomba)

Cacheu

- Women should not be overly educated (João Landim)
- Women should take care of children and the elderly (Pelundo)

Some roles of women that the communities reported included: worker; teacher; leader; and salespeople in lumos⁴⁹ and horticulture.

Also according to the pre-feasibility study, commonly held beliefs, perceptions and stereotypes related to men in the targeted communities are the following:

Oio, Manso

- Men must take care of their families financially (Missira)
- Men should not get sick (Mansoa)
- Men are responsible for/must control their wives; women contribute more to the family's economy (Jugudul)
- Men must take care of their families financially; men must not get sick (Mansini)

Oio, Farim

- Men should not get sick (Ga Lomba)
- Men are responsible for/must control their wives; men need more time than women to rest (K3)

In Gã Lomba it was reported that men and women share tasks.

Cacheu

- Men must take care of their families financially (João Landim)
- Men are responsible for/must control their wives; women contribute more to the family's economy (Pelundo)
- Men need more time than women to rest (Có)

Some of the roles for men were reported as: worker; teacher; leader; and farmer.

3. Economic Differences

3.1 Division of labor among women and men

The division of labor among women and men in the project/program footprint area and/or the country of intervention

⁴⁸ African Development Bank & UN Women. *Country Gender Profile – Guinea-Bissau (2015)*

⁴⁹ A regional market – larger than a local market – that generally takes place once a week or once a month. Many different sellers, mostly informal, gather at this market.



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As part of the pre-feasibility study, all communities reported that women are responsible for housework and responsibilities - cooking, looking after children, washing, and fetching water or firewood. The one exception was Ga Lomba, which reported that responsibilities were shared between men and women.

They travel long distances in search of water. Water collection points reportedly are locations for conflicts - because they concentrate a large number of women, which can create disagreements about water collection priorities. They are also a location where women talk about family and community problems.

The communities reported a significant number of female heads of household. They must keep children in school and also provide food and children's clothing.

The men from the tabancas visited for the project's pre-feasibility study are essentially farmers, and most of the leaders are male. Some are also teachers, especially in João Landim tabanca.

Agricultural production is often managed in partnership between women and men. A man, for example, separates the rice for the next crop and for consumption; the rest is left to the woman/wife. In the Cacheu region, specifically in the Cò community, men have increased their participation in horticulture (they help to prepare fields and support the construction of fences.)

The predominant activity sectors in most of the communities visited, especially in the Farim and Mansoa sectors are: horticulture, rice cultivation, and cashew production. However, there is also production of palm oil/roots/tubers and salt extraction. All of these activities have been affected by climate change, which has reduced income opportunities for women and made access to drinking water more difficult.

Women reportedly spend 1-5 hours a day taking care of the family.

3.2 Participation of women and men in the economy

The participation between women and men in the formal/informal economy in the country of intervention or in the project/program footprint area

Women manage the food in the home and mainly work as market traders and vendors. They make important contributions to cashew and rice cultivation and agriculture in general, most notably during harvesting season. Though women have the formal right to own assets, if they are married under customary law, then crops, land, household goods and livestock are considered the property of the head of the household.

As per data collected in the project's pre-feasibility study, women in the targeted areas develop income-generating activities such as horticulture, salt production, artisanal fishing, fish smoking, production of roots and tubers during the dry season, the collection of cashew nuts, and the production of wine and brandy. They also collect non-timber forest products, which contribute to the family economy and ensure basic needs (health and school for children).

Women do not have the right to access land or manage and redistribute production on land; they only have the right to use the land.

In all of the areas visited for the pre-feasibility study, the productive role and responsibilities of women have increased while their domestic obligations have not decreased; women have increasingly contributed to the family economy.

Even facing difficulties caused by climate change, growing vegetables is an incentive to seek resources to ensure family expenses related to school, clothing and food for children.

In addition to horticulture, women also carry out other activities, such as palm oil extraction and rice production, which further contributes to their financial autonomy.

When asked about improvements and development in the community, all women interviewed stated that there had been significant developments in education, infrastructure, health, and sanitation. They pointed out that the number of children in school has been increasing, that more houses are covered with zinc, there is greater access to the health center in São Domingos, and a greater number of health workers. They reported, however, a continuing lack of materials and human resources in the areas of health and education.

In the Oio region, the cultivation of mangrove rice is dominant and practiced mainly by men, but women play an important role in all tasks associated with rice cultivation. Other economic activities include the production of salt (K3 tabanca), small-scale fishing (practiced by women and men), and small-scale production of vegetables.

3.3 What resources women and men access

What resources (economic, financial, physical, natural, other assets) do women and men have access to? Who manages or controls access to these resources?



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According to data collected during the pre-feasibility study, referring to the right of ownership from a social and cultural perspective, a man is considered the sole owner. For reasons of tradition and culture, women are hardly considered owners of the land. But analyzing the role of men and women in terms of who decides on the money they earn from selling the products, the main executor of this task is the woman.

In all the communities interviewed in the Cacheu region, land is always owned by a man, with men considered the legitimate owner of the land. However, in some communities visited, there are women who own land, such as Bachil, Cacheu sector. (This tabanca is primarily Manjac, an ethnic group that is matriarchal) Although most women do not own land, they are not restricted from access or use.

As for the exploration of natural spaces and resources, women have the right to such spaces/resources without needing authorization; all goods extracted become property of whoever removed them. In all of the tabancas visited in the Cacheu region, women are the main users and beneficiaries of the mangrove ecosystem products/goods (fish, mollusks, firewood, seafood, salt). They can freely decide on the use/destination of these goods (consumption, marketing).

During interviews in all tabancas, women stated that they are the ones who decide the fate of the money they earn from marketing agricultural products. Usually, they use this money to pay for their children's school, to buy seeds, food, clothes, to secure a loan for their husbands, etc. They always communicate with their husbands and show them the money they have earned, but they keep the money.

Women have control above all over the sale of products that are their initiative (agricultural and forestry). In general, men supervise but do not have full control over the income generated by women. The income belongs to the household, even if it is paid by women (in the case of harvesting and selling cashew nuts).

The management of agricultural production is generally carried out by the women (tabancas of Nhoma and Ensalma). They decide what to cultivate, when to cultivate, and where to cultivate.

The preparation of the land for rice cultivation is carried out by women, as well as sowing and harvesting (in all communities). Usually, it is the man who decides how to share the produced rice for consumption, for ceremonies, and for the next sowing. As for rice for domestic consumption (house), the quantities used daily are determined by the woman (housewife).

In relation to men, most of them are farmers, but there are male teachers. Climate change has affected men mainly in decreasing income and increasing stress in their family life.

As per the pre-feasibility study, some resources that women have access to include:

- Vegetable garden (Jugudul)
- Rice (Jugudul & Pelundo)
- Livestock (Missira & João Landim)
- Okra production (Ga Lomba)
- Salt extraction (K3)
- Horticulturists association (Watini)

Resources that men have access to include:

- Cashew (Jugudul & Pelundo)

And resources that both are reported to have access include:

- Bolanha⁵⁰ (Jugudul)
- Horticulture (Ga Lomba)
- Agricultural land (Pelundo)
- Missira reported that both women and men have access to various economic, financial, physical, and natural resources

4. Access to information and training

4.1 Access to education and technical knowledge

Do women have equal access to education, technical knowledge, and/or skill upgradation?

Statistics on education from the MICS4 survey of 2010 showed improvement in both girls and boys school enrollment and completion rates, but there were still serious problems. In 2010, primary enrollment overall was at 70%, indicating that almost 1/3 (30%) of children of primary school age did not attend school. In the eastern province regions of Bafatá and Gabú, more than half of young children (53%) were not in school. Among the poorest two quintiles, 56% were not

⁵⁰ Wet rice field



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in school. These data are not disaggregated by sex but other evidence suggests that the rate of non-enrollment of girl children would be much higher than the overall statistic. Also according to MICS4, primary school completion rates in 2010 increased to 64%, from 29% in 2000. The rate for girls' completion of primary school increased to 57% from 21% in 2000. This is a significant improvement but it shows that 43% of girls who were enrolled in primary school dropped out before completing.⁵¹

Literacy for adult Bissau-Guinean women is a critical input that can improve labor productivity and income, awareness of rights, and management of household and resources.⁵²

Despite the importance of agriculture to the economy, the majority of farmers – especially women – work at primitive levels, with little or no tools, equipment, training, access to water or decent roads. A priority defined by women in interviews and discussion groups in regions outside Bissau is for agricultural extension services to provide training and supplies to improve efficiencies and productivity. They said that with training as well as equipment and tools, women's labor could be much more productive.⁵³

The communities visited for the project's pre-feasibility study reported that they had never received any training or awareness activities from the Government, NGOs or grassroots associations on the subject of adaptation to climate change.

All communities visited reported that women have equal access to education, technical knowledge, and/or skills upgrading.

Women demonstrate a strong desire to improve the level of school knowledge of their children and to take advantage of the few opportunities that exist locally in the field of training. All of them expressed an interest in participating in community literacy programs.

Women report that they need jobs, training support, and more opportunities to participate in activities related to horticulture and extraction of forest goods.

4.2 Access to information, training and opportunities

Do women and men from vulnerable communities have equal access to information and opportunities necessary to participate and benefit fully from the anticipated outcomes of the project/program?

As described above, as a woman's level of education increases, the probability of her daughter not being subjected to FGM decreases. In addition, the primary net attendance rate for girls whose mothers have secondary education or higher is 91%, compared with 55% for girls whose mothers have no education. And 78% of children whose mothers have a high level of education have received all the necessary vaccinations, compared with 56% of children with uneducated mothers.⁵⁴

Access to education is a cross-cutting problem in all regions visited, and is a problem aggravated for girls. The interviewees highlighted the importance that academic training represents for the development of a community. As a result of the greater workload that is under the responsibility of girls, it often leads to school dropout and the search for alternative employment in urban centers.

Based on feedback from the pre-feasibility study, women and men will have the necessary access to information and opportunities to participate and benefit fully from the anticipated outcomes of the project.

5. Decision-making

5.1 Women and men's participation in decision-making

To what extent do women and men from vulnerable communities participate in decision-making processes?

The civic participation of Guinean women and their access to decision-making levels continues to be insufficient. There are numerous and various factors that contribute to the poor representation of women in political decision-making and for their weak participation in political and/or institutional and civic. As a result of poor socialization and schooling, most women do not take an active part in the political party life of political parties. The family and school curricula do not promote or stimulate the image of good practices of women in political and family life. Politics and major national decisions continue to be a space where male values and attitudes prevail. The general labor law guarantees women

⁵¹ African Development Bank & UN Women. *Country Gender Profile – Guinea-Bissau (2015)*

⁵² African Development Bank & UN Women. *Country Gender Profile – Guinea-Bissau (2015)*

⁵³ African Development Bank & UN Women. *Country Gender Profile – Guinea-Bissau (2015)*

⁵⁴ UNICEF. *A Review of Equity and Child Rights in Guinea-Bissau*



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access to any job, however it does not have any specific mechanism that favors the participation of women in decision-making bodies.⁵⁵

According to information collected during the project's pre-feasibility study, women's decision-making power, both within the family and at the community level, is weak and limited.

Yet in all communities visited during the field mission, the number of women who are engaged and participating in local meetings was significant. In addition, in all sectors in the Cacheu region a certain level of social cohesion and autonomy with regard to horticultural production was. In the communities visited (Pelundo, João Landim) there are at least 2 women opinion leaders. In the communities of João Landim, Pelundo and C6, both men and women participate in decision-making. Women are mainly concerned with issues related to the family, education of children and family health. In all the communities visited, women stated that they participate in large numbers in the debates in the different meetings that are held in the village. They give opinions in relation to decisions, but their opinions are often not taken into account in the final decision.

When asked about the mobilization of women, the response in almost all communities was positive; this further reinforces their contribution and interest in building a space where they can develop their skills and reinforce their abilities to exhibit and present in other spheres of society.

Although most communities do not have a formal and legal association, those that do exist are a space where women discuss their problems openly.

Asked who the opinion leaders in the community are, most women said they were men. However, in Mansoa village, there are women opinion leaders who have a very important role in making decisions related to the life of the village.

Women considered to be opinion leaders in the community are "big" women (older women); they have no academic qualifications and are sometimes illiterate, but they have the skills and experiences acquired over the years in mediation and counseling. The only compensatory measure that exists for these women opinion leaders is the respect that is reserved for them in the tabanca.

Women in the communities stated that they participate in decision-making; this is above all linked to issues related to finances, the family, income generation, education, health and tradition.

In all the tabancas visited, women stated that there is a certain level of social cohesion and that there are few situations of conflict. If there is a conflict in the community, it will be resolved on the basis of dialogue through the council of elders. (Depending on the ethnic group, the council can be formed by men and women or just by men. Sometimes there is an elder council of woman and another council of man in the same village. Generally, however, the councils are comprised of men) In some tabancas (K3 and Mansoa) the interviewees mentioned the existence of a protection committee - against gender-based violence - which is usually made up of men and women. The participation of women in protection committees facilitates their affirmation in the community in terms of voice, defense of women's rights, and social protection of women and girls.

In the communities visited in the Oio region, especially those of the Balanta ethnic group (Nhoma, Djugudul, Watini, Missia-Bissor6), the power of decision, organization and management, as well as judgment of disputes, belongs to the chief of the moran7a, (within the family), and the head of the tabanca and/or tabanca committee (within the tabanca); the most relevant or controversial issues are taken to the council of elders, so that a final decision can be taken. The council of elders can be convened to analyze and resolve conflicts between the traditional authorities of tabanca (Balanta) who have the power to organize the life of the tabanca and to judge the problems that occur in it.

What types of decisions are made by women?

Mainly due to poverty, many families have significantly reduced food consumption, and now often eat just two meals a day. In most communities this decision was made by women, with the exception of the Pelundo tabanca, where - in most families - men and women discussed and made that decision jointly.

If the income is not sufficient to cover all feeding needs, families decide on food consumption by priority. This may differ by community/ethnicity but, based on ADPP-GB's experience, can generally be described by the following: children are generally given 1st priority, followed by sick and pregnant household members (2nd), followed by the elderly (3rd), and then followed by adult men and women. During mango season, it is common for an adult eat to eat just mango and eventually other fruit, leaving household food for the weaker/more vulnerable family members.

⁵⁵ Política Nacional de Igualdade e Equidad de Género – II (Revis6o da PNIEG II) Valida76o 07/03/2017



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Women are generally the household managers who handle household-related economic and other day-to-day decisions. Based on ADPP-GB's experience, in project formed committees, women are usually chosen by community members to be water managers and income managers. In a project related to renewable energy implemented by ADPP-GB with EU support,⁵⁶ 70% of beneficiaries were women. They formed an association by the project end and, as part of the exit strategy, 90% of the association's members were women.

In the 6 tabancas visited in the Cacheu region, it is women who decide on the fate of the money they earn from selling vegetables, cashews and palm oil, lemon vinegar and others. This further reinforces the importance of the role of women in organization, development and security in rural communities. Their financial autonomy is still seen as a challenge, as this is only possible when they are successful in selling their products.

In recent years, when harvests have been poor due to drought or floods, the family has reduced food consumption, and there has been increased emigration, especially among young people who move to urban centers and abroad in search of work. This decision is made by the husband and wife within the family.

The following were reported as the types of decisions that women make:

- Finances (Mansoa & Ga Lomba)
- Family (Missira & Có)
- Education (Missira, Ga Lomba, João Landim)
- Health (Missira, Ga Lomba, João Landim)
- Agriculture (Ga Lomba)
- Decisions linked to tradition (Jugudul & Ga Lomba)
- Income generation (K3)
- Family property (Watini)

In the regions of Cacheu and Oio visited for the project's pre-feasibility study, dozens of associations formed mostly by women were identified. Despite these initiatives, however, most of these associations still have very weak organizational dynamics. Some of the main problems of these associations are: no legal recognition; inexistence of statutes and internal regulations; members' ignorance of their roles and responsibilities; existence of savings banks, but not regularly provided; absence of a functional registered office; difficult access to finance; weaknesses in member capacity building; weak support in production and marketing; lack of technical and financial partnerships; and lack of administrative support from sectors.

5.2 Constraints for women to participate in decision-making

What are the constraints (social, cultural, economic, political) that restrict women's active participation in household and community level decision-making processes?

Women in Guinea-Bissau face restraints in social, cultural, economic, and political spheres that restrict their active participation in decision-making processes.

Social. Lack of education and access to training/information reduces women's ability and likelihood to participate in decision-making processes. Poor health and wellbeing reduce a woman's ability and capacity to participate actively. Devoting a large amount of time to care work reduces a woman's ability to participate in other activities, including decision-making forums.

Cultural. Some cultural mores continue to entrench gender inequalities, often do not empower women, and do not generally create enabling circumstances to allow women greater participation.

Economic. Many women have a heavy burden of work, income-generating activities, and home/care work; this limits their time and ability to actively participate in decision-making processes. They also face difficulties in accessing credit, land, and inputs; all of these circumstances contribute to less financial security, which in turn can reduce the chances that they will be able to participate actively.

Political. Many women do not participate actively, thus reducing the likelihood of their participation in household and community level decision-making. In addition, the lack of education opportunities for women and girls reduces their possibilities to reach positions of political or governmental leadership.

⁵⁶ Renewable Energy for Local Development in Bissora. Case study can be found here: <http://www.adpp-gb.org/pt/adpp-guinea-bissau/publications/energy-facility-case-study-022017-2/>



5.3 Opportunities to promote women's leadership

Are there any opportunities to promote the leadership of women in local governance/political systems and formal/informal institutions? If not, what are some of the constraints that hinder women from assuming leadership roles?

All communities visited in the project's pre-feasibility study reported that there were opportunities to promote the leadership of women in local governance/political systems and formal/informal institutions. Some possible opportunities reported by the communities were: village development; club/organization; groups; CBOs; and as a party member. ADPP-GB also has extensive field experience with women's empowerment in similar projects and has seen that - with training, support, and increased community awareness - women do take up positions of leadership in local systems.

6. Climate Change and Gender

6.1 Existing inequalities exacerbated by climate change

Existing gender inequalities that may be exacerbated by climate change impacts in the proposed project/program footprint area

The impacts that climate change has had on men and women were highlighted by the communities during the pre-feasibility study:

<i>How has climate change affected men in your community?</i>	
<u>Oio</u> It has given them less income-earning opportunities. It has increased stress in family life.	<u>Cacheu</u> It has given them less income-earning opportunities.
<i>How has climate change affected women in your community?</i>	
<u>Oio</u> It has given them less income-earning opportunities. It has made access to water more difficult/time-consuming. It has increased stress in family life. It has created many problems.	<u>Cacheu</u> It has given them less income-earning opportunities. It has made access to water more difficult/time-consuming. It has increased stress in family life.

Women's response and ability to cope with climate change issues depend on their underlying health and wellbeing, as well as their community support networks. And women's ability to adapt to climate change depends on the extent of their control over economic resources and access to economic and financial resources.

Climate change is expected to cause more frequent and severe food and water shortages, which can lead to reduced household income, increased household burden for women and compromised nutritional balance. Rising food prices often affect the poorest community members, who are usually women. The communities have reported that both women and men are faced with a decrease in income-earning opportunities combined with an increase in familial stress. These circumstances can contribute to greater poverty – which will be most prevalent among women and children – as well as an increase in gender-based violence.

As per the project's pre-feasibility study, the task of commuting to collect water is still considered an extremely painful task. To fetch water and return in 30 minutes or more, people are carrying less and less water. For more than a third of all households, it takes more than 30 minutes to reach the water source and bring water. In addition to water, women also have to travel longer distances in search of food and firewood, as reported in Oio. This creates an increased physical demand on the women and girls who collect, and it also affects their agricultural productivity and that of their families.

A common adaptation/coping practice towards increasing food shortages and bad harvests – and which has been reported in the targeted tabancas – is an increase in migration in search of paid labor.

In Cacheu, the Manjacos de Canchungo, with the support of family emigrants, move to the sector of São Domingos, eventually settling in order to open agricultural farms for planting cashew and fruit trees and for producing mancarra (peanuts) and beans. Felupes, especially girls, travel to Senegal, Gambia and Bissau in search of domestic jobs and boys to continue their studies in S. Domingos and Bissau and end up not returning to their origins. Both only return periodically in the rainy seasons - from late July to October - to support family members in the cultivation of bolanha rice. Emigration is generally permanent in the cases of Manjacos, Mancanhas and Felupes to Senegal, Gambia and Europe (Portugal and France; it is mainly Manjacos who emigrate to Europe.) In some cases, families influence and encourage young people to leave their tabancas for lack of socioeconomic conditions and to create jobs and wealth.



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When men emigrate, it adds an additional burden on women in terms of securing food and water, and household responsibilities. Migration has additional impacts on women, who are left to care for household income, food, health, children, and other dependent household members.

Furthermore, the increased disease rates of HIV/AIDS, hantavirus, hepatitis C, SARS, etc. due to climate change contributes to the domestic burden of women, who are often the primary caregivers for sick family. Women are also vulnerable to maternal/infant health issues that are exacerbated by climate change impacts.⁵⁷

Climate change is also having a negative impact on the future of girls. Many girls are being forced out of school for longer periods each day to help with vital household chores. Evidence also shows a link between natural disasters and an increase in child marriages, which is prevalent in some of the targeted areas. As families struggle in these situations, more girls are being married at a very young age. In addition, food insecurity is having a significant impact on their health and growth, with many young girls from the poorest families having neither the nutrition nor the time to concentrate on their studies. As more girls are forced into poverty, the gender gap widens.

6.2 Inequalities affecting adaptive capacity

Some of the inequalities that exist between different social groups in the project/program footprint area? How do these inequalities affect people's capacity to adapt to climate change?

The Cacheu region consists of four main ethnic groups: Manjacos, Mancanhas, Balantas and Felupes.

They are different ethnic groups that speak different languages and have different cultures. Regarding religion, these ethnic groups are mainly animists; some of them – particularly Balantas – practice Christianity. Many Manjacos are known to have emigrated mainly to France via Senegal. They have the reputation of caring for their families by sending home goods and money. These remittances, however, are sent without any organized framework which hinders their positive impact.

Balantas and Felupes have long and positive track record of working in mangrove rice production. They generally respect mangrove swamps because they understand its importance for their rice production; this expertise has been documented since colonial times. In this project, their knowledge, expertise, and experience will be a traditional local asset, and they will be mobilized to teach and share experiences with other ethnic groups.

The Oio region is the second largest and most populous in Guinea-Bissau, with the following most prevalent ethnicities: the Balantas, Mandingas and Fulas.

The Mandingos are generally Muslims. Although half of all girls and women nationwide have undergone FGM, the practice is “nearly universal” among Muslims.⁵⁸

The National Committee to End Harmful Traditional Practices (CNP; *Comité Nacional para o Abandono de Práticas Nefastas*) found that in Muslim communities, FGM is in part rooted in what many believe to be a requirement of Islam. The Guinea-Bissau National Islamic Council, however, found no Islamic requirement for FGM, issued a “fatwa” against the practice, and was a key supporter of the 2011 law banning it (CNP, 2010, p.12).

There is a collaborative effort of Muslim and Christian leaders to disseminate information in rural areas about the lack of religious justification for FGM and the need to end this harmful practice.⁵⁹

As per the project's pre-feasibility study, the most vulnerable groups in the different regions were identified as the following:

Oio

Tabanca/aldeia/comunidade	Mansoa	Missira	K3	Ga Lomba	Watini	Missira
Are there groups in your community that are more vulnerable than other groups?	Women with disabilities	All women	Children	Women with disabilities Widows All women	Women with disabilities Seniors	Widows All women Men with disabilities Children

⁵⁷ UN Climate Change Learning Partnership. Gender and Climate Change Module

⁵⁸ HUMAN RIGHTS SECTION, (UNIOGBIS-HRS)- OHCHR REPORT ON THE RIGHT TO HEALTH IN GUINEA-BISSAU (APRIL 2017)

⁵⁹ African Development Bank & UN Women. *Country Gender Profile – Guinea-Bissau (2015)*



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Cacheu

<i>Tabanca/aldeia/comunidade</i>	Có	João Landim
<i>Are there groups in your community that are more vulnerable than other groups?</i>	Women with disabilities	All women

These inequalities and vulnerabilities of these identified groups will affect their ability to adapt to climate change are detailed below.

All women

Three key factors explain why women and girls are more vulnerable than men to the impacts of climate change. First, the climate crisis exacerbates gender inequality and makes it harder to achieve gender justice. Women and girls often have an unequal and demanding responsibility to care for children and the elderly, which makes it harder and more difficult to leave home. And women displaced by disasters also face an increased risk of gender-based violence. Second, social and cultural norms and barriers mean that women are less likely to be involved in decisions making about how to prevent, mitigate and cope with climate change. Third, women and girls do most of the subsistence farming and are the primary providers of food, water and fuel, which become scarce due to climate change. Women are also on the frontlines when it comes to combating climate change. They help protect the food and nutrition security of their families and communities, and play a critical role in overcoming challenges.⁶⁰

Climate change impacts women and men differently, to the detriment of women, and existing gender inequalities are likely to be exacerbated by climate change. The greater vulnerability of women to climate change stems from gender norms and discrimination that result in the imbalanced division of labor, lower incomes, and lesser livelihood opportunities; less access and control over land and other productive assets; fewer legal rights; lesser mobility and lesser political and professional representation.⁶¹

Men with disabilities

Women with disabilities

Due to discrimination, marginalization, and certain social and economic factors, people with disabilities may experience the effects of climate change differently and more intensely than others. People with disabilities also experience poverty at more than twice the rate of people without disabilities. This puts people with disabilities at heightened risk.⁶² Disabled populations will most likely have limited access to knowledge, resources, and services to effectively respond to environmental change. Compromised health makes disabled people more vulnerable to extreme climate events, ecosystem services loss, or infectious diseases. Those with disabilities are more likely to have difficulties during required evacuations or migrations.⁶³ Disabled people are also susceptible to damages caused both by floods and storms and by slow-onset events such as recurrent droughts.⁶⁴

Disabled women and girls face the same spectrum of human rights abuses that non-disabled women face, but their social isolation and dependence magnifies these abuses and their consequences. Women and girls with disabilities fare less well on most indicators of educational, professional, financial, and social success than their non-disabled female and disabled male counterparts. Though definitive data is rare, there is some evidence that disabled women and girls face higher rates of violence and discrimination than non-disabled women.⁶⁵ Impoverished women who have disabilities make up some of the most isolated and overlooked people. Gender, socioeconomic status, and disability create multiple layers of discrimination.⁶⁶ Women with disability are disproportionately affected in disaster, and emergency due to the lack of accessibility in evacuation, response, and recovery efforts, and exclusion of disability issues in planning and preparedness.⁶⁷

Children

Extreme weather events complicate children's ability to access schools that are often far from home. Salinized water as well stagnant water increases the presence of insects, parasites and bacteria - cholera, malaria, lymphatic filariasis, onchocerciasis, typhoid and yellow fever, stomach parasites amongst others - and children are the most vulnerable to waterborne diseases, increasing their mortality and morbidity. As escalating droughts and flooding degrade food production, children will bear the greatest burden of hunger and malnutrition. As temperatures increase, together with water scarcity and air pollution, children will feel the deadliest impact of water-borne diseases and dangerous

⁶⁰ CARE. *Evicted by climate change: Confronting the gendered impacts of climate-induced displacement* (July 2020)

⁶¹ Green Climate Fund & UN Women. *Mainstreaming Gender in Green Climate Fund Projects*

⁶² <https://www.hrw.org/news/2020/05/28/people-disabilities-needed-fight-against-climate-change#>

⁶³ <https://www.unenvironment.org/news-and-stories/story/how-climate-change-disproportionately-impacts-those-disabilities>

⁶⁴ Islam, S. Nazrul and John Winkel. *Climate change and social inequality*.

⁶⁵ <https://www.hrw.org/legacy/women/disabled.html>

⁶⁶ Humphrey, Megan. *The intersectionality of poverty, disability, and gender as a framework to understand violence against women with disabilities: A case study of South Africa*.

⁶⁷ Saorath, Ngin. *Women with disability and Climate Change impact*.



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respiratory conditions. As more extreme weather events expand the number of emergencies and humanitarian crises, children will pay the highest price. As the world experiences a steady rise in climate-driven migration, children's lives and futures will be the most disrupted.⁶⁸

Widows

If women in the targeted areas do not have any adult children, when they become widows, the garden/land that belonged to the husband becomes theirs. Most of the time, they are "inherited" by a family member on the husband's side; in these situations, the right to that land passes to the man who inherited it or to the eldest son of the husband who died. Widows face the same threats as other women in their communities, but compounded by their additional risks and vulnerabilities. Their homes are susceptible to damages caused both by floods and storms and by slow-onset events such as recurrent droughts.⁶⁹

Seniors

Older people are more vulnerable to the effects of temperature extremes and have a significantly higher mortality risk in extreme weather events. They are at greater risk because of increased susceptibility to disease, reduced mobility and the effects of stresses on the food and water supply. Social and economic factors may also increase the vulnerability of some older people. The combination of chronic health problems and social isolation in addition to more limited access to services, which are often concentrated among older people, can reduce their capacity to cope with climate-related stresses. Minor conditions can quickly become major challenges that overwhelm an older person's ability to cope. During emergencies, frail or housebound older people may be less able or less willing to flee from potential harm. They can struggle to obtain food, travel long distances or endure short periods without shelter. Loss of family members, carers and community ties can also leave older people isolated. Coping with day-to-day life after a disaster can be difficult; in many cases, the psychological impact of a disaster on older people can be greater than on other groups.⁷⁰ The homes of the elderly are also extremely susceptible to damages caused both by floods and storms and by slow-onset events such as recurrent droughts.⁷¹

7. Project Gender-responsiveness

7.1 Anticipated differences, differential needs and priorities

In terms of the proposed project/program, will there be any anticipated differences in men's and women's vulnerability and adaptive capacity to climate change? If so, what are these?

In the targeted areas, there are differences in men's and women's vulnerability and access to training, education, opportunities, decision-making, etc. The proposed project will thus strive to target these differences to reduce vulnerability and strengthen adaptive capacity of both men and women, while promoting gender empowerment.

According to the project's pre-feasibility study, climate change has resulted in less income opportunities and it has added stress to family life. It has become harder/more time consuming to get water.

In response to poor harvests due to drought or flood, in Oio, families have been forced to sell goods (livestock, cereal stocks, others), reduce food consumption, and emigrate to find work; in Cacheu, families have reduced their food consumption and face higher numbers of thefts.

The project will enhance the role of women in community actions to adapt to climate change. They will be active members of Observatory Groups, Climate Community Centers, and Farmers' Clubs. The project will educate both women and men about the importance of women's participation and leadership, to encourage an environment more supportive of women leaders. All groups formed will be mixed men/women to ensure that men continue to participate in partnership with the women. While men generally make decisions even when women's opinions are welcomed, the project will promote greater women's participation and involvement in decision-making.

The fact that 70% of the lead farmers will be women will also empower them as leaders. This will be especially true in activities related to demonstration plots, as farmers – men and women – will visit lead farmer plots to see the positive impact of project-promoted improved practices and lead farmers will be mobilized for and encouraged to take on a teacher role among neighboring farmers.

The project will improve women's and children's health by the improved firewood saving stoves, which will reduce indoor smoke inhalation and reduce time needed to collect firewood. Micro-scale irrigation systems will also reduce time spent by women and children to collect water. Both the stoves and the irrigation systems will also reduce the

⁶⁸ UNICEF. Unless we act now: The impact of climate change on children.

⁶⁹ Islam, S. Nazrul and John Winkel. *Climate change and social inequality*.

⁷⁰ HelpAge. *Climate change in an ageing world*

⁷¹ Islam, S. Nazrul and John Winkel. *Climate change and social inequality*.



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physical burden carried primarily by women and children, thus improving their wellbeing while also reducing time commitments.

The project will hold training sessions with mixed (male/female) groups.

The project will conduct information and training sessions, as well as knowledge dissemination campaigns. The project will ensure that information dissemination is conducted through varying means, to ensure that it reaches both men and women and that its messages are created with men and women in mind. Some sensitization and awareness campaigns will be conducted with just women and/or just men; this will also provide opportunities for more open discussions and for venues to share information and referrals on issues that could be received differently in mixed group settings (such as information on and referrals related to GBV.)

The team will strive to hire/engage as many female Development Officers (AD) and other staff as possible; most of the planned staff are already employed by ADPP-GB. In addition, for actively recruiting women, the project will also provide training to all staff, including male ADs, to ensure that they have an understanding of gender dynamics and how women's empowerment improves agricultural output and development. This will ultimately improve women's interaction with project extension services. The team will obtain gender training and capacity-building with the support of the gender specialist on the project technical support team (ETP).

The project will strive to reduce the heavy care work responsibility that the farmers – especially women – shoulder. ADPP-GB has experience training community-based and community-paid caregivers to look after small children (generally aged 2-5 years.) ADPP-GB will thus work with communities to establish local preschools/community-based daycare centers. This will improve women's situation while simultaneously providing a positive learning and growing environment for small children at a critical stage of their development.

For all new income-generation activities and productive activities – restoring mangroves, animal husbandry, short-cycle animals, micro-enterprises, businesses – the project will closely monitor developments to ensure that these activities decrease women's burden and create positive impacts (and not more responsibilities, less time, etc.) The team will also strive to enroll a gender-balanced number of participants.

For all new systems and plans – such as the early warning system and the water management plans – the project will closely consult women, men and sub-divisions of each group (i.e. elderly women and elderly men, disabled women and disabled men, widows) to solicit their input on the plans.

Similarly, it will monitor community reception of the functional literacy classes for women, to ensure that they do not create any negative impacts (such as resentment on the part of men who do not take the classes.) Men will also be mobilized to take the literacy classes, although the priority will be women.

What are the differential needs/priorities of women and men in the context of the project/program? Will the project/program be able to address their respective needs and priorities? If so, how?

The needs and priorities of women and men were identified by communities in the pre-feasibility study as follows:

Oio

	Jugudul	Missira	Ga Lomba	K3	Watini	Mansoa
	Jobs	Training	More opportunities to lead	Jobs	More opportunities to lead	
Women	More opportunities to lead Horticulture, extraction of forest products	Carework support		Training		(not clearly defined by the assessed subjects)
Men	Jobs	Training	Jobs Training	(not clearly defined by the assessed subjects)	Jobs	Carework support

Cacheu

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Women	Training Carework support More opportunities to lead	Cacheu source, bolanha closure/dikes ⁷² , horticulture	Clean water, bolanha closure/dikes, electricity on tabanca, fence for horticultural perimeter
Men	Training Health	Healthy family	(not clearly defined by the assessed subjects)

The project will address these needs and priorities with education, training both for income generation and related health/nutrition education, as well as water and soil management plans and water management work in the target bolanhas, and active encouragement of leadership roles, especially among women.

The project will also train communities to establish local preschools/community-based daycare centers so that caregivers (who are primarily women) will have more time for business/income generation. The team will train caregivers – who will be paid by the community – to look after children.

7.2 Roles of women and men in the project

Roles women and men are anticipated to play in the context of the project/program? What will these entail in terms of time commitment and need for mobility?

As per the project's pre-feasibility study, the communities anticipate that both men and women should be able to actively participate in project activities.

Role	Time commitment	Need for mobility
Women		
Training and capacity building	The numbers of hours per week/month will be defined with the beneficiaries in a participative way in their weekly and monthly planning sessions; it will differ from community to community.	Trainings will be conducted close to where the farmers live and at convenient times Activities will be close to home
Leadership/active participation in Observatory Groups, Climate Community Centers, and Farmers’ Clubs as lead farmers		
Advocacy and campaigning		
Network, share experiences, and learn from peers		
Training in micro-enterprises and businesses		
Training in alternative livelihoods		
Functional literacy classes		
Management of new assets (stoves, micro-scale irrigation systems, micro-enterprises)		
Men		
Training and capacity building	The numbers of hours per week/month will be defined with the beneficiaries in a participative way in their weekly and monthly planning sessions; it will differ from community to community.	Trainings will be conducted close to where the farmers live and at convenient times Activities will be close to home
Leadership/active participation in Observatory Groups, Climate Community Centers, and Farmers’ Clubs as lead farmers		
Advocacy and campaigning		
Network, share experiences, and learn from peers		
Training in micro-enterprises and businesses		
Training in alternative livelihoods		
Management of new assets (stoves, micro-scale irrigation systems, micro-enterprises)		

7.3 Services and technologies provided to women and men

Will services and technologies provided by the project/program be available and accessible to both women and men?

All services – trainings and awareness-raising – will be available and accessible to both women and men.

Given the profound difference in the levels of literacy between women and men in the targeted areas, functional literacy training will mainly be provided to women to ensure that as many women as possible are able to attend the trainings.

⁷² People need protection dikes to ensure that salt water does not get into the fields. People thus reported that they need these dikes/protection, likely as their dikes have fallen and they are not able to repair/replace.



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Nevertheless men will be welcome to also participate; a planning session will be conducted at the beginning of each training cycle.

The project will develop a collaborative e-platform as a knowledge base for climate-resilience and adaptation practices. There will be free access to the platform but it is expected that the majority of community members will not have easy access to it. It will therefore mostly be a tool for CSOs, authorities, the private sector, and to anyone else who can and knows how to access it. It will, however, mainly be for service providers, activity organisers, major entrepreneurs, and/or TVET schools.

7.4 Strategies for vulnerable groups

Have the needs of specific (and vulnerable) sub-groups been taken into account by the project/program (e.g. children, girls, women and men with disabilities, the elderly, widows)?

The needs of specific and vulnerable sub-groups were identified by the targeted communities during the project's pre-feasibility study as follows:

Oio

Sub-group	Needs identified by community				
	Missira	Jugudul	Ga Lomba	K3	Missira
Children	Poor access to education / training		Poor access to education / training		Poor access to education / training
Girls	Poor access to education / training Health	Education	Poor access to education / training Health	Early marriage	Poor access to education / training Health Education
Women with disabilities				Lack of production materials	
Men with disabilities	Poor access to education / training Health	Falta de bolanha	Poor access to education / training Health Lack of bolanha	Lack of production materials	Poor access to education / training Health Lack of bolanha
The elderly	Improved water access for bolanhas		Improved water access for bolanhas		Improved water access for bolanhas
Widows	Food Health		Food Health		Food Health

Cacheu

Sub-group	Needs identified by community	
	João Landim	Có
Children	Poor access to education / training Health	
Girls	Poor access to education / training Health	Education
Women with disabilities		
Men with disabilities	Poor access to education / training Health	Lack of bolanha
The elderly	Improved water access for bolanhas	
Widows	Food Health	



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These needs have been taken into account by the project. Each related activity will make specific efforts to reach and work with these vulnerable groups. For those identified as having poor access to education/training, for example, concerted outreach efforts will be made to mobilize those groups, to ensure their participation, and to raise community awareness as to the importance of their importance. Trainings on health, nutrition, and food security will reach all community members and special efforts will be made to ensure that targeted training reaches those groups identified as most vulnerable for these particular areas.

The project will improve water and soil management capacity via improved bolanhas and horticulture production, as well as through the provision of TVET training and better employment opportunities for the target beneficiaries. The project will also conduct awareness and sensitization sessions, promote gender-sensitive mobilization of the beneficiaries, and ensure inclusiveness of all activities at community level. Some elderly community members, children and people with disabilities will implement activities/be responsible for tasks as per their interest/capacity; this will include (for example) mangrove swamps management overview, small animal breeding and tree planting. This will empower these individuals, improve their skillset, increase confidence, and also promote a more inclusive and supportive community environment and as they increase their productivity, they will gain greater access to better paid and more specialized jobs, they will develop entrepreneurship activities, and their household's food security will improve. As a result, girls will gain greater access to education, families will improve their access to better nutrition and healthcare, and more.

During the pre-feasibility study, many communities did not identify all the specific needs for women with disabilities yet they did identify needs for men with disabilities. At the baseline/start-up stage, the project team will make concerted efforts to speak as much as possible with women with disabilities, identify their needs, and tailor project activities to meet those needs.

Has the project/program recognized the distinct vulnerabilities of women and men and developed specific response strategies for each target group?

The project team has identified unequal leadership and decision-making opportunities for women as compared to men. The team understands that one project will not change long-held beliefs and practices, but will strive to work with communities to better understand the importance of gender empowerment and the actively positive role that women play in development in Guinea-Bissau and around the world. It will simultaneously create opportunities for women to lead – as lead farmers, in Community Observer teams, in the community processing centers, etc. – while also promoting spaces where they can work together with men and share experiences. It will also provide targeted awareness and sensitization sessions to women and men only, as appropriate, and will also create spaces where both women and men participate on an equal footing. It will furthermore encourage men to share some of the workload that is generally considered to be that of women, such as taking children to the doctor.

Alternative livelihoods and micro-enterprises and businesses will provide an opportunity for women to actively participate and to earn money. Women entrepreneurs (and men, but the majority of members are expected to be women) will be trained to plan, manage, save and earn money as well as to be linked to markets.

The project will also complement the agriculture training with education, training, and referrals for other issues that directly impact a woman's ability to produce. These include a high care burden (locally-run preschools will be established), referrals for victims of GBV, and targeted literacy training.

The project will mainstream gender as per the GCF's *Mainstreaming Gender in Green Climate Fund Projects*. As such, it has/will take the following steps:

In project identification and preparation stage:

- **FLAG** gender issues the project might need to address.
- **CONDUCT** gender assessments.
- **RECRUIT** gender specialists.
- **DEVELOP** project components that contribute to promoting greater gender equality, and to addressing women's and men's needs.

Project implementation stage:

- **HIRE** gender experts and assign responsibility for gender-specific actions; the project team will include a gender specialist on the Technical Support Team (ETP).
- **UNDERTAKE** gender training for the project's implementation team and undertake gender awareness and sensitization for counterparts and other agencies involved in execution.
- **INVOLVE** government departments/institutes (the main project partners are national authorities) that represent women's interests and partner with nongovernmental organizations/community-based groups working on gender equality issues.



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- **MOBILIZE** communities (men, women, girls and boys) to participate in gender-based programming and follow-up activities.
- **PROVIDE** infrastructure and amenities that help to address gender concerns, and the priority needs of women, men, girls and boys.

Project monitoring and evaluation stage:

- **INCLUDE** gender-specific outputs and indicators in the overall project results framework.
- **INCLUDE** mechanisms to monitor and report on gender impacts.
- **HIRE** a gender specialist with a strong M&E background to assist in monitoring and evaluating gender-specific components of the project.
- **INCLUDE** provisions for capacity development for the executing agency on gender-based M&E; this will be led by the gender specialist on the Project Management Unit as part of the technical support team.
- **DOCUMENT** and disseminate gender-relevant best practices and lessons learned.

Gender-based violence

Mitigation measures will be put in place to handle gender-based violence issues, including access to grievance mechanisms for women, given the prevalence of violence against women.

At the project start, the project team will work with a local GBV specialist to identify which services are available in the area. With this specialist and with other contacts, the team will identify focal points for each targeted area (such as health and protection actors) who can serve as local focal points for additional information and support to field staff, i.e. Women and Child Institute, Access to Justice Centers, and RENLUV focal points. Information will be gathered on who/where to contact for issues related to the following: child protection; mental health/psychosocial support; health; sexual and reproductive health; non-food items/WASH including dignity kits; shelter; legal; food/nutrition; services for adolescents/youth; services for people with disabilities; services for sexual and gender minorities; harmful practices (female genital mutilation); and/or services for child or female-headed households.

At the project start and on an annual basis, staff will be trained on how to do a risk assessment through a short checklist in order to be ready to contain and protect/be ready to respond in case of GBV, suspected GBV, reported GBV and define a network protocol to refer the victims to the support services – psychosocial, health and justice, etc. The team may use half and/or full-day training such as the format available here: https://gbvguidelines.org/wp/wp-content/uploads/2018/03/GBV_UserGuide_021618.pdf (English) and https://gbvguidelines.org/wp/wp-content/uploads/2019/05/GBV_UserGuide_021718_FR_Final.pdf (French).

All field staff will also be provided with a field-friendly resource for field staff, which likely will include a decision tree, Do's/Don'ts, sample scripts of what to say to a survivor and more, such as the guide available here: <https://gbvguidelines.org/wp/wp-content/uploads/2020/06/Portuguese-GBV-Pocket-Guide.pdf>

If GBV is reported, field staff will follow the appropriate GBV referral pathway – which will be designed with the GBV expert at the project start – to inform the survivor about available GBV services and refer (if given permission by the survivor.)

In some tabancas (K3 and Mansoa) there exists a protection committee against GBV which is usually made up of men and women. At the project start, the project team will discuss their procedures and policies, and ensure – as appropriate and in consultation with the GBV specialist – that they are included in response.

The project team will also make a central phone number (with WhatsApp and/or a green line) available to all beneficiaries; this number can serve as an anonymous hotline to provide information and referrals. The team will also make an anonymous grievance box available in various project locations.

In addition, information about GBV and available services/referrals will be posted in public areas. The information will also be shared in written form and recorded and dispersed as voice messages among beneficiaries via community radio spots in local languages to facilitate greater outreach/information sharing, both for those who are literate and illiterate. Information will also be shared at the project's public events/community campaigns. This information will be distributed to people in farmers' clubs, those who come for trainings, etc. It will be housed at a central project location where everyone can access. The information will be disseminated in all djumbais with farmers.



7.5 Opportunities

Are the specific knowledge and skills of women and men, especially from vulnerable groups, being utilised to contribute to project/program outcomes and solutions?

Throughout its more than 35 years of experience working in the target regions, ADPP-GB has learned a great deal about women farmer strengths and, using this knowledge and experience, has developed participatory approaches and methodologies to utilize this expertise and capacity to contribute to project/program outcomes and solutions. At community level, ADPP has witnessed that the participation of women in the projects is generally stronger than that of men; according to staff accounts, women are often more proactive and stand out from the group as organizers/managers/ leaders. They often just need an opportunity, and the project teams always strive to empower them to enhance their voice and to work with them to create as many opportunities as possible. Women are generally chosen by the beneficiary group to lead organizational local committees, sales, saving revolving plans, etc.

Elderly men and women are very respected and often consulted by the community on complicated situations, problems, and conflict management. Nevertheless, some of the elderly, both men and women, still want to actively participate in their community, although their physical strength and chronic health issues create obvious constraints. The proposed project will thus enroll them, on a voluntary basis, in the management, oversight, orientation, community training on traditional agriculture techniques, output control, gender inclusiveness and other such activities. It will encourage their regular participation through frequent opportunities according to their desire, capacity and availability.

To further support the project's inclusivity, the project team will live in the communities and therefore know first-hand the communities' actual and day-to-day situation throughout the project's lifetime. The team will furthermore work with communities to break down certain entrenched cultural barriers, such as the custom of hiding people with disabilities, especially young people. As much as possible, these community members will be mobilized to participate in project activities; this will include the technical and vocational trainings, which are yearly and semester trainings. Community members can therefore be approached, sensitized, and mobilized to enroll. And as necessary/desired, these community members and their families will be referred to other existing CSOs that work specifically with people with disabilities.

During the project preparation and throughout implementation, the team will work to gain a greater understanding of women and men's circumstances, vulnerabilities, needs, and interests. This will be accomplished through surveys, interviews, focus groups, key informant interviews, and regular project monitoring; this all will be strengthened by members of the project team living in the communities. Constant feedback, especially from vulnerable groups, will ensure that the project activities and their resulting outcomes contribute to solutions, empowerment, and development.

The information gathered from the gender analysis/assessment will be considered and reviewed in all stages of the project cycle: design, formulation, implementation, and monitoring and evaluation. In each of these stages, project/program managers, supported by the gender specialist, will keep a 'gender lens' in mind, looking at ways the project/program can address gender inequalities that emerge from the project/program; ensure the differential needs of women and men are addressed; ensure women and men have equal access to resources, services, and capacity development; ensure equal participation of women and men in management arrangements and as beneficiaries, partners and key stakeholders; and ensure women's equal participation in decision – making processes.

Has the project/program identified opportunities to challenge gender stereotypes and increase positive gender relations through equitable actions? If so, what are these opportunities and actions?

The project has several built-in opportunities to challenge gender stereotypes and increase positive gender relations. These include: active participation on local groups, in community centers, processing centers, community observer groups, the TVET courses, the business opportunities and in the Farmers' Clubs; greater decision-making; more leadership opportunities; more enabling environment via raised awareness; and equal and promoted access to equal training and education.



Gender Action Plan

7.6 Introduction

Gender action plan (GAP) - introduction

As per the GCF's *Mainstreaming Gender in Green Climate Fund Projects*, the purpose of a gender action plan is to operationalize the constraints and opportunities for women and men identified during the gender analysis to fully integrate them into the project design. The plan should include:

- (i) Gender-responsive actions that address and strengthen the voice and agency of vulnerable women and men in climate action;
- (ii) Gender performance indicators and sex-disaggregated targets that can be incorporated into a results framework; and
- (iii) Presentation of gender-responsive development impacts.

The GAP will:

- Document and track project work undertaken to address gender issues;
- Monitor tangible benefits to women and men, especially from vulnerable communities;
- Include mechanisms to ensure implementation of the gender design elements; and
- Include gender-sensitive monitoring and evaluation indicators.

The project strives to reduce gender inequality by: increasing women's participation in farmers' clubs to facilitate access to inputs and credit; increasing access to literacy and income-generation education; facilitating women's access to employment and self-employed income earning opportunities; and encouraging women's participation in decision-making. The project will also make targeted actions to reduce the impact of women's care work on their productive capacity.

The project will utilize a strong, disaggregated M&E system.

ADPP-GB has experience with projects that have promoted gender empowerment with concrete results; the organization is thus well-suited to implement this gender action plan.

In a project related to renewable energy implemented by ADPP-GB with EU support, for example, 70% of beneficiaries were women. They formed an association by the project end and, as part of the exit strategy, 90% of the association's members were women. More information about this project can be found here: <http://www.adpp-gb.org/pt/adpp-guine-bissau/publications/energy-facility-case-study-022017-2/>

ADPP-GB has also worked with the Government's Women and Child Institute (IMC) and the National Committee for the Abolition of harmful practices (CNAPN), in a UK Foreign Office funded project on Female Genital Mutilation (FGM) and Early Child Marriage (ECM) in Quinara Region, in 2015/16.

ADPP-GB has also worked with UNFPA to eliminate FGM, fistula due to FGM, and to promote improved sexual and reproductive health. UNFPA stated that the project results could be even more significant if expanded to other regions of the country.

ADPP-GB has a signed Collaboration Agreement (MoU) on Social and Economic development programs for women and families with the Ministry of Women, Family and Social Solidarity, since 2017.

ADPP-GB also has experience identifying issues that affect women and girls and working with communities (women and men) to create local, sustainable solutions. ADPP has, for example, experience training community-based and community-paid caregivers to look after small children (aged 2-5 years) while their parents engage in trainings and productive activities.

While in the past, ADPP-GB often trained its project staff holistically, i.e. incorporating gender as a "cross-cutting" issue, in recent years, ADPP-GB is placing more emphasis on gender empowerment as its own focus area. That being said, the organization still requires support in designing introductory trainings materials for its field staff – what is gender, why is gender empowerment important, what are issues that women face that are different than men and how does this impact their lives (and vice versa), how to change the gender dynamics between you as a field staff and a female beneficiary, how are these issues related to this particular project, and how can we as an NGO respond and contribute positively to change relating to these areas – as well as in the creation of tools for the field staff to have on hand in their day-to-day work.



Such tools needed will include how to respond to a reported or suspected case of GBV (as detailed above), information for relevant referrals for women and girls, checklists for how to hold training sessions, community sessions, and individual sessions/home visits that are empowering to women and girls. Working with the gender specialist, the team will also identify additional areas that could be supported with further training and/or tools for the field.

The project will be supported by a gender specialist. The gender specialist is responsible for oversight of all activities, to ensure that: (1) they follow the gender action plan; and (2) that additional issues/difficulties that arise related to gender are identified, discussed, and responded to appropriately. The specialist is responsible for regular follow-up training at least each quarter. The specialist will review project M&E and reporting and trainings will be in response to issues identified. The specialist will also review IEC materials, to ensure that they use a gender-sensitive approach. The specialist will also keep abreast of all national, regional, and international current events (policies, findings, research) as they relate to gender in international development, particularly as it relates to climate change. The specialist will thus also tailor trainings to current findings and knowledge, to ensure that the team is fully updated and trained as per the latest information and expertise. As required, the specialist will work directly with field leadership staff as well as ADPP-GB's national team.

Activities that will be implemented at the set-up phase of the project's implementation are responsibilities that will be included in the terms of reference of the gender specialist, who will be recruited by the project, and/or in a project manual detailing the tasks that need to be executed. This also applies to most of the other activities/sub-activities listed in the gender action plan.

The AE will monitor the gender action plan on a monthly basis and check M&E reports against stated goals. Should any issues or questions arise, the AE will communicate directly with ADPP-GB's leadership team and the gender specialist, if needed.

7.7 Gender Action Plan

Gender action plan (GAP) – Description

The following section describes the gender-responsiveness of the project by Component and Output, drawing upon lessons learned from the analysis, as described above. Consultations, interviews and surveys with women and men in the target areas have taken place and led to the proposed GAP. The project has also been designed based on ADPP-GB's long experience in the target area.

Overall, the project targets women's empowerment by prioritizing women (70% of target) to benefit from increased climate-resilient sustainable development.

Specific attention is paid to how each of the proposed activities take into account access and participation in an equitable way, and how barriers for women and other vulnerable groups' participation are taken into account and addressed.

Structurally, the GAP below provides a short introduction to the overall idea of each component, followed by the gender considerations and responsive activities per Output. Below the narrative description follows, as required, the indicator framework with gender-disaggregated data.

The project's baseline and KAP study (activity 1.1.3.1) will be used to collect baseline data to rationalize the targets in the gender action plan.

Cross-cutting activities:

Cross-cutting activities are included in the project design to support project efforts to contribute to gender equality, including:

Facilitate the uplifting of time-poverty related barriers. This includes, among others:

- Women's engagement, empowerment and organized self-help through Farmers' Clubs as well as other community-based structures;
- Promote more equal distribution of labor – including care work – through education and outreach; and
- Organize child care in the communities to make participation in project activities more feasible and to establish a sustainable system that can be locally maintained post-project.

Project efforts will also:

- Include activities to enhance equal access to and control over material and non-material resources of both male and female farmers;



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- Promote gender balance in decision-making; and
- Encourage voice and participation of both women and men.

All project staff will receive a gender training at the start of the project, provided by a Bissau-Guinean gender expert. The training will include an emphasis on designing activities, approaches, trainings and materials in a gender-responsive manner, taking into account needs, preferences and priorities of women in regards to, among others, access to information and training. Project staff will be hired with a preference for both women staff and those with gender experience.

All trainings, materials and manuals will be designed from a gender-responsive starting point, securing that the information provided is equally easily accessible for women and other vulnerable groups.

Given the low levels of literacy – especially for women – in the project areas, and based on ADPP-GB's previous experience with farmers with varying levels of literacy, project materials will be designed with illiterate farmers in mind. They will have instructive pictures and drawings as much as possible, with accompanying text for those who can/wish to read more.

Field staff will also work with local groups to identify those who are literate and comfortable supporting other farmers; these people can then work in smaller groups to review materials shared.

Information will also be shared via audio messages on WhatsApp and via text, so those who cannot read can listen.

Field staff will also be trained about illiteracy and different ways of learning. When they go in the communities to conduct activities, they will first find out the educational backgrounds of the farmers they are working with, especially where and how farmers learned, to understand their literacy levels and their best methods of learning. With this knowledge, they will use a range of techniques that are both creative (storytelling, games, team-building quizzes) and more formalized (more traditional teacher/ student approaches.)

The project will also hold literacy classes, especially for women farmers, to build their capacity to read and write.

ADPP-GB will also invite networks of local groups, including women's groups and cooperatives, among others, to help disseminate information.

Stakeholder engagement undertaken during the preparation of the project has been incorporated in gender-related activities to address the needs and priorities of women and men and contributed to:

- The establishment of childcare / consideration of children's presence for several activities;
- Efforts to incorporate men's awareness and support for activities that empower women, and viewing them as partners;
- Inclusion of issues related to GBV, family planning, health in trainings, etc. as these directly impact a woman's ability to be productive; and
- Inclusion of Functional Literacy on adaptation to climate change and access to basic rights by promoting access to identity documentation for women in target communities.

Project preparation

During the project preparatory stage, the following efforts will be made:

- Goal of: 30% of PMU/UGP and technical support group (ETP) teams; 25% staff teams composed of women, PWD, people from vulnerable communities.
- A gender sensitive approach will be taken in all IEC activities.
- Efforts will be made to achieve gender balance in initial assessments.
- Attendees to be consulted on timing to fit around family commitments and to accommodate different time-schedules.
- M&E data collected will be disaggregated by sex and age for all possible indicators.

The project is organized in **3 Components**.

Outcome 1. Strengthened capacity and knowledge management to monitor and address climate risks

Outputs:

- Improved observation and management systems for monitoring climate risks
- Strengthened technical capacities for addressing water and agriculture related climate risks
- Enhanced and better systematized knowledge management

Women play key roles in all areas yet their input is not always taken into full consideration for decision-making. As such, the project will:



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- Ensure the monitoring systems, CCCs takes gender considerations and is designed with male and female input.
- Promotes gender parity among members of CCCs.
- CCCs are established with gender considerations.
- Yearly awareness-raising and information campaigns on mangrove issues are made with gender considerations.
- 50-70% of students/youth trained are women.
- Environmental Education curriculum includes gender aspects and is gender-inclusive/responsive.
- Functional Literacy Classes in the Context of Adaptation to Climate Change for women.
- Support in the registration and issuance of identity cards for women.
- Support the establishment of revolving child care system in the communities.

Capacity building must take gender into consideration and also make efforts to ensure women and men are trained. As such, activities under this component will ensure that:

- The Observatory Group (OG) will be created with female participation in both leadership/decision-making positions (30%) and in membership of the Community Observer team (OC 70%).
- Women and men are consulted in design manuals, modules, action plans and strategies are designed with gender considerations.
- Analysis of community-based brigades to ensure that they do not place unsustainable additional burdens on women and/or children and/or on other vulnerable groups.
- Female and male participation in workshops, trainings and consultations; gather information in a manner in which community members feel as comfortable and as safe as possible to speak and share information openly.
- Attendees are consulted on timing to fit around family commitments and to accommodate different time-schedules; efforts will be made to ensure gender balance of people trained and of trainers.
- Male & female extension workers and CSOs staff are trained. They are also trained in gender aspects.
- Consultation, participation and consultation with both male and female authorities and actors from various sectors (including women's organizations). Workshops include women and men and women's input is encouraged.
- Information and knowledge is disseminated to both male and female key actors and stakeholders. Communication and dissemination strategy is done with women's participation, gender considerations and with a gender-sensitive approach.
- Collaborative database includes information and knowledge with a gender perspective, input from women and men, etc. It is designed to be accessible to both women and men.
- At least 25% of targeted decision-makers are women.
- Campaigns include gender elements and are conducted at times deemed suitable for all targeted audiences.

Outcome 2. Adapted water management towards climate risks in coastal communities

Outputs:

- Climate-resilient community-based water management
- Improved management of coastal ecosystems

Activities will include:

- Consult both male and female key stakeholders Gather information in a manner in which community members feel as comfortable and as safe as possible to speak and share information openly
- Planning and identification of tree species, as well as planning for where trees should be planted, done in consultation with both men and women. Efforts made to ensure that men and women participate equally in tree-planting campaign, mangrove management and nurseries.
- Awareness raising and training on improved stoves that include gender aspects.
- Development plans drawn up with gender considerations.
- Include input from women and from men in identification of needs for water access points.
- Working sessions to identify and plan interventions include women and men. Basic manual created for the farmer done with gender considerations and input from women and men.

Outcome 3 Enhanced climate-resilience of smallholder agricultural systems

Outputs:

- Increased and diversified climate-resilient production of smallholder farmers



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- Improved income options along climate-resilient value chains

Women farmers lack desired trainings and capacity building opportunities. And when they do participate, they are often not given the same voice in decision-making processes nor equally represented as men. Activities related to this outcome will thus strive for:

- 70% women in farmers' clubs.
- Mentoring of productive groups done by both male and female animators and supervisors, followed up/with orientation provided by the gender specialist.
- Seed bank created with input from both women and men. Information will be gathered in a manner in which community members feel as comfortable and as safe as possible to speak and share information openly.
- Trainings incorporate gender aspects.
- Promotion of women on management committees.
- Consultation for model fields done with both males and females; as above, consult in a manner that promotes openness, comfort, safety, and transparency.
- Training curricula designed with gender considerations and analysis. All training materials to be gender-inclusive/responsive. Trainings held at times convenient for both women and men.
- Agricultural community units/Clubs are established with both male and female user input. Promotion of women on management teams of the CCPs. Marketing plan takes into account considerations/concerns/priorities of both women and men.
- Promotion of women on leadership of commercial association/cooperative.
- Ensure female and male participation in farmer involvement. Monitor involvement/labor burden and if additional tasks are being taken up by women and not men; work with communities on response if so.
- 160 students targeted, minimum 50% women.
- Development of strategy includes gender considerations and input from men and women. Coordination with other projects with a focus on gender and/or women.
- Creation and training of a wide range of new micro-enterprises and businesses for women and men (at least 50% women). Awareness campaigns include the importance of women's involvement and empowerment in income generating activities.

The project will strive to ensure that women with intersecting vulnerabilities have access to the project's benefits; it will also work to track how the activities work with and impact targeted households.

The team is aware of many sub-groups of women in the targeted areas but does not yet have defined data on how many women fall into each sub-group.

It will therefore track many indicators disaggregated by sex and further disaggregated by women's sub-group. Which sub-groups to track will be determined after the baseline is completed and in consultation with the Gender Specialist. The possible sub-groups that will be tracked in many of the following indicators (some will overlap) are:

8. under 25;
9. widows (including those who now live with another family/family and those who do not);
10. women in a polygamous union;
11. head of household;
12. women with a disability (to include those with a disability from birth, those who suffered a disability from work or from violence etc.);
13. women in households with up to 7 family members;
14. women in households with more than 7 family members;
15. by education level (women without education level/illiterate; women with primary education; women with elementary education; women with high school education; women with university degree);
16. N° of children (pregnant women, women with 1 child, etc. up to women with more than 5 children);
17. women with a chronic disease;
18. women who have been victims of FGM; and
19. women who have been a victim of other harmful practice.

19.1 Logical Framework

<p>Impact Statement: Vulnerable populations benefit from increased climate-resilient sustainable development.</p> <p>Gender Impact Statement: Vulnerable women benefit from increased climate-resilient sustainable development.</p> <p>Selected indicator:</p> <p>[I.1.] Impact Indicator 1. N. of total beneficiaries relative to total population (disaggregated by gender). Target: 4,5% of the total population of Guinea-Bissau (70% women)</p> <p>[I.2.] Impact Indicator 2. N. of total direct beneficiaries (disaggregated by gender). Target: 82.450 people (70% women)</p> <p>[I.3.] Objective Indicator 3. N. of total indirect beneficiaries (disaggregated by gender). Target: 120.000 people (70% women)</p> <p>Result Area 1: Increased resilience and enhanced livelihoods of the most vulnerable people, communities, and regions</p> <p>Selected indicator:</p> <p>[R.A.I.1.] Result Area Indicator 1. N. of people benefiting from the adoption of diversified, climate resilient livelihood options (disaggregated by sex). Target: + 202.450 people (70% women)</p> <p>Result Area 2: Increased resilience of health and well- being, and food and water security</p> <p>Selected indicators:</p> <p>[R.A.I.2.] Result Area Indicator 2. N. of food-secure households (disaggregated by male and female-represented households). Target: + 8.500 (70% female-represented)</p> <p>[R.A.I.3.] Result Area Indicator 3. N. of people with year round access to reliable and safe water supply despite climate shocks and stresses (disaggregated by sex). Target: + 82.450 (70% women)</p> <p>Component 1. Development of technical and institutional capacity of government and civil society.</p> <p>Outcome 1: Strengthened capacity and knowledge management to monitor and address water and agriculture-related climate risks in Oio and Cacheu Regions</p> <p>Selected Gender Indicators per Components:</p> <p>[Oc.I.1.] Outcome 1. Component 1 Indicator. 2 Observatory Groups operational and working with the National authorities, providing information to the population . Please note: This outcome is not gender specific yet gender indicators are included under certain outcomes.</p> <p>Gender indicator/goal: % of women active in Observatory Groups. Goal: leadership: 30%; membership: 70%</p> <p>Component 2 - Adaptation of water management towards climate risks in coastal zones</p> <p>Outcome 2: Improved water availability and quality for production and consumption, in coastal communities in Oio and Cacheu, despite climate risks</p> <p>Outcome 2 Indicator 2. N. of people reached by risk reduction measures established/strengthened (disaggregated by gender). Goal: 82.450 (70% women)</p> <p>Component 3 - Building resilience of farming communities towards climate change</p>
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Outcome 3: Enhanced climate-resilience of smallholder farmers in coastal communities in Oio and Cacheu Region

Component 3 Indicator 1. N. of people made aware of Climate Change threats and related appropriate responses (disaggregated by gender). Goal: 120,000 (60% women)

Outcome 3 Indicator 3. N. of vulnerable households using action supported tools, instruments, strategies and activities to respond to climate change and variability (disaggregated by male-headed and female-headed). Goals: 8,500 farmers (70% female-represented) adopt CRA practices promoted on 170 Model Plots; 8,500 farmers (70% female-represented) with improved access to water for production; 160 people (70% women) gained access to support for establishing micro -enterprises and IGAs;

Outcome 1 Strengthened capacity and knowledge management to monitor and address water and agriculture-related climate risks in Oio and Cacheu Regions

Output 1.1. Improved local observation and management systems for monitoring water and agriculture-related climate risks in Oio and Cacheu Region.

Please note: This output is not gender specific yet gender indicators are included under certain activity outputs.

Selected indicators:

[iOp-1.1.2.] N. of annual action plans of the Observatory Group designed and validated.

Gender indicator/goal: No. of action plans that take gender into consideration as a result of support (led by gender specialist) given to project team and communities. Goal: 5

[iOp.1.1.4.] N. of CCCs established and functioning. Goal: 20;

Gender indicator/goal: % of CCCs with at least 50% female members – Goal: 75%.

Gender indicator/goal: % of CCCs with at least 50% female leadership – Goal: 75%.

Gender indicator: % of CCCs that provide referrals to women and men on issues of importance to women (GBV, family planning, more). Goal: 100%

Output 1.2. Strengthened technical capacities of decision-makers and field staff in Oio and Cacheu Region for addressing water and agriculture related climate risks.

Please note: This output is not gender specific yet gender indicators are included under certain activity outputs.

Selected indicators:

[iOp-1.2.1.] N. of workshops/trainings sessions addressed on agri-environmental practices, technologies, water and soil quality monitoring.

Gender indicator/goal: % of workshops with at least 50% female participants. Goal: 75%

[iOp.1.2.3.] N. of workshops and training courses addressed for decision-makers at national and regional level on agri-environmental practices, technologies, water and soil quality monitoring system. Goal: 10.

Gender indicator/goal: % of workshops and training courses that are reviewed/revised by the gender specialist before being held. Goal: 100%

Gender indicator/goal: # of webinar trainings with at least 25% female participation. Goal: 8.

Gender indicator/goal: # of workshop and training attendees who are women ministries or gender ministries involved in steering and technical committees to support with oversight and technical issues

Gender indicator/goal: # of workshop attendees who are from women ministries or gender ministries

[iOp.1.2.5.] N. of communities sensitized on agri-environmental practices, technologies, water and soil quality monitoring system.

Gender indicator/goal: Sensitization material gender sensitive - 100% of materials



Gender indicator/goal: Sensitization activities organized for women to be able to attend - 100% of activities
 Gender indicator/goal: % of communities in which efforts have been made to mobilize men as champions of women's empowerment & equality in agricultural productive systems: 100%

[iOp.1.2.7.] N. of youth trained on climate-resilient agriculture with practice done in the project Farmer Clubs. Goal: 110.

Gender indicator/goal: 50% women

[Op.3.6.] N. of trained youth integrated in the Farmers' Clubs. Goal: 68.

Gender indicator/goal: 50% women.

[Op.3.7.] N. of youth trained on post-harvest practices and use of technologies. Goal: 115.

Gender indicator/goal: 50% women.

[Op. 1.3.] Output 1.3. Improved availability and accessibility to knowledge on water and agriculture-related climate risks and adaptation options.

Please note: This output is not gender specific yet gender indicators are included under certain activity outputs.

Selected indicator:

[iOp.1.3.1.] Output Indicator 9. N. of knowledge management and dissemination strategies developed.

Gender indicator/goal: % of management and dissemination strategies that are reviewed/revise by the gender specialist before being finalized. Goal: 100%

[iOp.1.3.2.] Output Indicator 10. N. of informative documents with lessons learned and recommendations integrated in national monitoring systems.

Gender indicator/goal: % of documents created that incorporate gender/take gender under consideration, as per the analysis of the gender specialist. Goal: 100%

Activities	Indicators and Targets	Timeline	Responsibilities	Costs
Activity 1.1.1. Conceptualization and operationalization of The Observatory Group (OG) for climate-resilient agriculture (CRA) practices and technologies and water and soil quality monitoring (WSQM) and integration of the OG activities with national monitoring systems. Gender sub-activity (a): Consult male and female key stakeholders. Gender sub-activity (b): Field staff work with communities to create Observatory Group (OG), and to advocate for female participation in both leadership/decision-making positions. Gender sub-activity (c): Individuals involved in OGs are trained by project staff in gender empowerment/inclusion Gender sub-activity (c): Identify local initiatives/organizations that have a focus on women and/or gender; contact organizations to gather information and discuss strategies for collaboration.	[A.1.1.1.a] Observatory Group (OG) created with female participation in both leadership/decision-making positions. Goal: 30% (leadership) and 70% (membership) [A.1.1.1.b] Number of stakeholders consulted, disaggregated by sex. Goal: TBC with baseline [A.1.1.1.c] Number of initiatives that have a focus on women and/or gender identified and contacted. Goal: TBC with baseline [A.1.1.1.de] Project plan and design is updated to incorporate new findings.	Q1, Q2, Q3, Q4/Y1	ADPP (Executing Entity) Gender Specialist	5% of activity budget



Gender sub-activity (d): With gender specialist support, incorporate findings into project plan and design.				
<p>Activity 1.1.2. Establish Climate Community Centers (CCC).</p> <p>Gender sub-activity (a): Gender specialist supports project team to consult community members – men and women – about location and other characteristics of CCCs. Consultations are held at times convenient for respondents.</p> <p>Gender sub-activity (b): Gender specialist provides input to team on materials at the center and how they can be more gender-inclusive/responsive, etc. (such as establishing a private area for breastfeeding mothers, separate latrines, and/or creating a play area outside with simple, locally available materials so women can come and their children can play while they consult/are active at the CCCs, for example.)</p> <p>Gender sub-activity (c): Community members are mobilized to help establish CCCs and are informed about the gender considerations. This includes meetings with local leaders/key stakeholders and influencers and meetings with community members.</p> <p>Gender sub-activity (d): Train all project staff in how to provide referrals. Gender specialist assists in training all project staff in how to recognize signs of GBV, how to respond to allegations of GBV, and how to support survivors with referrals.</p> <p>Gender sub-activity (e): With gender specialist support and information gathered on referrals, centers place information/referral contacts related to issues of relevance to women including family planning, GBV, more in public areas at the center.</p> <p>Gender sub-activity (f): Support communities to establish CCC monitoring systems. Provide information on the importance of gender parity in responsibilities and in women's involvement in decisions.</p> <p>Gender sub-activity (g): Organize a community-based, rotating childcare system with the mothers and the gender specialist.</p>	<p>[A.1.1.2.a] % of centers are established with input from women and men and with gender considerations. Goal: 100%</p> <p>[A.1.1.2.b] % of CCC monitoring systems incorporate gender considerations and strive for gender parity in leadership and membership. Goal: 75%</p> <p>[A.1.1.2.c] % of CCC connected community-based, rotating childcare system for children from 2 to 5 years organized with the gender specialist and community mother's participation. Goal: 100%</p> <p>[A.1.1.2.d] % of project staff who have been trained in GBV and to provide appropriate referrals. Goal: 100%</p> <p>[A.1.1.2.e] % of CCCs that have information available on GBV support/referrals. Goal: 100%</p>	Y1 & Y2	ADPP (Executing Entity) Gender Specialist	5% of activity costs
Activity 1.1.3 Equip OGs and CCCs with technologies for WSQM	N/A		ADPP (Executing Entity)	

			Gender Specialist	
<p>Activity 1.1.4. Training of OG members, including community members and individuals on O&M of observatory equipment.</p> <p>Gender sub-activity (a): Field staff consult OG members to determine what time and where training should be held.</p> <p>Gender sub-activity (b): Special efforts are made to mobilize women: outreach is conducted at times convenient to women, outreach is conducted where women frequent, outreach is conducted when men are not present and female questions are encouraged.</p> <p>Gender sub-activity (b): Project staff consult gender specialist on training materials, to ensure gender considerations and appropriate language and content; specialist provides input.</p> <p>Gender sub-activity (c): Training is given by a team that includes women.</p>	<p>[A.1.1.2.a] % of people trained who are women. Goal: 70%</p> <p>[A.1.1.2.b] % of trainers who are women. Goal: 25%</p> <p>[A.1.1.2.c] % of project staff at workshops who are women. Goal: 50%.</p> <p>[A.1.1.2.d] As per gender specialist: Gender issues are included in workshops.</p> <p>[A.1.1.2.e] As per gender specialist: Guidelines for the O&M manual are complete with gender considerations and with male and female input; Gender aspects are embedded in the content and a gender sensitive approach is used; Both genders are equally represented as actors and beneficiaries, and the language used is sex-specific and refers to both sexes.</p> <p>[A.1.1.2.f] % of OG members who can, based on training, name at least 3 ways in which responsibilities will be split fairly between men and women (disaggregated by sex). Goal: 75% of men and 75% of women.</p>	Q4/Y1, Q1/Y2	ADPP (Executing Entity) Gender Specialist	5% of activity budget
<p>Activity 1.2.1. Development of Training Manuals, Modules and Curriculums for Environmental Education, CRA practices and technologies, adaptation towards water and soil salinization.</p> <p>Gender sub-activity (a): Design guidelines for the Training Manuals and Modules with the gender specialist. The guidelines include gender considerations and are made with male and female input. Hold consultative meetings with women to gather input. Embed gender aspects in the content and use a gender sensitive approach. Represent both genders equally as actors and beneficiaries, use sex-specific language, and refer to both sexes.</p>	<p>[A.1.2.1.a] As per gender specialist: Manuals are completed with gender considerations; Gender aspects embedded in content and forms of messaging and/or interactions; Both genders are equally represented as actors and beneficiaries, and the language used is sex-specific and refers to both sexes.</p> <p>[A.1.2.1.b] # of women who have provided input to the design and development of the manuals and modules. Goal: TBC at project start</p>	Q1-Q2/Y1	ADPP (Executing Entity) Gender Specialist	
<p>Activity 1.2.2. Capacity building of national-level decision-makers, local government authorities and field staff on WSQM, Adaptation and CRA practices.</p>	<p>[A.1.2.2.a] % of decision-makers who attend workshops who are women. Goal: 20%</p>		ADPP (Executing Entity)	

<p>Gender sub-activity (a): Field staff consult decision-makers to identify convenient time/date, and to mobilize women to participate.</p> <p>Gender sub activity (b): Project staff consult gender specialist on workshop materials, to ensure gender considerations and appropriate language and content; specialist provides input.</p> <p>Gender sub-activity (c): Workshops are given by a team that includes women.</p> <p>Gender sub-activity (d): Project staff consult gender specialist on training materials, to ensure gender considerations and appropriate language and content; specialist provides input.</p> <p>Gender sub-activity (e): Mobilize male & female extension workers and members of CSOs' staff.</p> <p>Gender sub-activity (f): Consult attendees on timing to fit around family commitments and to accommodate different time-schedules.</p> <p>Gender sub-activity (g): Sessions are given by a team that includes women.</p>	<p>[A.1.2.2.b] % of invited institutions who have been requested to send at least 1 female representative to workshops. Goal: 100%</p> <p>[A.1.2.2.c] # of attendees of workshops who represent institutions that focus on gender. Goal: TBC with baseline (to include Ministry, IMC, Practicas Nefastas, and other organizations to be identified)</p> <p>[A.1.2.2.c]: % of project staff at workshops who are women. Goal: 25%</p> <p>[A.1.2.2.d] Gender issues are included in the workshops, as per gender specialist.</p> <p>[A.1.2.2.e] % of authorities at workshops who are women. Goal: 20%</p> <p>[A.1.2.2.f] % of staff team at workshops who are women. Goal: 25%</p> <p>[A.1.2.2.g] Gender issues are included in the training, as per gender specialist.</p> <p>[A.1.2.2.h] % of extension workers who attend trainings who are female. Goal: 10%</p> <p>[A.1.2.2.i] % of CSO staff workers who attend trainings who are female. Goal: 25%</p>		Gender Specialist	
<p>Activity 1.2.3. Train youth through vocational training courses in CRA practices, including specializations in livestock management and post-harvest practices.</p> <p>Gender sub-activity (a): Gender specialist reviews curriculum and works with team to enhance/improve it so it is more gender-inclusive and gender-sensitive.</p> <p>Gender sub-activity (b): Mobilize youth – male and female – to take courses.</p> <p>Gender sub-activity (c): Trainings are provided by both men and women.</p>	<p>[A.1.2.3.a] Total (115) students (disaggregated by sex and within women disaggregated (TBC with gender specialist and project team at project start – disaggregation may include all or a selection of the following): under 25; widows (including those who now live with another family/family and those who do not); women in a polygamous union; head of household; women with a disability (to include those with a disability from birth, those who suffered a disability from work or from violence etc.; women in households with up to 7 family members; women in households with more than 7 family members; by education level (women without education level/illiterate; women with primary education; women with elementary education; women with high school education; women with university degree); N° of children (pregnant women, women with 1 child, etc. up to women with more than 5 children); women</p>	ALL QUARTERS – Y1-Y4Q3 & Q4/Y1 Q1 & Q2/Y1	ADPP (Executing Entity) Gender Specialist	5% of activity cost



	<p>with a chronic disease; women who have been victims of FGM; women who have been a victim of other harmful practice (some will overlap). Goal: 70% women disaggregated goal/figures TBC with baseline);</p> <p>[A.1.2.3.b] As per gender specialist, trainings incorporate gender aspects.</p> <p>[A.1.2.3.c] At least 25% of trainers are women</p>			
<p>Activity 1.2.4. Conduct sensitization campaigns and address concrete barriers at community-level for climate change literacy, adaptation options, and other resilience-building topics.</p> <p>Gender sub-activity (a): Gender specialist supports project team to develop questionnaire to gather information from women about literacy interests, needs.</p> <p>Gender sub-activity (b): Primarily female field staff consult women on literacy classes. Outreach is done at times that are convenient for women and when they are home.</p> <p>Gender sub-activity (c): Team consults gender specialist, to share findings and establish times and locations for literacy classes.</p> <p>Gender sub-activity (d): Gender specialist supports team to ensure the curriculum for the functional literacy course is gender-sensitive.</p> <p>Gender sub-activity (e): Community outreach to men – through group discussions, one-on-one conversations, awareness campaigns, mobilizing local leaders to be “champions” of women’s literacy – to raise awareness and understanding of the importance of women’s literacy and how it is good for their development, as well as that of their families and communities.</p> <p>Gender sub-activity (f): Hold functional literacy classes in the context of adaptation to climate change (agriculture, health, nutrition, gender equality etc... in the context of climate change), and mitigation of climate change impacts. Work with Ministry of Environment and Ministry of Education, with knowledge of Ministry of Woman and Family to design content.</p> <p>Gender sub-activity (g): Monitor community members for potential negative feedback to women’s education; work with gender specialist with input from women’s groups and Ministry</p>	<p>[A.1.2.4.a] Total places per CCC per year, from the 2nd year on and total women who receive literacy training: Goal 20 /1,360 women receive literacy training.</p> <p>[A.1.2.4.b] % of campaigns are conducted with gender considerations. Goal: 100%</p> <p>[A.1.2.4.c] % of communities in which a local leader and/or influencer is promoting women’s literacy. Goal: 100%</p>	<p>Q2-Q4/Y1, ALL QUARTERS Y2, Y3, & Y4</p>	<p>ADPP (Executing Entity)</p> <p>Gender Specialist</p>	<p>5% of activity costs</p>

<p>of Woman and Family to adapt/respond appropriately (additional community outreach campaigns, for example) should negative reactions occur.</p> <p>Gender sub-activity (h): Work with gender specialist to design campaigns to ensure that they include gender elements. Embed gender aspects in content and forms of messaging and interactions – this includes messaging that targets men to increase their support for women’s active and equal role in agricultural productive systems. Use a gender sensitive approach in all IEC activities (written, verbal, audio and visual content.) In IEC materials used, equally represent both genders as actors and beneficiaries, and use language that is sex-specific wherever possible and refer to both sexes. Include in topics to cover access, use and decision-making over land related issues be dealt with in the project and also in relation to polygamous households.</p> <p>Gender sub-activity (i): Conduct awareness campaigns at times deemed suitable for all targeted audiences and/or at differing times to accommodate different schedules.</p> <p>Gender sub-activity (j): Support women to attain identity cards.</p>				
<p><u>Activity 1.2.5. Mainstream environmental education in the young adult education system in the target areas.</u></p> <p>Gender sub-activity (a): Gender specialist reviews curriculum and works with team to enhance/improve it so it is more gender-inclusive and gender-sensitive.</p> <p>Gender sub-activity (b): Conduct community campaigns at locations where youth frequent to mobilize youth – male and female – to take courses. In campaigns, include targeted messaging for females to participate and to promote community support for women’s training in traditionally male-dominated areas. Include in topics to cover access, use and decision-making over land related issues be dealt with in the project and also in relation to polygamous households.</p> <p>Gender sub-activity (c): Hold community meetings with local leaders to discuss the importance of youth participation in the trainings, and of the importance of allowing young women to participate.</p>	<p>[A.1.2.5.a] As per gender specialist, trainings incorporate gender aspects.</p> <p>[A.1.2.5.b] Total # of students / % women (disaggregated by sex and within women (TBC with gender specialist and project team at project start – disaggregation may include all or a selection of the following): under 25; widows (including those who now live with another family/family and those who do not); women in a polygamous union; head of household; women with a disability (to include those with a disability from birth, those who suffered a disability from work or from violence etc.; women in households with up to 7 family members; women in households with more than 7 family members; by education level (women without education level/illiterate; women with primary education; women with elementary education; women with high school education; women with university degree); Nº of children (pregnant women, women with 1</p>	<p>Y2-Y5</p>	<p>ADPP (Executing Entity)</p> <p>Gender Specialist</p>	<p>5% of activity costs</p>



<p>Gender sub-activity (d): Enroll youth.</p> <p>Gender sub-activity (e): Trainings are provided by both men and women.</p> <p>Gender sub-activity (f): Provide enrolled youth with information on and referrals about GBV.</p>	<p>child, etc. up to women with more than 5 children); women with a chronic disease; women who have been victims of FGM; women who have been a victim of other harmful practice (some will overlap). Goal: 115 / 70% (disaggregated TBC)</p> <p>[A.1.2.5.c] % of trainers who are women. Goal: 25%</p>			
<p>Activity 1.3.1. Conduct Baseline Study and KAP Survey.</p> <p>Gender sub-activity (a): Design baseline study and KAP Survey with input from gender specialist. Determine: when to conduct outreach to ensure women's participation; which female stakeholders should be targeted; and which data will be better collected from women without the presence of men, among other topics. Ensure disaggregated data to include (TBC with gender specialist and project team at project start – disaggregation may include all or a selection of the following): under 25; widows (including those who now live with another family/family and those who do not); women in a polygamous union; head of household; women with a disability (to include those with a disability from birth, those who suffered a disability from work or from violence etc.; women in households with up to 7 family members; women in households with more than 7 family members; by education level (women without education level/illiterate; women with primary education; women with elementary education; women with high school education; women with university degree); Nº of children (pregnant women, women with 1 child, etc. up to women with more than 5 children); women with a chronic disease; women who have been victims of FGM; women who have been a victim of other harmful practice (some will overlap).</p> <p>Gender sub-activity (b): Mobilize female field staff to contribute to study and survey.</p> <p>Gender sub-activity (c): Conduct study and survey at times that will allow both men and women to participate. Collect some data without men present.</p> <p>Gender sub-activity (d): Disaggregate collected data by sex, age, and polygamous union whenever possible.</p>	<p>[A.1.3.1.a] % of data collected comes from women. Goal: 50%</p> <p>[A.1.3.1.b] As per gender specialist and indicated in the text of the Baseline Study and KAP Survey: data collected includes gender related issues.</p> <p>[A.1.3.1.c] % of women who participate/provide information who are heads of household. Goal: 50%</p> <p>[A.1.3.1.d] % of women who participate/provide information who are in a polygamous union. Goal: 25%</p>	<p>Q4/Y1 & every other quarter all other years</p>		

<p>Activity 1.3.2. Elaborate a knowledge base with a collaborative e-platform for climate resilience and adaptation practices</p> <p>Gender sub-activity (a): Consult gender specialist on information and platform to ensure that it includes information and knowledge with gender perspective, input from women and men, is accessible to women etc.</p> <p>Gender sub-activity (b): Design e-platform with input from gender specialist, to ensure that it is designed to be accessible to both women and men.</p> <p>Gender sub-activity (c): Test e-platform with women-led organization/associations and/or organizations that are comprised of and/or that work closely with women (agricultural, commercialization) to receive input and feedback to improve its accessibility for women.</p>	<p>[A.1.3.2.a] # of organizations/associations that have provided input to improve e-platform for women. Goal: TBC with baseline</p> <p>[A.1.3.2.b] E-platform has been updated as per input provided by outside organizations/associations.</p>	Y2-Y5		5% of activity costs
<p>Activity 1.3.3. Disseminate knowledge and information in local, national and regional workshops and forums.</p> <p>Gender sub activity (a): Consult gender specialist to ensure that communication and dissemination strategy is done with gender considerations and with gender-sensitive approach. Ensure that information includes gender issues.</p> <p>Gender sub-activity (b): Identify both male and female key actors and stakeholders, as well as workshops and forums that include women's organizations and/or that target gender issues.</p> <p>Gender sub-activity (c): Disseminate information through various means – in-person, via email, via WhatsApp, via radio, via hard copy to capture a wider range.</p> <p>Gender sub-activity (d): Develop dissemination strategy with input from gender specialist. Strategy will include women's participation, gender considerations and input from men and women. Strategy will also coordinate with other projects with a focus on gender and/or women.</p> <p>Gender sub-activity (e): Field staff consult authorities to identify convenient time/date. Mobilize both male and female local and central authorities, actors from various sectors</p>	<p>[A.1.3.3.a] As per gender specialist, dissemination strategy includes women's participation, gender considerations and input from men and women, and is coordinated with other projects with a focus on gender and/or women.</p> <p>[A.1.3.3.b] % of authorities who participate in workshops who are women. Goal: 20%</p> <p>[A.1.3.3.c] % of staff team who participate in workshops who are women. Goal: 25%</p> <p>[A.1.3.3.d] As per gender specialist and noted in the text of the workshop materials, gender issues are included in the workshops.</p> <p>[A.1.3.3.e] As per the gender specialist and noted in the texts, communication strategy and Action Plan are gender responsive and sensitive.</p> <p>[A.1.3.3.f] % of those who receive information who are women. Goal: 70%</p>	Y2-Y5		5% of activity costs

<p>(including women's organizations, among others) to participate in workshops.</p> <p>Gender sub-activity (f): Project staff consult gender specialist on workshop materials, to ensure gender considerations and appropriate language and content; specialist provides input.</p> <p>Gender sub activity (g): Workshops include women and men and women's input is encouraged.</p> <p>Gender sub-activity (h): Workshops are given by a team that includes women.</p> <p>Gender sub-activity (i): Gender specialist provides input to communication strategy and action plan. Strategy and action plan will include: efforts to achieve gender balance in outreach activities and audience; assuring that participants are consulted on timing to fit around family commitments and to accommodate different time-schedules of men, women, and youth; assuring that efforts are made to ensure gender balance of responders; and that all communication material produced is gender sensitive.</p>				
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Outcome 2 Improved water availability and quality for production and consumption, in coastal communities in Oio and Cacheu, despite climate risks

Output 2.1. Community-based water management is improved and adapted towards climate risks, including salt-water intrusion and extreme weather events

Gender indicators:

Gender indicator/goal: As confirmed by gender specialist, all plans made and/or established - water management interventions on lower flood prone areas; mini-dams for irrigation of rice and vegetable crops; updated Coastal Management – incorporate input from women and men and gender considerations

Gender indicator goal: As confirmed by gender specialist, all actions - for water management interventions on lower flood prone; micro-scale irrigation systems interventions; mini-dams for irrigation of rice and vegetable crops; rain and storm water retention systems – consult women and men beforehand to identify different needs/constraints and to ensure that actions respond to varying priorities, needs of women and men

[Op. 2.2.] Output 2.2. Mangrove ecosystems are better managed, as an ecosystem-based adaptation measure towards salt-water intrusion

Selected indicators:

[iOp.2.2.1.] No of community nurseries for mangroves and coastal trees established and operational.

Gender indicator/goal: 70% of individuals participating in the actions are female

<p>Gender indicator/goal: % of surveyed women engaged in mangrove actions who report that nursery management is being done in a manner that is fair and equitable. Goal: 75%</p> <p>[iOp.2.2.2.] No of communities engaged in reforestation of mangroves.</p> <p>Gender indicator/goal: 70% of individuals participating in the actions are female</p> <p>Gender indicator/goal: % of surveyed women engaged in mangrove reforestation who report that they see benefits to themselves and their families from reforestation efforts. Goal: 75%</p> <p>[iOp.2.2.3.] No of communities where firewood saving stoves are introduced</p> <p>Gender indicator/goal: % of surveyed women using stoves who report that they see benefits to themselves and their families from the stoves. Goal: 75%</p>				
Activities	Indicators and Targets	Timeline	Responsibilities	Costs
<p>Activity 2.1.1. Elaborate adaptation management plans (salinization of rice fields, on-site agriculture, water and coastal management)</p> <p>Gender sub-activity (a): Male and female field staff consult both men and women in regards to the plans. Outreach to community members is done at times that are convenient for both sexes and at times when people are home.</p> <p>Gender sub-activity (b): Gender specialists provides support and input to ensure that gender concerns, considerations, and strategies are appropriately incorporated.</p> <p>Gender sub-activity (c): Plans are elaborated with gender considerations and input.</p> <p>Gender sub-activity (d): Hold community sessions / groups / outreach activities to cover women's access, use and decision-making over land related issues, also in relation to polygamous households.</p>	<p>[A.2.1.1.a] % of field staff who conduct outreach who are female. Goal: 25%</p> <p>[A.2.1.1.b] % of people consulted who are female. Goal: 50%</p> <p>[A.2.1.1.d] As per gender specialist, plans incorporate input from both men and women, and with due consideration to their concerns, issues, and priorities.</p> <p>[A.2.1.1.d] # of people reached (TBC with Gender Specialist but likely to be disaggregated by sex, female HoH, and female in a polygamous union) with campaigns on women's access, use and decision-making over land related issues, also in relation to polygamous households. Goal: TBC # of women (of which TBC # of female HoH and TBC # of females in a polygamous union) and TBC # of men.</p>	<p>Q2 & Q3/Y1, Q1/Y2, Q1/Y3, Q1/Y4, Q1 & Q4/Y5</p>	<p>ADPP (Executing Entity)</p> <p>Gender Specialist</p>	<p>5% of activity budget</p>
<p>Activity 2.1.2. Construct and rehabilitate water management infrastructures to prevent salt water intrusion in mangrove-rice paddies</p> <p>Gender sub-activity (a): Gender specialist supports project team to develop questionnaire to gather information from men and women about water infrastructure and to identify potential locations for infrastructures and water points that would reduce workload on women.</p> <p>Gender sub-activity (c): Male and female field staff consult both men and women on water infrastructure and water</p>	<p>[A.2.1.2.a] % of communities that have new water infrastructure that has been installed using a gender-responsive approach. Goal: 100%</p> <p>[A.2.1.2.b] % of communities with new water infrastructure that have incorporated something in their design to ensure that the workload on women is reduced. Goal: 100%.</p> <p>[A.2.1.2.c] % of communities in which a female stakeholder reports that new water infrastructure responds to women's interests and needs. Goal: 100%.</p>	<p>Q2 & Q3, ALL YEARS</p>	<p>ADPP (Executing Entity)</p> <p>Gender Specialist</p>	<p>5% of activity budget</p>

<p>points. Outreach to community members is done at times that are convenient for both sexes and at times when people are home.</p> <p>Gender sub-activity (c): Team consults gender specialist, to share findings and identify potential locations.</p> <p>Gender sub-activity (d): Locations are confirmed with male and female local leaders and community representatives.</p> <p>Gender sub-activity (e): Water infrastructure is constructed and/or rehabilitated with gender considerations gathered from community members.</p> <p>Gender sub-activity (f): Conduct surveys with community members regarding their satisfaction/perceptions of the new infrastructure.</p>	<p>[A.2.1.2.d] Perceived reduction in workload and time savings for women who are currently sourcing water and using a lot of their time and labor to collect water (as per interviews with community members and key stakeholders)</p> <p>[A.2.1.2.e] The number of women and men benefiting from the establishment of infrastructures (TBC with Gender Specialist but likely to disaggregate women by head of household and women in a polygamous union). Goal: TBC # of women (of which TBC # of female HoH and TBC # of females in a polygamous union) and TBC # of men.</p>			
<p>Activity 2.1.3. Establish water management systems to address water shortages for production and consumption during prolonged dry spells</p> <p>Gender sub-activity (a): Gender specialist supports project team to develop questionnaire to gather information from men and women about irrigation systems and agricultural production practices, preferences, etc. and to identify potential locations for irrigation systems that would reduce workload on women.</p> <p>Gender sub-activity (b): Male and female field staff consult both men and women on irrigation systems. Outreach to community members is done at times that are convenient for both sexes and at times when people are home.</p> <p>Gender sub-activity (c): Team consults gender specialist, to share findings and identify potential locations.</p> <p>Gender sub-activity (d): Locations are confirmed with male and female local leaders and community representatives.</p> <p>Gender sub-activity (e): Promote systems of water access that are aligned with both male and female needs/priorities. Recover/open water points based on input from both women and men. Construct 10 new water holes with tanks for drinking water based on collected gender findings and considerations.</p>	<p>[A.2.1.3.a] % of irrigation systems installed/recovered are done so with gender considerations and with the idea to reduce workload of women. Goal: 100%</p> <p>[A.2.1.3.b] Perceived reduction in workload and time savings for women who are currently sourcing water and using a lot of their time and labor (as per interviews with community members and key stakeholders)</p> <p>[A.2.1.3.c] The number of women and men benefiting from the establishment of micro-scale irrigation systems (TBC with Gender Specialist but likely disaggregated by sex, HoH, and in a polygamous union). Goal: TBC # of women (of which TBC # of female HoH and TBC # of females in a polygamous union) and TBC # of men.</p>	<p>Q2 & Q3/Y1 – ALL YEARS</p>	<p>ADPP (Executing Entity)</p> <p>Gender Specialist</p>	<p>5% of activity budget</p>

Gender sub-activity (f): Conduct trainings about the positive benefits of shared responsibility for water collection. Gender sub-activity (g): Conduct surveys with community members regarding their satisfaction/perceptions of the new systems.				
Activity 2.1.4. Promote small-scale irrigation schemes to maintain agricultural production Gender sub-activity (a): Team reviews data gathered regarding male and female insight on water collection, water infrastructure, etc. Analyze irrigation systems to determine how they respond to different interest and challenges. Gender sub-activity (b): Conduct trainings about irrigation systems, highlighting the benefits to interests, challenges, needs, constraints of men and of women. Gender sub-activity (c): Conduct surveys with community members regarding their satisfaction/perceptions of the new systems.	[A.2.1.4.a] Perceived reduction in workload and time savings for women through the micro-scale irrigation systems (as per interviews with community members and key stakeholders)	Q3 & Q4/Y1, Q1 & Q4/Y2 – Y5	ADPP (Executing Entity) Gender Specialist	5% of activity budget
Activity 2.2.1. Implement erosion control and adaptation actions towards sea level rise and saline water intrusion through functional reforestation of mangroves Gender sub-activity (a): Gender specialist supports project team to develop questionnaire to gather information from men and women about reforestation and practices, preferences for tree species, etc. Gender sub-activity (b): Male and female field staff consult both men and women on reforestation. Outreach to community members is done at times that are convenient for both sexes and at times when people are home. Gender sub-activity (c): Team consults gender specialist, to share findings and identify potential locations and tree species. Gender sub-activity (d): Locations and species are confirmed with male and female local leaders and community representatives.	[A.2.2.1.a] % of nurseries designed with gender considerations. Goal: 100% [A.2.2.1.b] % of nurseries that have both women and men involved in their care and maintenance. Goal: 100% [A.2.2.1.c] # of people (to be confirmed with Gender Specialist but likely disaggregated by sex, female HoH and female in a polygamous union) who are involved in nursery care and maintenance. Goal: TBC # of women (of which TBC # of female HoH and TBC # of females in a polygamous union) and TBC # of men. [A.2.2.1.d] % of trees planted with gender consideration as to where, when, what, and who planted. Goal: 100% [A.2.2.1.e] % of trees that were planted by men / women. Goal: 50% / 50% [A.2.2.1.f] Community members report that they are satisfied with the trees that have been planted, and they believe that they will benefit them individually (as per surveys with community members and key stakeholders,	Q1-Q4/Y2, Q2-Q4/Y3-Y5	ADPP (Executing Entity) Gender Specialist	5% of activity budget



<p>Gender sub-activity (e): Train community members in how to plant and care for new trees. Explain the benefits and drawbacks of the different species.</p> <p>Gender sub-activity (f): Mobilize male and female community members to participate in tree planting; promote equal participation and ensure that it is a responsibility shared between men and women. Women and men work with project staff to identify how many of each species will be allocated, what will be planted, and where they will be planted.</p> <p>Gender sub-activity (g): Conduct tree planting at times convenient for women and men, and in separate groups as needed.</p> <p>Gender sub-activity (h): Design manuals with gender specialist to ensure gender considerations.</p> <p>Gender sub-activity (i): With gender specialist, analyze community-based brigades to protect and restore mangroves to analyze if brigades are placing unsustainable additional burdens on women and/or children and/or on other vulnerable groups. If additional burdens are identified, gender specialist works with project team and communities to create responses/solutions.</p> <p>Gender sub-activity (j): Hold awareness sessions to speak with communities/raise awareness of the need to share responsibilities.</p> <p>Gender sub-activity (k): Conduct yearly awareness-raising and information campaigns on mangrove issues with gender considerations. Ensure that gender aspects are embedded in content and forms of messaging and/or interactions. Use gender sensitive approach in all IEC activities (written, verbal, audio and visual content.) In IEC materials used, represent both genders equally represented as actors and beneficiaries, and use language that is sex-specific wherever possible and that refers to both sexes. Ensure that awareness campaigns are conducted at times deemed suitable for all targeted audiences and/or at differing times to accommodate different schedules.</p>	<p>TBC with Gender Specialist but likely disaggregated by sex, female HoH, and female in a polygamous union.)</p>			
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Gender sub-activity (l): Conduct surveys with community members regarding their satisfaction/perceptions of treeplanting activities.				
<p>Activity 2.2.2. Organize sensitization sessions, and promote production and dissemination on firewood saving cookstoves</p> <p>Gender sub-activity (a): Gender specialist assists team to design household questionnaires.</p> <p>Gender sub-activity (b): Conduct household questionnaires and surveys, as well as one-on-one discussions.</p> <p>Gender sub-activity (c): Conduct expert interviews.</p> <p>Gender sub-activity (d): Conduct focus group discussions with men's groups and women's groups.</p> <p>Gender sub-activity (e) Conduct cookstove performance tests with users in the field to ensure performance and women's ease of handling.</p> <p>Gender sub-activity (f): Observe women cooking on both their traditional cookstoves and with the improved models.</p> <p>Gender sub-activity (g): Conduct cookstove field trials and gather feedback.</p> <p>Gender sub-activity (h): Conduct surveys with women, to ascertain perceived time saved collecting firewood, decreases in workload, health benefits, and more.</p>	<p>[A.2.2.2.a] % of cookstoves installed with gender considerations. Goal: 100%</p> <p>[A.2.2.2.b] Women report that they are now saving time that would have been spent collecting firewood and that they have a lesser workload (as per surveys with community members and key stakeholders, disaggregated by sex)</p> <p>[A.2.2.2.c] # of people (TBC with Gender Specialist but likely disaggregated by sex, female HoH, and female in a polygamous union) who are using an improved cookstove. Goal: TBC # of women (of which TBC # of female HoH and TBC # of females in a polygamous union) and TBC # of men.</p>	ALL QUARTERS starting in Y2	ADPP (Executing Entity) Gender Specialist	5% of activity budget

Component 3 Enhanced climate-resilience of smallholder farmers, in coastal communities in Oio and Cacheu Region

[Oc.3.1.] Outcome 3. Vulnerable populations have gained access to community-based structures for climate change adaptation

Selected indicators:

Output 3.1.1. Increased and diversified climate-resilient production of smallholder farmers

Gender indicator/goal: Women farmers report that supplementary support – rotating childcare, literacy courses – have strengthened their ability to sustainably produce (as per interviews with key female stakeholders and women farmers).

Gender indicator/goal: Women farmers report that there is a more enabling environment for their built capacity, greater production, literacy, and empowerment (as per interviews with key female stakeholders and women farmers).

Gender indicator/goal: Community leaders report that women's economic empowerment and enhanced leadership positions are positive for community development and are supported and promoted (via key stakeholder interviews).

Selected Indicators:

[iOp.3.1.1.] N. of farmers organized in Farmers' Clubs. Goal: 8.500.

Gender indicator/goal: 70% women; disaggregated by (TBC with gender specialist and project team at project start – disaggregation may include all or a selection of the following): under 25; widows (including those who now live with another family/family and those who do not); women in a polygamous union; head of household; women with a disability (to include those with a disability from birth, those who suffered a disability from work or from violence etc.; women in households with up to 7 family members; women in households with more than 7 family members; by education level (women without education level/illiterate; women with primary education; women with elementary education; women with high school education; women with university degree); N° of children (pregnant women, women with 1 child, etc. up to women with more than 5 children); women with a chronic disease; women who have been victims of FGM; women who have been a victim of other harmful practice (some will overlap) (#s and goals TBC with baseline)

[iOp.3.1.2.] N. of farming families mentored throughout the project. Goal: 8.500.

Gender indicator/goal: 70% represented by women; disaggregated by (TBC with gender specialist and project team at project start – disaggregation may include all or a selection of the following): under 25; widows (including those who now live with another family/family and those who do not); women in a polygamous union; head of household; women with a disability (to include those with a disability from birth, those who suffered a disability from work or from violence etc.; women in households with up to 7 family members; women in households with more than 7 family members; by education level (women without education level/illiterate; women with primary education; women with elementary education; women with high school education; women with university degree); N° of children (pregnant women, women with 1 child, etc. up to women with more than 5 children); women with a chronic disease; women who have been victims of FGM; women who have been a victim of other harmful practice (some will overlap) (#s and goals TBC with baseline)

[iOp.3.1.4.] N. of model plots established. Goal: 170

Gender indicator/goal: % of decision made with female input. Goal: 100%

[iOp.3.1.5.] N. of farmers trained on climate-resilient farming practices. Goal: 8,500.

Gender indicator/goal: 70% women; disaggregated by (TBC with gender specialist and project team at project start – disaggregation may include all or a selection of the following): under 25; widows (including those who now live with another family/family and those who do not); women in a polygamous union; head of household; women with a disability (to include those with a disability from birth, those who suffered a disability from work or from violence etc.; women in households with up to 7 family members; women in households with more than 7 family members; by education level (women without education level/illiterate; women with primary education; women with elementary education; women with high school education; women with university degree); N° of children (pregnant women, women with 1 child, etc. up to women with more than 5 children); women with a chronic disease; women who have been victims of FGM; women who have been a victim of other harmful practice (some will overlap) (#s and goals TBC with baseline)

Output 3.3. Increased income options in climate-resilient economic activities along agricultural value chains

Selected indicator:

[iOp.3.2.1.] N. of people trained in business management. Goal: 160.

Gender indicator/goal: 50% women; disaggregated by (TBC with gender specialist and project team at project start – disaggregation may include all or a selection of the following): under 25; widows (including those who now live with another family/family and those who do not); women in a polygamous union; head of household; women with a disability (to include those with a disability from birth, those who suffered a disability from work or from violence etc.; women in households with up to 7 family members; women in households with more than 7 family members; by education level (women without education level/illiterate; women with primary education; women with elementary education; women with high school education; women with university degree); N° of children (pregnant women, women with 1 child, etc. up to women with more than 5 children); women with a chronic disease; women who have been victims of FGM; women who have been a victim of other harmful practice (some will overlap) (#s and goals TBC with baseline)

[iOp.3.2.2.] N. of micro-enterprises along the value chain(s) and women-led IGAs supported. Goal: 40.

Gender indicator/goal: 50% women; disaggregated by (TBC with gender specialist and project team at project start – disaggregation may include all or a selection of the following): under 25; widows (including those who now live with another family/family and those who do not); women in a polygamous union; head of household; women with a disability (to include those with a disability from birth, those who suffered a disability from work or from violence etc.; women in households with up to 7 family members; women in households with more than 7 family members; by education level (women without education level/illiterate; women with primary education; women with elementary education; women with high school education; women with university degree); N° of children (pregnant women, women with 1 child, etc. up to women with more than 5 children); women with a chronic disease; women who have been victims of FGM; women who have been a victim of other harmful practice (some will overlap) (#s and goals TBC with baseline)

Activities	Indicators and Targets	Timeline	Responsibilities	Costs
<p>Activity 3.1.1. Establishment, organization and regular trainings in CRA practices on Model Plots</p> <p>Gender sub-activity (a): Awareness sessions conducted – at times convenient for women and men and using gender-sensitive language – to create awareness among men and community members about the importance of women’s active involvement and women’s leadership in productive activities. Topics include access, use and decision-making over land related issues be dealt with in the project and also in relation to polygamous households.</p> <p>Gender sub-activity (b): Women and men are mobilized to join through community outreach campaigns, smaller groups, community discussions with local leaders, house-to-house visits, and more. Outreach is done at times where both women and men are expected to be available. At these times, identify issues of importance to women farmers – i.e. family planning, GBV, other referrals.</p> <p>Gender sub-activity (c): Mentoring of productive groups done by both male and female animators and supervisors.</p> <p>Gender sub-activity (d): Team consults gender specialist on curricula that will be used for trainings and on-farm assistance. Gender specialist provides input to how to incorporate gender issues and make the curricula more gender-responsive and gender-sensitive. Training curricula designed with gender considerations and analysis.</p> <p>Gender sub-activity (e): Attendees are consulted on timing to fit around family commitments and to accommodate different time-schedules; mobilize both women and men to attend. Make targeted efforts to mobilize particularly</p>	<p>[A.3.1.1.a] % of farmers’ clubs members who are women and, of these, disaggregated by (TBC with gender specialist and project team at project start – disaggregation may include all or a selection of the following): under 25; widows (including those who now live with another family/family and those who do not); women in a polygamous union; head of household; women with a disability (to include those with a disability from birth, those who suffered a disability from work or from violence etc.; women in households with up to 7 family members; women in households with more than 7 family members; by education level (women without education level/illiterate; women with primary education; women with elementary education; women with high school education; women with university degree); N° of children (pregnant women, women with 1 child, etc. up to women with more than 5 children); women with a chronic disease; women who have been victims of FGM; women who have been a victim of other harmful practice (some will overlap). Goal: 70%; disaggregated figures and goals TBC based on baseline and with gender specialist</p> <p>[A.3.1.1.b.] As per gender specialist, all training materials are gender-inclusive/responsive.</p> <p>[A.3.1.1.c.] As per gender specialist, training curricula designed with gender considerations and analysis. All training materials are gender-inclusive/responsive.</p> <p>Trainings held at times convenient for both women and men.</p>	Q1 & Q2/Y1,	<p>ADPP (Executing Entity)</p> <p>Gender Specialist</p>	5% of activity cost

<p>vulnerable women, including women from polygamous marriages.</p> <p>Gender sub-activity (f): Trainings held at times convenient for both women and men.</p> <p>Gender sub-activity (g): Provide relevant referral information to farmers (family planning, GBV, others).</p>				
<p><u>Activity 3.1.2. Promote Sustainable Rice Intensification (SRI) and Climate-Resilient Rice Production (CRRP)</u></p> <p>Gender sub-activity (a): Team consults gender specialist on curricula that will be used for trainings and on-farm assistance. Gender specialist provides input to how to incorporate gender issues and make the curricula more gender-responsive and gender-sensitive. Training curricula designed with gender considerations and analysis.</p> <p>Gender sub-activity (b): Attendees are consulted on timing to fit around family commitments and to accommodate different time-schedules; mobilize both women and men to attend. Make targeted efforts to mobilize particularly vulnerable women, including women from polygamous marriages.</p> <p>Gender sub-activity (c): Trainings held at times convenient for both women and men.</p> <p>Gender sub-activity (d): Provide relevant referral information to farmers (family planning, GBV, others).</p>	<p>[A.3.1.2.a] As per gender specialist, all training materials are gender-inclusive/responsive. Trainings have been held at times convenient for both women and men. When feasible, issues of importance to women farmers (confirmed at the start of the project) have also been shared/education has been provided – i.e. family planning, GBV, other referrals.</p> <p>[A.3.1.2.b] # of people trained (TBC with Gender Specialist but likely disaggregated by sex, female HoH and female in a polygamous union). Goal: TBC # of women (of which TBC # of female HoH and TBC # of females in a polygamous union) and TBC # of men.</p>	<p>Q2-4/Y1, Y2-Y5</p>	<p>ADPP (Executing Entity)</p> <p>Gender Specialist</p>	<p>5% of activity cost</p>
<p><u>Activity 3.1.3. Introduction and promotion of short cycle animal production</u></p> <p>Gender sub-activity (a): Establish short cycle animal Pass-on Gift system (chicken and goat) for 680 people (women and young) 20 per community.</p> <p>Gender sub-activity (b): Organisation of initial goat and avian raising and breeding families in the communities - according to availability and interest; people pick animals of interest to them to raise. Priority given to (TBC with gender specialist and project team at project start –may include all or a selection of the following): under 25; widows (including those who now live with another family/family and those who do not); women in a polygamous union; head of household; women</p>	<p>[A.3.1.3.a] % of people who benefit from short cycle animal rotation credit system (chicken and goat) who are women and of these, % who are (TBC with gender specialist and project team at project start – disaggregation may include all or a selection of the following): under 25; widows (including those who now live with another family/family and those who do not); women in a polygamous union; head of household; women with a disability (to include those with a disability from birth, those who suffered a disability from work or from violence etc.; women in households with up to 7 family members; women in households with more than 7 family members; by education level (women without education level/illiterate;</p>	<p>Q2 & Q4 – ALL YEARS</p>	<p>ADPP (Executing Entity)</p> <p>Gender Specialist</p>	<p>5% of activity cost</p>

Commented [h1]: Please note this in response to:

- The following performance indicators needs sex-disaggregated targets for both women and men:
 - short-cycle animal production

Another has also been added below.

<p>with a disability (to include those with a disability from birth, those who suffered a disability from work or from violence etc.; women in households with up to 7 family members; women in households with more than 7 family members; by education level (women without education level/illiterate; women with primary education; women with elementary education; women with high school education; women with university degree); N° of children (pregnant women, women with 1 child, etc. up to women with more than 5 children); women with a chronic disease; women who have been victims of FGM; women who have been a victim of other harmful practice (some will overlap).</p> <p>Gender sub-activity (c): Training on animal care and animals bred in a "rotating breeding bank" system. Training done at times and locations convenient for men and women.</p> <p>Gender sub-activity (d): Awareness raising activities. Include outreach to men and community to raise awareness of and support for women's involvement and leadership in rotating credit, production.</p> <p>Gender sub-activity (e): Training on subproduct processing and conservation - access to markets. Consult with women and men beforehand to learn of different constraints, interests, and ensure that training responds to both women and men interests.</p> <p>Gender sub-activity (f): Monitor animal husbandry to ensure additional workload for women and youth is not excessive/unwanted and to ensure that there has been limited to no negative response from other community members; respond as needed with support from gender specialist.</p>	<p>women with primary education; women with elementary education; women with high school education; women with university degree); N° of children (pregnant women, women with 1 child, etc. up to women with more than 5 children); women with a chronic disease; women who have been victims of FGM; women who have been a victim of other harmful practice (some will overlap) Goal: 70% women. Disaggregated goals TBC.</p> <p>A.3.1.3.b] # of people (TBC with Gender Specialist but likely disaggregated by sex, female HoH and female in a polygamous union) who benefit from short cycle animal rotation credit system (chicken and goat). Goal: TBC # of women (of which TBC # of female HoH and TBC # of females in a polygamous union) and TBC # of men.</p>			
<p>Activity 3.2.1. Support the establishment and mentoring of 40 micro-enterprises and women-led income generating activities (IGAs) along the value chain(s)</p> <p>Gender sub-activity (a): Team consults gender specialist on curricula that will be used for trainings. Gender specialist provides input to how to incorporate gender issues and make the curricula more gender-responsive and gender-sensitive.</p>	<p>(A.3.2.1.a)] % of new micro-enterprises and businesses (income generating activities) that are established by and for women (disaggregated by TBC with gender specialist and project team at project start – disaggregation may include all or a selection of the following): under 25; widows (including those who now live with another family/family and those who do not); women in a</p>	<p>Q3/Y2, Q1 & Q3/Y3-Y5</p>	<p>ADPP (Executing Entity)</p> <p>Gender Specialist</p>	<p>5% of activity cost</p>

Commented [h2]: Please note this in response to comment:

- The following performance indicators needs sex-disaggregated targets for both women and men: mentoring of micro-enterprises

Another indicator has also been added below

<p>Training curricula designed with gender considerations and analysis.</p> <p>Gender sub-activity (b): Attendees are consulted on timing to fit around family commitments and to accommodate different time-schedules. Make targeted efforts to mobilize particularly vulnerable women - including divorced women, under-18, widows, women in a polygamous union, head of household, and women with a disability - through community outreach campaigns, smaller groups, community discussions with local leaders, house-to-house visits, and more. Outreach is done at times where women are expected to be available.</p> <p>Gender sub-activity (c): Provide training in micro-enterprises and IGA. Trainings held at convenient times.</p> <p>Gender sub-activity (d): Provide relevant referral information (family planning, GBV, others).</p> <p>Gender sub-activity (h): Creation and training of a wide range of new micro-enterprises and businesses (income generating activities) for women and men.</p> <p>Gender sub-activity (i): Training and funding in materials - new microenterprise and small cooperative agribusiness projects - prioritizing enterprises led by women or inclusive enterprises.</p> <p>Gender sub-activity (j): Awareness campaigns held include the importance of women's involvement and empowerment in income generating activities. Campaigns held at times convenient for both women and men and all outreach materials are gender-inclusive and gender-responsive. Topics include access, use and decision-making over land related issues be dealt with in the project and also in relation to polygamous households.</p>	<p>polygamous union; head of household; women with a disability (to include those with a disability from birth, those who suffered a disability from work or from violence etc.; women in households with up to 7 family members; women in households with more than 7 family members; by education level (women without education level/illiterate; women with primary education; women with elementary education; women with high school education; women with university degree); N^o of children (pregnant women, women with 1 child, etc. up to women with more than 5 children); women with a chronic disease; women who have been victims of FGM; women who have been a victim of other harmful practice (some will overlap). Goal: 70%; disaggregated data/goals TBC based on baseline.</p> <p>[A.3.2.1.b] # people – TBC with Gender Specialist but likely disaggregated by sex, female HoH, and female in a polygamous union – who benefit from mentoring of micro-enterprises. Goal: TBC # of women (of which TBC # of female HoH and TBC # of females in a polygamous union) and TBC # of men.</p> <p>[A.3.2.1.c] # of new microenterprise and small cooperative agribusiness projects that receive funding and that are women-led. Goal: 5 out of 10</p>			
<p><u>Activity 3.2.2. Establish and upgrade commercial associations for agricultural value chain development</u></p> <p>Gender sub-activity (a): Hold group and one-on-one discussions to identify what type of processing unit/center would be well-received and identify different preferences from the male and female standpoints.</p> <p>Gender sub-activity (b): Agricultural community units are established with both male and female user input.</p>	<p>[A.3.2.2.a] % of marketing plans that take considerations/concerns/priorities of women into account. Goal: 75%</p> <p>[A.3.2.2.b] % of commercial association /cooperative that have women on the leadership team. Goal: 70%</p>	<p>Q4/Y1, Y2-Y5</p>	<p>ADPP (Executing Entity)</p> <p>Gender Specialist</p>	<p>5% of activity cost</p>



Adaptation of agricultural productive systems in Coastal Areas of Northwest Guinea Bissau

Gender sub-activity (c): Promotion of women on management teams of the CCPs. Gender sub-activity (d): Team supports marketing plan development to take into account considerations/concerns/priorities of both women and men, and in consideration of their work, participation, daily labor, etc.				
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