

Empowering Women Groups to Build Resilience to Climate Impacts in the Province of Cunene in South West Angola (CREW)

**Annex 4: Gender
Assessment and Gender
Action Plan**

10 April 2024

This gender report (Annex 4 for a Simplified Approval Process Proposal Package) has been prepared for the Sahara and Sahel Observatory (OSS) to inform the development and design of the Simplified Approval Process (SAP) Funding Proposal for the project – *Empowering Women Groups to Build Resilience to Climate Impacts in the Province of Cunene in South-west Angola* – to be submitted to the Green Climate Fund for consideration.

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Last edited: 11 July 2024

Status: version 3

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Partners



**Ministry of Environment,
Government of Angola**



OBSERVATOIRE DU SAHARA ET DU SAHEL
SAHARA AND SAHEL OBSERVATORY

Sahara and Sahel Observatory



**Ajuda de Desenvolvimento de
povo para povo Angola**



Humana People to People

Abbreviations

ADPP - Portuguese: Ajuda de Desenvolvimento de Povo para Povo – People to People

Development Support

AE - Accredited Entity

AfDB - African Development Bank

ARA - Adaptation Result Areas

CBOs - Community-Based Organisations

CC - Climate Change

CCAC - Climate Change Action Centers

CSOs - Civil Society Organisations

DAE - Direct Access Entity

EE - Executing Entity

EU - European Union

CREW - Empowering Women's Groups to Build Resilience to Climate Impacts in Cunene

EWS - Early Warning Systems

FAO - Food and Agriculture Organization

FAPCD - Federation of Associations of People with Disabilities

FGDs - Focus Group Discussions

GAAP - Gender Assessment and Action Plan

GAP - Gender Action Plan

GBV - Gender-based violence

GCF - Green Climate Fund

GEF - Green Environment Facility

GDI - Gender Development Index

GII - Gender Equality Index

GMP - GENDER MAINSTREAMING PLAN

HDI - Human Development Index

IDREA - Inquérito Sobre Despesas, Receitas e Emprego em Angola

IFAD - International Fund for Agricultural Development

IGA - Income Generating Activities

INARDEP - Institute for the Rehabilitation of People with Disabilities

INE - Instituto Nacional de Estatística

IP - Indigenous People

ITCZ - Intertropical Convergence Zone

MP - IMultidimensional Poverty Index

NAPA - National Adaptation Programme of Action

NDA - National Designated Authority

NGOs - Non-Governmental Organisations

OSS - Sahara and Sahel Observatory

PPF - Project Preparation Facility

SAP - Simplified Approval Process

SDGs Sustainable Development Goals

ToC - Theory of Change

UN - United Nations

UNAids - Joint United Nations Programme on HIV/AIDS

UNCTAD - United Nations Conference on Trade and Development

UNDOC - United Nations Office on Drugs and Crime

UNDP - United Nations Development Programme

UNFCCC - United Nations Framework Convention on Climate Change

USAID - United States Agency for International Development

VBD - Vector-borne Diseases

WBD -Water-borne diseases

WUA – Water User Associations

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Glossary

To ensure a baseline understanding of climate issues, and the development of the analysis based on impact and exposure on women, men, girls and boys, the following definitions, are provided as reference for this Annex 4:

| Term | Definition |
|--------------------------------------|---|
| Gender | Is the set of culturally specific characteristics that define the social behaviours of women and men (including female and male children) and the relationships between them. Social perceptions of gender vary across cultures, social classes, time and degree of urbanization and serve to include or exclude particular people from particular activities. |
| Gender Equality | Means that women and men have equal value, equal rights and equal opportunities to participate in programs and services. To ensure equity, specific interventions called affirmative actions are often needed to compensate for historical, social and economic disadvantages that prevent women and men from otherwise operating on an equal footing. Affirmative actions are designed to “level the playing field” and correct existing inequities. An equal number of women and men participants by itself, is not always an accurate measure of gender equity: factors related to power balance also need to be considered. |
| Gender Balance | Requires that men and women be equally represented - either in equal numbers or in proportion to their presence - in particular settings. |
| Gender Neutral | Are project designs and activities that ignore gender factors including roles and relations and can lead to reinforcement of gender-based discrimination and existing inequities. |
| Gender Responsive | Are programs and interventions that create opportunities for individuals to actively challenge gender norms, promote positions of social and political influence for women in communities, and address power inequities between persons of different genders. |
| Gender Considerations | Refers to the cultural, social, economic and political conditions on which certain norms, values and behavioral patterns related to men and women are based, and how these could be utilized to strengthen the capacity of men and women in the performance of their roles and responsibilities. The “gender differential impact of climate change” refers to the different impact of climate change on men and women because of their socially ascribed roles and responsibilities. |
| Gender Mainstreaming | Is a strategy for considering and addressing the different roles, needs, perspectives, responsibilities and experiences of women, men, children, people with disabilities, ethnic minorities and other socially excluded people in all aspects of program and policy assessment, design, implementation and evaluation. |
| Gender Socioeconomic Analysis | Is the process of collecting information about gender, age and other social differences and analyzing the impacts of changing circumstances (i.e., climate change) on specific groups of people. This type of analysis provides the basis for identifying key gender considerations and designing a “socially inclusive approach” that responds to the unique circumstances and needs of all project beneficiaries. |
| Gender Transformative | Refers to an approach that goes beyond simply including women or achieving gender equality in numbers. It aims to fundamentally change the underlying power dynamics, norms, and structures that perpetuate gender inequalities |

1. Introduction

1.1 Objective: of the Annex 4



Map 1 - Project area in Angola (Landsat, 2023)

This Gender Assessment and Action Plan (GAAP) has been developed to support the design of the proposed Green Climate Fund (GCF) Simplified Approval Process (SAP) project: *Empowering Women's Groups to Build Resilience to Climate Impacts in Cunene* (CREW), in South West Angola through the GCF Project Preparation Facility (PPF). The Sahara and Sahel Observatory (OSS) is the Accredited Entity (AE), which is a regional Direct Access Entity – DAE, and will manage the project, with the ADPP (a national NGO with considerable presence and over 30+ years of experience in Angola) as an Executing Entity (EE) of the different components.

The proposed project has been designed to be gender-transformative¹, with a specific focus on empowering rural women, and it recognises that currently, adaptation in Angola is hindered by:

¹ There is increasing evidence that adopting social science methods, and situating resilience and adaptation practice within a broader science-policy interface and right-based perspectives, can gear projects towards environmental and

- Limited consideration of gendered and socioeconomic needs or ethnic vulnerabilities in investments covering adaptation and resilience, capacity-building and mitigation services;² and
- Exclusion of women, in particular women in rural and remote areas and women belonging to minority groups, who remain unaware of their rights under the Convention (CEDAW) and lack the information on the procedures necessary to claim their rights under national legislation and the Convention and the Optional Protocol;³

The primary objective of this study is to assess the gendered factors and vulnerabilities that need to be considered while considering the relevance and effectiveness of the project's design. This study has to be considered in tandem with the project's pre-feasibility study, since the project is gender-transformative and women-centered in design. The present study has been carried out over the period of July – October 2023, in tandem with the development of the pre-feasibility study. It is also informed by the stakeholder consultations held in Angola, at national and provincial levels, in August 2023. The findings are captured in the Annex XX: Stakeholder Consultations and Stakeholder Engagement Plan, and the questionnaires used are annexed to this document. This Annex (4) should be reviewed in tandem with the stakeholder as well as safeguards annexes.

This project will have the following three Outcomes with the corresponding GCF Adaptation Result Areas (ARAs):

- **Outcome 1: Strengthened adaptive capacity and knowledge management through gender-transformative climate risk reduction (GCF ARA 1, 2)**
- **Outcome 2: Enhanced water security and climate resilience through integrated water resource management (ARA 2)**
- **Outcome 3: Diversified livelihoods and climate resilience of most vulnerable people and communities through resilient agroecology and microenterprise development (ARA 1)**

The overall objective of the project is to build climate-resilience in targeted rural communities in all six municipalities in Cunene, Angola. The project will apply a gender-transformative approach⁴, integrating the key, climate-vulnerable sectors of agriculture, environment, water, and nutrition, with a

socioeconomic co-benefits. Particularly, this could better prepare communities to avoid resource strife and respond to the complexity of social arrangements, reducing far-reaching impacts of climate risks.

See Butterfield, R. (2018) 'Bringing rights into resilience: revealing complexities of climate risks and social conflict' in Disasters. Journal Article.

² Poor or missing gender analysis, or the lack of gender-responsive action, may lead to planners or personnel depending on women to assume a central role in their coping strategies, which may not be the practical reality for many vulnerable communities. Further, this also glosses over the existing burdens on women among such groups. See Nelson. V., Meadows. K., Cannon, T., Morton, J., & Martin, A. (2002) 'Uncertain predictions, invisible impacts and the need to mainstream gender in climate change adaptations' in Gender and Development. Journal Article.

³ United Nations – UN, Convention on the Elimination of All Forms of Discrimination Against Women – CEDAW (2019) 'Concluding observations on the seventh Periodic Report of Angola'. Available at: <https://documents-dds-ny.un.org/doc/UNDOC/GEN/N19/071/67/PDF/N1907167.pdf?OpenElement>

⁴ The term "gender-transformative" refers to UN Women's definition: "Transforming unequal gender relations to promote shared power, control of resources, decision-making, and support for women's empowerment".

focus on enabling factors, through investing in financial literacy, improved farming technologies and education.

1.2 Context: Angola and the CREW

The Republic of Angola is located on Central Africa's west coast, spanning latitudes 4°22' to 18°2'S and longitudes 11°41' to 24°2'W. It's one of Africa's largest countries, covering about 12,467,000 square kilometers. Angola shares borders with Namibia, Botswana, Zambia, the Republic of Congo, and the Democratic Republic of Congo. As of 2022, Angola had a population of over 33.08 million. **Gendered aspects at the macro-level (national statistics and country-specific information) are explored in this study in subsequent sections.**

Angola experiences a variety of climates, ranging from humid tropical to dry tropical. These climate variations are influenced by its coastal location near the south Atlantic Ocean, the central plateau's topography, the Benguela cold-water current, and the movement of the Intertropical Convergence Zone (ITCZ). Due to these factors, climate conditions vary significantly from north to south along the coast and the west-central plateau. **For instance, the northeastern region receives the highest rainfall, while precipitation decreases towards the south and the west, which is the CREW's focus in terms of geography.**

Cunene Province experiences multidimensional vulnerabilities that result out of climate impacts (specifically relating to drought and water availability, which then impact agriculture and livestock) and non-climate factors (human development status quo, remoteness of geography and lack of access to markets) as explored in Annex 2: Pre-Feasibility Study. In southwestern Angola, women are key stakeholders due to the roles they play in agriculture (primarily, subsistence agriculture) and at the community-level as well as household-levels (such as being de-facto heads of households due to male outmigration/responsible for water provisioning and household water and food security).

Angola's economic fortunes have been closely tied to the global demand for oil, resulting in volatile growth, persistent poverty and enduring inequality. The country's post war economy heavily depends on the oil sector, contributing to a mere 1.4% of GDP growth in 2022. However, diversifying the economy remains a significant challenge, especially with declining oil production and the looming spectre of global decarbonization. Angola faces several challenges, including high poverty rates, a lack of quality employment opportunities, and soaring urban and youth unemployment, exceeding 38% and 65%, respectively. About 80% of jobs are informal, and half are in subsistence labor within the primary sector. **These issues have gender implications and impacts, and combine with existing factors of gender and socioeconomic vulnerabilities in the country, which is explored in this study.**

Despite these obstacles, there have been notable improvements in the Angolan economy. Reforms over the past five years have enhanced macroeconomic management and public sector governance. In 2022, there was a notable upturn in GDP growth, estimated at 3.5% (compared to 1.1% in 2021), surpassing population growth for the first time since 2014. Non-oil sectors, particularly agriculture and fisheries, expanded by nearly 7%, and the services sector recovered to pre-COVID-19 levels. Inflation dropped significantly, enabling the Central Bank to moderately ease its monetary policy. The inflation rate fell from 27% in December 2021 to 13.9% in December 2022, the lowest since 2015. Economic diversification and investment in human capital are now top priorities for Angola due to its high poverty rate and rapidly growing population.

However, gender inclusion of these developmental gains and processes require fine-tuning. Particularly, CEDAW observes that: Angola needs to fast-track the adoption of the action plan for the implementation of the national policy on gender equality and equity and incorporate a results-oriented approach, based on specific indicators and targets to measure outcomes and progress achieved towards its implementation, ensuring systematic and regular monitoring and reporting. Further, CEDAW calls for: the adoption a comprehensive definition of discrimination against women, covering all prohibited grounds of discrimination, including direct and indirect discrimination in the public and private spheres and intersecting forms of discrimination, in line with article 1 of the Convention and target 5.1 of the Sustainable Development Goals.

Therefore, the CREW's focus on agriculture, water and food security with women's empowerment as an entry point is timely, and will deliver both climate resilience as well as socioeconomic co-benefits for the southwestern region of Angola.

1.3 Methodology Note

The methodology employed in this study combined literature reviews and direct consultations with stakeholders. To collect secondary information and literature, the gender expert conducted an in-depth desktop review in tandem with the primary and formative remote research through national experts in Angola. The literature review focused on gender mainstreaming, agriculture and gender as well as resilience as a broader topic, drawing from key players in the sector, such as the Food and Agriculture Organization (FAO), World Bank and United States Agency for International Development (USAID).

To ensure a holistic and reliable view, extensive field consultations were held with stakeholders in Cunene province. The consultations were designed to be gender-responsive and the questionnaires used are appended to this report. Starting with a gap analysis of previous interactions to discern the main topics, at the national level, the dialogue encompassed key governmental parties and National Designated Authority (NDA). On a more regional and local level, the consultation included Civil Society Organisations (CSOs), Non-Governmental Organisations (NGOs), representatives of groups in varied situations of vulnerability, such as women and young people, as well as community and provincial leaders from Cunene.

The study used a mixed-methods approach during the field consultations, varying between face-to-face meetings, focus groups and individual interviews. These consultations allowed not only for richer data collection, but also for a deeper understanding of local nuances and the specific needs of communities in Cunene. In summary, the combination of literature review and intensive field consultations provided a robust and contextualized understanding of the region, ensuring that the pre-feasibility study was well aligned with the objectives and precepts of the CREW, and responded to the needs of beneficiaries, as well as policy priorities of the Angolan government.

2. Analysis of the policy landscape, treaties and laws in Angola

2.1 National-level policy framework and international/regional commitments in Angola

The Government of Angola is committed to the recognition of gender equality and to the advancement of girls and women. In order to create the necessary conditions for girls' and women's well-being and security, Angola has formally acknowledged gender equality in its Constitution and has promulgated legislation to address the social, economic, legal and political aspects of gender parity and discrimination against women, including in the family and in labour codes, as well as in legislative provisions related to HIV/AIDS, nationality, domestic violence, the elimination of all forms of violence against women and the exploitation of women, including trafficking and prostitution. It has also specified the need to prioritize women in social policies, and the importance of equal opportunities for women in the fields of assistance, education, training and employment.

The Ministry of Family and Women Promotion was instituted in 1997 in order to tackle issues related to gender. The country's efforts towards gender equality and women's empowerment are reflected in the following national commitments:

Table 1 - Angola's National Policies

| National policies |
|--|
| Angola Constitution (1975, reviewed in 2010) |
| Law nº 02/2005 on Political Parties |
| Law nº 04/2007 Basic Law of Social Protection |
| Law nº 25/11 Against Domestic Violence |
| Presidential Decree 237/2011 regarding the policy of the disabled person |
| Presidential Decree nº 8/11 Maternity protection |
| Presidential Decree 238/11 regarding the Strategy of Protection for People with Disabilities |
| Presidential Decree nº 52/12 of the National Commission to audit and prevent maternal, neonatal and child deaths |

| |
|---|
| Presidential Decree nº 138/12 of the National Program to Support the Rural Women |
| Presidential Decree nº 179/12 of Policy of the Elderly Person |
| Presidential Decree nº 180/2012 of the National Strategy for the Implementation of the Policy for the Elderly Person |
| National Development Plan 2013-2017 and 2018-2022 |
| Presidential Decree nº 26/13 of the Executive Plan for the Fight against Domestic Violence and a Multisectoral |
| Commission for the Implementation of the Plan and the Action Plan |
| Presidential Decree 124/13 – Ordinance of the Law against Domestic Violence |
| Presidential Decree nº 222/13 of the National Policy for Gender Equality and Equity (PNIEG - 2013) and the |
| Advocacy and Resource Mobilization Strategy for the Implementation and Monitoring of the PNIEG |
| Angola Gender Country Profile (2015) |
| General Labor Law nº 7/15 of 15th July |
| Presidential Decree nº 36/15 of the legal regime for the recognition of the union fact by mutual agreement and dissolution of the recognized union fact |
| Presidential Decree nº 155/16 – Legal framework of domestic work and social protection of the domestic service worker |
| Accessibility Law nº 10/16 |
| Vacancy Reservation Law nº 12/16 |
| Presidential Decree nº 143/17 that approves the UN Security Council resolution 1325 on Women, Peace and Security |
| Angola Analytic Gender Report (2017) |
| Analysis of the General Budget of the State of Angola with a Gender Focus (2017) |

Angola has taken some steps to integrate gender into its climate policies. In 2016, the government adopted the **National Gender Policy**, which highlights the importance of mainstreaming gender into all aspects of the government's work, including the environment. The policy also calls for the establishment of gender units in all government ministries, including the Ministry of Environment. The Policy includes a chapter on climate change, recognizing that climate change disproportionately affects women and girls, and it commits the government to taking measures to address this.

Another relevant document is the **Angola Ministry of Environment's Gender Action Plan 2019-2023**. This plan outlines the ministry's commitments to mainstreaming gender into its work. The plan includes a number of specific activities, such as conducting gender assessments, developing gender-sensitive policies and programmes, and providing training to government officials on gender and the environment. The action plan identifies a number of areas where gender needs to be mainstreamed into climate change policy and programming, such as:

- **Adaptation:** The action plan calls for measures to be taken to reduce women's vulnerability to the impacts of climate change, such as by providing them with access to climate-resilient technologies and by improving their capacity to cope with disasters.
- **Mitigation:** The action plan calls for measures to be taken to reduce women's contribution to climate change, such as by promoting sustainable agriculture and by providing women with access to clean energy.
- **Gender mainstreaming:** The action plan calls for gender to be mainstreamed into all aspects of climate change policy and programming, from planning to implementation.

The Ministry of Environment of Angola has also taken some steps to implement its gender-sensitive climate change policies, such as developing some training programs for government officials on gender and climate change and establishing a **Gender Unit** that is responsible for mainstreaming gender into all aspects of the ministry's work, including policy development, planning, implementation, and monitoring and evaluation. The gender unit was established in 2016 in response to the government's commitment to promoting gender equality and equity. The unit is headed by a **Gender Focal Point**, who is responsible for coordinating the unit's work and ensuring that gender is considered in all aspects of the ministry's work. As part of its portfolio of activities, the Gender Unit is tasked to conduct gender assessments to identify the specific needs and priorities of women and girls in relation to the environment; develop and implement gender-sensitive environmental policies and programmes; train government officials and other stakeholders on gender and the environment; collect and analyze gender disaggregated data on the environment; monitor and evaluate the impact of environmental policies and programmes on women and girls.

These are encouraging steps to mainstream gender into Angola's climate change policies and programming. More resources are needed for gender-sensitive climate change initiatives, and additional efforts are required to make sure that these initiatives are implemented effectively. Particularly, Angola's NAPA (see in Table 2), also highlights adaptation priorities that are aligned to gendered trends, and require urgent climate finance. The ones that the CREW is responding to are highlighted.

Gender Unit is part of the support the country will provide during the implementation phase. These units will be part of the steering committee and will provide technical assistance in reviewing and strengthening the gender sensitivity of drafted project documents. They will also provide trainings at the national level. Please refer to table 7 and table 8 in the FP for further details on this topic.

Table 2 - Angola's NAPA

| The 2011 Angola National Adaptation Programme of Action (NAPA) under the UNFCCC identifies the following key adaptation priorities: | |
|---|--|
| 1. Promote alternative renewable energies for avoided deforestation | |
| 2. Promote SLM for increased agricultural yields | |
| 3. Ensure basis access to health services and health monitoring | |
| 4. Study the vulnerability of fishing activities in relation to modifications of climate and currents | |
| 5. Extend electricity grid to rural areas | |
| 6. Revise sectoral laws for proactive adaptation | |
| 7. Create an early warning system for flooding and storms | |
| 8. National institutional mechanism for adaptation planning and mainstreaming | |
| 9. Soil erosion control through organic methods | |
| 10. Diversify crops to less climate sensitive cultures | |
| 11. Technology needs assessment | |
| 12. Plant varieties adapted to local conditions | |
| 13. Climate monitoring and data management system | |
| 14. Study implications of changes in disease patterns (animal) and availability of water for livestock | |
| 15. Increase water availability through village-level wells and boreholes | |

In addition, Angola has signed the following main international and regional frameworks in defense of girls' and women's rights, which are relevant to the CREW's design:

Table 3 - International and regional frameworks

| International and regional frameworks: |
|--|
|--|

| |
|---|
| International UN Declaration on Human Rights (1948) |
| Protocol II Additional to the Geneva Conventions of 12 August 1949 on the Protection of Victims of non-international Armed Conflict |
| International Convention on Civil and Political Rights (1966) |
| International Covenant on Social and Cultural Economic Rights (1966) |
| Equal Remuneration Convention (1976) |
| Discrimination Convention (Employment and Occupation) (1976) |
| Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979) |
| Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (1987) |
| Convention on Elimination of All Forms of Racial Discrimination (the Second Optional Protocol to the International Covenant on Civil and Political Rights concerning the Abolition of Punishment of death) (1989) |
| Convention on the Rights of the Child (1989) |
| Vienna Declaration and Program of Action from the Vienna World Conference on Human Rights (1993) |
| Beijing Declaration and Platform for Action (1995) |
| UN Security Council resolution 1325 on Women, Peace and Security (2000) |
| Convention on Rights of People with Disabilities (2008) |
| Sustainable Development Goals (SDGs) / 2030 Agenda (2015) |
| Regional African Charter on Human and Peoples' Rights (1981) |
| African Charter on the Rights and Welfare of the Child (1990) |
| Constitutive Act of the African Union (2000) |
| African Union's Protocol to the African Charter on Human and People's Rights on the Rights of Women |

| |
|---|
| (Maputo Protocol, 2003) |
| Solemn Declaration of Gender Equality in Africa (2004) |
| Common Defense and Security Policy (2004) |
| Southern African Development Community's (SADC) Protocol on Gender and Development (2008) |
| AU Gender Policy (2009) |
| Special Rapporteur on Rights of Women (2012) |
| AU Agenda 2063 (2014) |
| AU Gender, Peace and Security Program (2015-2020) |
| Network of African Women in Conflict Prevention and Mediation (2017) |
| AU Strategy for Gender Equality and Women's Empowerment (2018) |
| Commission on the Status of Women Resolution 60/2 on Women, the girl child and HIV (2018) |

2.2 Relevant policies of the GCF, OSS, ADPP

The **GCF** adopted a revised version of its 2014 Gender Policy and Action Plan on June 2019 in Korea.⁵ The revised Policy addresses pertinent issues on gender and climate change: the expansion of gender mainstreaming beyond the preserve of 'women's issues'; and the identification of synergies with the in-house Indigenous People (IP) Policy as well as the United Nations Framework Convention on Climate Change (UNFCCC)'s Gender Action Plan (GAP), Sustainable Development Goals (SDGs) and Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). Overall, the Policy and Action Plan reinforce the responsiveness of GCF to the multiple, heterogeneous, culturally diverse context of gender inequality to better address and account for the links between gender issues and climate change – a perspective that has been mainstreamed in the development of this SAP targeting Cunene Province in Angola.

In praxis, the OSS believes that gender equality is a prerequisite for achieving development results. However, gender inequality remains a major obstacle to economic growth and poverty reduction in the OSS zone of action. This is because in many societies, men and boys enjoy more rights, responsibilities, opportunities, and services than women and girls. OSS, thus, deems it necessary

⁵ Green Climate Fund, 'Gender Policy', Text, Green Climate Fund (Green Climate Fund, 14 November 2019), <https://www.greenclimate.fund/document/gender-policy>.

to look for human development opportunities for women and men through effective policies and sustained investments with a view to reducing inequalities in Africa.

From OSS analyses and experience, featuring the highest rates of illiteracy, African women and girls are amongst the poorest at the world level. Women's participation in the formal labour market is low and the discrimination against women in many parts of Africa has a negative impact on their productivity and leads to huge income disparities between women and men. Even in agriculture, a sector that is largely dominated by women, women's productivity is 30% lower than that of men due to lack of access to essential inputs. Africa's objectives, which OSS is aligned with, in terms of gender equality reflects a strong vision full of hope for a continent where women and men have equal rights, namely: i) equal access to justice and protection, ii) equal access to water, sanitation, energy, health, education and other public services, iii) equal access to productive resources and action means; iv) equal pay; and, v) equal opportunities to participate in wealth creation/income generation. These are key tenets of the proposed SAP, where women's empowerment through income-generating activities, training, and through the creation of an enabling environment will be delivered.

Further, the OSS Gender Policy⁶ takes into consideration the intrinsic linkage between natural ecosystems and natural resources on the one hand, and societies and populations, on the other, and focuses on equality between men and women. It demonstrates this commitment by making gender equity, a key factor for sustainable development of the Sahara and Sahel region, based on its main development lever, namely its population of women, men, girls and boys. Gender equality is central to OSS mandate and is a major challenge for the Environment and Development. It is perfectly integrated in the different international agreements and charters which allowed to recognize the crucial role played by women in the development and the importance of an equal participation in decision-making to achieve sustainable development.

Aligned with the guidelines of GCF and OSS, ADPP operates as a catalyst in addressing gender issues in Angola, aligning with global aspirations of gender equality and women's empowerment. Within the Angolan territory, the organization unfolds a range of programs aimed at dismantling gender barriers and fostering inclusion and equity. Through its projects in the educational, health, and rural development spheres, ADPP strives to ensure that women and girls have equitable access to vital opportunities and resources. Additionally, ADPP promotes training and awareness campaigns that illustrate the importance of gender equality and women's rights, contributing to a positive societal evolution. Engagement with local communities, authorities, and other development entities has proven crucial for the success of ADPP in promoting gender equality, creating a lasting impact on the lives of people in Angola. This engagement demonstrates alignment with the broader vision of sustainable development, where gender equality emerges as a central pillar to achieve tangible and sustainable development outcomes.

⁶ OSS, 'SAHARA AND SAHEL OBSERVATORY GENDER POLICY', April 2016.

3. Macro- and meso-level analysis: gender and socioeconomic trends in Angola and its rural areas

3.1 Demographics

In 2014 (which is the latest available census information, as Angola prepares for 2024 census data collection), the country's resident population was estimated at around 25.8 million. Of these, 48% were male, representing approximately 12.5 million people, and 52% are female, totaling around 13.3 million. The majority of the population – 67.6%, is concentrated in urban areas, especially in the capital city of Luanda. The major ethnic groups in Angola are the Ovimbundu (37%), Kimbundu (25%), Bakongo (13%), Lunda (7%), Chokwe (6%), and Nyaneka-Humbe (5%).⁷

While the demographic growth rate has started declining since 2013, with a growth of 3.1% in 2021, Angola still has one of the fastest growing populations in the world. Life expectancy at birth is 61 years and 66 years for male and female newborns, respectively. The median age is 16.3 years, which makes it a young population. In fact, 45% of the country's population belongs to the 0-14 age group. Of the 15-24 age group, 18.4% is female; for the 25-64 age group, the percentage increases to 32.8%, while only 2.6% of the female population is 65 years of age or older. The fertility rate stands at 5.3 children per woman at the national level, corresponding to 5.2 and 6.5 in urban and rural areas, respectively.⁸

There is a clear predominance of women: every 100 women, there are 94 men. This trend is more pronounced in some regions, such as Cunene Province, where the ratio drops to 88 men for every 100 women. On the other hand, the province of Lunda Norte stands out for its inverted demographics, with 106 men for every 100 women.⁹ In rural areas, the figures reveal the population's deep connection to activities linked to the primary sector, accounting for 44.2% of the labour force. The young demographic dividend implies challenges and opportunities for the country's economic and social development, especially in rural areas, where issues such as education, access to health and employment opportunities are crucial for sustainable and equitable growth.¹⁰

In 2024, Angola will see the second census since 1975. According to projections by Angola's National Statistics Institute, the country is expected to have a population of 35 million. This estimate and the next census are fundamental to understanding the country's population evolution and will help shape public policies, especially in rural areas where the youth of the population, with an

⁷ INE, 'RESULTADOS DEFINITIVOS RECENSEAMENTO GERAL DA POPULAÇÃO E HABITAÇÃO - 2014' (Luanda, 2016), https://www.ine.gov.ao/Arquivos/arquivosCarregados/Carregados/Publicacao_637981512172633350.pdf.

⁸ INE.

⁹ INE.

¹⁰ INE.

average age of 20.6 years, and the high participation in the primary sector, representing 44.2% of the labour force, are striking characteristics.¹¹

3.2 Composite Indices

HDI: The Human Development Index, or HDI, is a metric compiled by the United Nations Development Programme and used to quantify a country's "average achievement in three basic dimensions of human development: a long and healthy life, knowledge, and a decent standard of living."

Angola ranks scores 0.586, which puts it among medium tier countries. However, the region of Cunene experiences low HDI, as it scores 0.519.

MPI: The global Multidimensional Poverty Index (MPI) measures acute multidimensional poverty across more than 100 developing countries. It does so by measuring each person's overlapping deprivations across 10 indicators in three equally weighted dimensions: health, education and standard of living. The most recent survey data that were publicly available for Angola's MPI estimation refer to 2015/2016. Based on these estimates, 51.1% of the population in Angola (17,633 thousand people in 2021) is multidimensionally poor while an additional 15.5% is classified as vulnerable to multidimensional poverty (5,363 thousand people in 2021).¹² The intensity of deprivations in Angola, which is the average deprivation score among people living in multidimensional poverty, is 55.3%. The MPI value, which is the share of the population that is multidimensionally poor adjusted by the intensity of the deprivations, is 0.282. In comparison, Senegal and Zambia have MPI values of 0.263 and 0.232, respectively.

Table 4 below compares multidimensional poverty with monetary poverty measured by the percentage of the population living below 2017 PPP US\$2.15 per day. It shows that monetary poverty only tells part of the story. The headcount or incidence of multidimensional poverty is 20% points higher than the incidence of monetary poverty. This implies that individuals living above the monetary poverty line may still suffer deprivations in health, education and/or standard of living. The table also shows the percentage of Angola's population that lives in severe multidimensional poverty.

Table 4 - Vulnerability information in Angola, Senegal, Zambia and Sub-Saharan Africa

| | Survey year | MPI value | Head-count (%) | Intensity of deprivations (%) | Population share (%) | | | Contribution of deprivation in dimension to overall multidimensional poverty (%) | | |
|---------------------------|-------------|-----------|----------------|-------------------------------|--|------------------------------------|---------------------------|--|-----------|--------------------|
| | | | | | Vulnerable to multidimensional poverty | In severe multidimensional poverty | Below income poverty line | Health | Education | Standard of living |
| Angola | 2015/2016 | 0.282 | 51.1 | 55.3 | 15.5 | 32.5 | 31.1 | 21.2 | 32.1 | 46.8 |
| Senegal | 2019 | 0.263 | 50.8 | 51.7 | 18.2 | 27.7 | 9.3 | 20.7 | 48.4 | 30.9 |
| Zambia | 2018 | 0.232 | 47.9 | 48.4 | 23.9 | 21.0 | 61.4 | 21.5 | 25.0 | 53.5 |
| Sub-Saharan Africa | - | 0.262 | 49.5 | 52.9 | 18.6 | 27.9 | 37.4 | 20.6 | 29.6 | 49.8 |

¹¹ INE, 'PROJEÇÃO DA POPULAÇÃO 2014-2050' (Luanda: Instituto Nacional de Estatística, 2016), https://www.ine.gov.ao/Arquivos/arquivosCarregados/Carregados/Publicacao_638097239926448689.pdf.

¹² UNDP, 'Unstacking Global Poverty: Data for High Impact Action - Briefing Note for Countries on the 2023 Multidimensional Poverty Index', Multidimensional Poverty Index 2023, 2023.

GDI: In the 2014 HDR, HDRO introduced a new measure, the Gender Development Index, based on the sex-disaggregated Human Development Index, defined as a ratio of the female to the male HDI. The GDI measures gender inequalities in achievement in three basic dimensions of human development: health (measured by female and male life expectancy at birth), education (measured by female and male expected years of schooling for children and mean years for adults aged 25 years and older) and command over economic resources (measured by female and male estimated GNI per capita). Country groups are based on absolute deviation from gender parity in HDI. The 2018 female HDI value for Angola is 0.546 in contrast with 0.605 for males, resulting in a GDI value of 0.902, placing it into Group 4.¹³

GII: The Gender Inequality Index reflects gender-based disadvantage in three dimensions—reproductive health, empowerment and the labour market—for as many countries as data of reasonable quality allow. It shows the loss in potential human development due to inequality between female and male achievements in these dimensions. It ranges from 0, where women and men fare equally, to 1, where one gender fares as poorly as possible in all measured dimensions. Angola's score in 0.720, implying high levels of inequality between men and women. According to the latest Gender Gap Index, which measures gendered gaps based on economic participation and opportunity, educational attainment, health and survival, and political empowerment, Angola's gender gap has slightly decreased from 0.66 in 2021 to 0.64 in 2022 (with one standing for total equality between women and men). Nonetheless, ranked 28th among 36 countries in Sub-Saharan Africa, Angola remains one of the least performing countries in the region. In Angola, women are 36% less likely to have the same opportunities as males in the country, with the strongest gender disparities being identified in the political empowerment category.

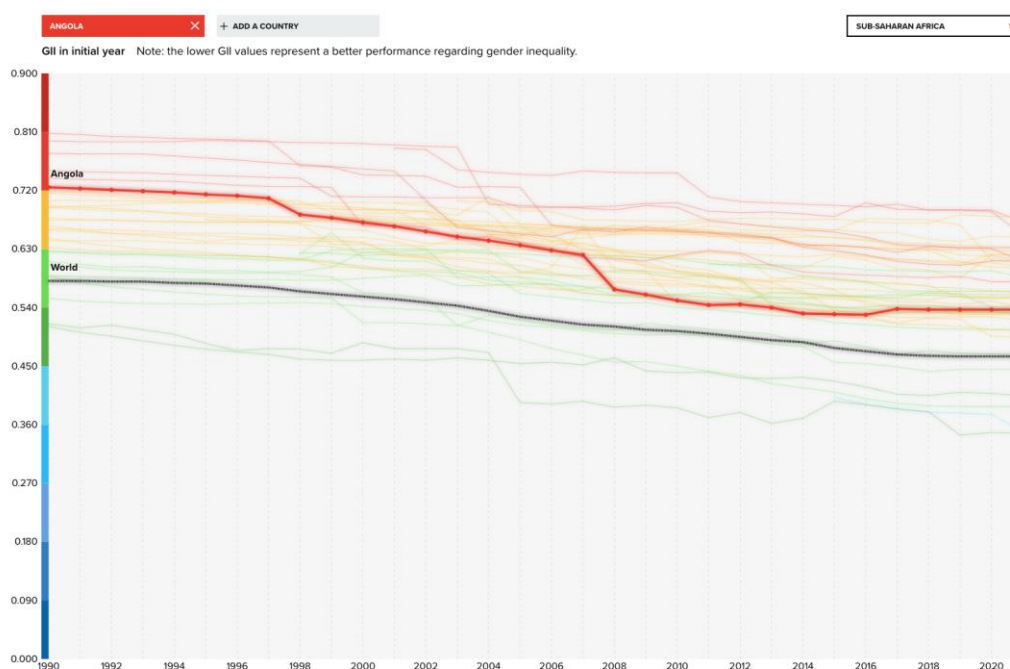


Figure 1 - Angola's GII

¹³ UNDP, 'Inequalities in Human Development in the 21st Century - Briefing Note for Countries on the 2019 Human Development Report', Human Development Report 2019, 2019.

3.3 Health

There are several challenges facing Angola's healthcare system, according to the World Bank Systematic Country Diagnostic:¹⁴ including a shortage of trained healthcare professionals, low public health spending, and insufficient investment in water and sanitation infrastructure. Angola has a limited number of healthcare workers, with only 1 physician, less than 23 healthcare workers, and 63 nurses per 10,000 people. This scarcity is particularly acute in rural areas, where 85% of healthcare workers are concentrated. The quality of healthcare services is affected by inadequate training and education. Additionally, public health expenditure in Angola has been decreasing, falling from 2.6% of GDP in 2013 to just 1.5% of GDP in 2015. This level of expenditure is well below the Sub-Saharan average of 5.4%. Furthermore, the lack of access to improved water, sanitation, and hygiene services has serious public health implications, leading to waterborne diseases and child stunting. Nationally, only 41% of the population has access to basic or improved drinking water services, with 63% in urban areas and 24% in rural areas. Similarly, only 39% of the population has access to improved sanitation, with 62% in urban areas and 21% in rural areas.

Maternal mortality rates have been steadily decreasing but remain severe, with a mortality ratio of 222 cases per 100,000 live births and 69 cases of mortality under the age of 5 per 1,000 births. A hundred and thirty-eight birth rates are reported per 1,000 women aged 5-19. Moreover, women of reproductive age (15-49 years) often face barriers with respect to their sexual and reproductive health and rights: in 2016, only 29.8% of women had their need for family planning satisfied with modern methods.

HIV/AIDS remains a concerning matter for health, safety and well-being in Angola, with 1.5% of the population aged 15-49 living with HIV. Girls and women, especially those in urban areas, are the most affected. 2% of Angolan women aged 15-49 live with HIV/AIDS, compared to 0.9% of men in the same age group. Women aged 35-39 are the most affected, accounting for 4.3% of the population in this age group being infected with HIV. Concerning HIV, women are almost twice as likely to contract the virus, with a rate of 1.11 per 1000 uninfected population, compared to 0.57 for men.¹⁵ Levels of education play a key role in this field as higher education has proven to be effective in increasing the knowledge about and prevention against HIV/AIDS contagion. Among the population with secondary/higher education, 83% of men and an equal percentage of women admit to knowing about prevention (specifically, condom use and monogamous relationships). As for mother-to-child transmission, 53% of men and 57% of women aged 15-49 are aware that HIV can be transmitted during pregnancy, during childbirth and through breast-feeding.

Respiratory ailments, water-borne diseases (WBDs, such as diarrhea) and vector-borne diseases (VBDs, such as malaria) are the most frequent health problems, and climate change is likely impacting and exacerbating the incidence rates. **Many cases of diarrhoea and cholera are linked to the widespread use of unsafe drinking water, which is linked to more frequent and intense droughts particularly in southwestern Angola and where this project is focused. While there are many health facilities, people in certain areas lack easy access to health services. Almost**

¹⁴ Ibid.

¹⁵ UN Women, 'Country Fact Sheet - Angola | UN Women Data Hub', 2023, <https://data.unwomen.org/country/angola>.

half (47%) of all homes are further than five kilometres from health facilities, whereas 17% of all households are 10 kilometres or further from these facilities in Cunene.

3.4 Gender-based violence (GBV)

Gender-based violence (GBV) remains a serious policy and public health problem in Angola. Despite multiple normative and legal instruments already available, many challenges remain in the fight against GBV in the country, both in society's appreciation of the need to combat it and the government's commitment to decisive action for its elimination. Prevalence data on different forms of GBV, particularly against women show that:¹⁶

- Lifetime Physical and/or Sexual Intimate Partner Violence: **34.8%**
- Physical and/or Sexual Intimate Partner Violence in the last 12 months: **25.9%**
- Lifetime Non-Partner Sexual Violence: **Official National Statistics Not Available**
- Child Marriage: **30.3%**

The most recent Multiple Indicator and Health Survey (2017) reports that 32% of Angolan women have suffered physical violence since the age of 15; 8% will be victims of sexual violence at some point in their lives; and 34% have been victims of physical or sexual violence perpetrated by their husbands or partners.

According to a 2022 survey, GBV tops the list of women's-rights issues that Angolans say the government and society must address: 23% of the respondents identified it as the most important matter of women's rights to be addressed, followed next by "unequal access to education" (18%) and "Unequal opportunities or pay in the workplace" (17%). 62% of Angolans say violence against women and girls is a common phenomenon, with 27% identifying it as "very common" in their community. While 69% of citizens say it is "never" justified for a man to use physical force to discipline his wife, 20% consider it "sometimes" or 9% - "always" justified. The view that men are never justified in physically disciplining their wives is more common among urbanites (76%) than their rural counterparts (55%), and grows significantly with respondents' education level, ranging from 58% of those with no formal schooling to 83% of those with post-secondary qualifications.

As a whole, rejection of GBV is in fact higher among the most educated citizens (83%), urban residents (76%), and women (73%). About half (49%) of Angolans consider it "somewhat likely" or "very likely" that a woman who reports GBV will be criticised, harassed, or shamed by members of the community. Nonetheless, a majority (59%) of citizens believe that the police are likely to take reports of GBV seriously. Two-thirds (67%) of Angolans say domestic violence should be treated as a criminal matter, rather than a private matter to be resolved within the family.

3.5 Education

Gender equality in education is strongly influenced by the urban-rural divide: only 25% of women aged 15-49 years living in rural areas are literate, compared to 63% of men, whereas in urban areas 72% of women are literate versus 92% of men.

¹⁶ UN Women, 'Global Database on Violence against Women - Angola', 2022, <https://evaw-global-database.unwomen.org/fr/countries/africa/angola>.

Gender parity in education has been almost achieved at the primary level in Angola, with 30% and 35% respectively of girls and boys having completed primary education. However, there is a significant gender gap at the secondary and tertiary levels, since 44% of girls complete secondary school compared to 60% of boys, and only 18% of women have a university degree, compared to 30% of men.

Data from the latest 2015-2016 Multiple Indicator and Health Survey show that:

- the literacy rate for the population between 15-49 years old was 58% for the national female population and 84% for the national male population;
- 22% of women and 8% of men aged 15-49 years old have no level of education, as they have never attended an educational institution;
- 33% of women aged 15-24 cannot read, compared to 16% of men in the same age group.

When assessing the educational panorama, there is a marked difference between urban and rural areas as well. In rural areas, few adults have formal education beyond primary school. The literacy rate for adults in these areas is 54% for men and 40% for women, indicating a notable gender disparity. In the municipality of Cuanhama, these rates are slightly higher. However, only 5 % of people over the age of 18 in rural areas have completed secondary education and 16 % primary education up to the sixth grade. Low education in rural areas is attributed to parents' reluctance to send children to school, the lack of adequate school infrastructure and migration in search of better opportunities after a certain educational stage.

Furthermore, nationally about 65.6% of the population aged 15 and over is literate, but this number conceals geographic disparity. This rate rises to 79.4% in urban areas and falls to 41.1% in rural areas. There is also a considerable distinction between men, with a rate of 80.0%, and women, 53.0%. In the 15 to 24 age group, the literacy rate reaches 76.9%. Only 234,676 individuals aged 24 and over have completed tertiary education, reflecting the persistent challenges in access to tertiary education in Angola¹⁷.

While the education infrastructure and system primarily faces the challenge of low quality and investments, secondary and Technical and Vocational Education and Training (TVET) schools are primarily hindered by restricted accessibility.¹⁸ This is a key issue as the recent expansion of public education has had limited impact on improving the educational opportunities for adults who missed out on schooling during their youth. Approximately 35% of women and 30% of men have received education only up to the primary school level. The level of education attained is closely linked to one's participation in paid employment, underscoring the importance of investing in education to enhance employment prospects, and improve overall outcomes for Angola's economy.

3.6 Economic empowerment

Women are disproportionately hit by poverty in Angola. In 2020, the poverty rate for women was 47%, compared to 40% for men. Women's limited access to education and employment opportunities further compounds their marginalisation and perpetuates a system of gendered poverty. If for male-headed households, the age of the head and spouse are not strongly correlated

¹⁷ INE, 'RESULTADOS DEFINITIVOS RECENSEAMENTO GERAL DA POPULAÇÃO E HABITAÇÃO - 2014'.

¹⁸ World Bank, 'ANGOLA: SYSTEMATIC COUNTRY DIAGNOSTIC CREATING ASSETS FOR THE POOR', December 2018.

with the poverty status of the household, households headed by older women, or with older spouses, tend to be poorer up to about 50 years of age. Poverty rates are highest in large rural households headed by women aged 30-50 years.

Girls and women are also most affected by time poverty. As they are tasked with household responsibilities for which they are not economically compensated, they spend significant amount of time daily for chores such as firewood collection, water transportation, food preparation and child care.

Women are less likely to participate in the labour market than men. In 2018, the labour force participation among women was lower than that of men (73.9% vs 79.2%). The female unemployment rate was slightly above the male rate (15.3% vs 14.8%) and more than 50% of women in the labour force had less than primary education compared to 32% of men.

According to the latest data, most Angolans – 52.2% - are self-employed; 30.7% are in paid employment, 9.8% are family workers and 7.3% are employers. About 45% of the workforce in Angola is engaged in agriculture, followed by commerce/hotels (23%) and services (15%), while the manufacturing sector provides little employment opportunities and the oil sector accounts only for 1% of the total employees. **Agriculture is the prevailing employment sector in the rural areas, including in Cunene Province, while services dominate in the urban centres. Paid employment is significantly higher for men (31%) than for women (18%) and the gender gap increases with age.**

More than 70% of the employed workers in Angola are employed in the informal sector. Informality is higher for females than males (75% vs 66%) and increases with age, reaching a peak in the 55-64 age group, where more than 80% of women are informal employees. Most women work in the informal sector with a median earning about half as much as that for men. Women represent 65% of the total earners with low earnings. Half of the women work in the agriculture sector, a number that drops to 38.6% for men. Women are also underrepresented in management positions, holding only 11% of senior and middle management employment; only 14% of firms in Angola have a female top manager.

3.7 Political participation and empowerment

Decision-making processes in Angola remain heavily male-dominated. While the participation of women has been increasing in recent years, women are still underrepresented in decision-making positions, both in the public and private sectors.

As of 2022, according to the World Bank, women hold only 34% of seats in the Angolan parliament. According to the data provided by the Vice-Presidency, in 2016 only 8 out of 33 Ministries were run by women and there were only 2 female Vice-Ministers. Of the 56 States in the country, 12 were headed by women. In rural and peri-urban areas, the local matters are handled by local leaders known as “Sobas”, who manage matters such as land administration and management. Fewer than one percent of Sobas are women.

As with other gaps and limitations illustrated in other fields, e.g. economic empowerment), women’s under-representation in decision-making in Angola stems from multiple factors, including:

- Gender stereotypes: There are still strong gender cultural and social stereotypes in Angola that perpetuate a traditional image of women as caretaker of the family and household. These stereotypes discourage women from participating in decision-making, considering women

less capable and suitable than men of making decisions. These beliefs and practices translate in lack of support to women from their families and communities, including for participation in decision making.

- Lack of education and skills: Due to the barriers in access to education and skill acquisition, women face additional challenges in achieving higher education, which in turn makes it more difficult for them to compete with men for decision-making positions.
- Discrimination: Women in Angola face discrimination in the workplace, resulting in lower pay for the same work compared to men, and fewer chances to be promoted.

The government has implemented a number of programmes to promote women's leadership and to increase their access to education and skills. The National Plan for the Promotion of Gender Equality, Women's Empowerment, and the Prevention and Elimination of Violence Against Women was adopted in 2018, to promote gender equality in all areas of life, including leadership, education, and health and with specific measures such as quotas for women in government and parliament, and training programs for women leaders. In 2017, the National Plan for the Development of Education had dedicated measures to support girls' and women's education, such as scholarships for girls and women, and training programs for female teachers. In the same year, the National Plan for the Development of Health launched free prenatal and postpartum care to improve women's health and expanded access to contraception.

In addition to these national plans, the Angolan government has also created ministries and agencies dedicated to women's issues, such as the Ministry of Family and Social Action, and the National Institute for Women. It has also partnered with international organizations (e.g. UNDP), to implement programs to support women's leadership and development.

While these programs have had a positive impact on the lives of women in Angola, with increased presence of women in government and parliament, higher school attendance of girls and lower maternal mortality rate, more needs to be done to ensure the effectiveness of these initiatives and advance true gender equality in the country.

3.8 Access to resources

In Angola, gender inequalities are reflected also in the access to and control over resources.

Women in Angola face many challenges in accessing land ownership and natural resources. While the 1992 Constitution of Angola guarantees equal rights for women and men and the 2008 Land Law recognizes the right of women to own land, the Law does not specify how this right can be exercised and the country's customary law, which is based on the patrilineal system and gives men ownership of land, remains the prevailing legal reference. As a result, women often have no legal right to the land they occupy or cultivate as well as to the natural resources they need in order to survive and work. Hence, women have to rely on their husbands or male relatives to access land and other natural resources. This exposes women to additional risks of exploitation and abuse, in addition to limiting their ability to participate in economic activities and improve their living standards. In addition to a widespread lack of awareness of women's land rights, women are also more likely than men to be poor and consequently have fewer financial resources to access the formal land registration system.

The Women's Land Rights Movement works to promote women's land rights in Angola and the National Union of Angolan Women advocates for the rights of women in all areas, including access

to natural resources. The Ministry of Agriculture and Rural Development has a department dedicated to women's empowerment, which includes work on women's access to natural resources.

A similar pattern applies to access to finance. The customary law, based on the patrilineal system, gives men control over the family's finances, whilst the 2008 Consumer Credit Law, whilst recognizing the right of women to access financial credit, does not specify how this right can be exercised. This situation adds on to women's higher rate of poverty than men and to many women being still without documentation, such as a birth certificate or a national identity card, that are needed to open a bank account.

The combination of these factors translates into a number of barriers and challenges for women in accessing credit, including higher interest rates on loans for women, women being denied loans or being required to provide collaterals that men are not required to provide and that women are anyway not in a position of providing due to restrictions to women's ownership of assets.

As a result, women have to rely on their husbands or male relatives to obtain loans or other forms of financial assistance, and struggle more than men to invest in their education or training as well as start or grow a business. According to a 2019 International Finance Corporation's report on women's financial inclusion in Angola report, only 22% of women in the country have access to formal financial services such as bank accounts, loans and insurance. Rural women represent a minority share of those owning a bank account, as the majority of account holders live in urban areas, with Luanda, the capital, accounting for 95% of total deposits in the country.

It is noteworthy that awareness and responses are increasing, to improve women's access to credit, in recognition of women's rights as well as of the important contribution to the country's development of women's active participation in society and the economy. For instance, the Ministry of Finance has established a women's entrepreneurship fund to provide loans to women-owned businesses. The Women's Finance Trust provides microfinance loans to women entrepreneurs and the Angolan Women's Chamber of Commerce (ACCI) offers training and mentoring programs to help women entrepreneurs access financial credit.

3.9 Youth

Gendered differences in the access to opportunities and resources apply also to younger generations, with girls being exposed to higher rates of poverty and marginalization compared to boys. Social norms, family deprivation in assets, preferences, and poverty all combine to limit the educational and labour market opportunities of girls since early in their life cycle, especially in the rural areas of the country.

The school attendance rate among children 8 to 16 years old is between 80 – 90% in urban areas, whereas in rural areas for the same age groups it reaches a peak of 74 percent at the age of 11 and drops after that age, especially among girls. Overall, the school attendance rate of boys is higher than that of girls and this gender gap is larger in rural areas than in urban areas. Accessibility of schools in rural areas, affordability of the costs of child education, and parental illiteracy combine to limit the investments of families on the human capital of their children and especially girls.

The share of youth not studying and not working is higher for females than males and the gap increases with age. As they get older, girls drop from school and either stay at home or work in low skill jobs. Males are more likely to either study or work than females. Young female household heads with children have more limited opportunities than those without children. Young women with children can't afford to spend their time studying and are either working or taking care of their children

at home. Younger workers are more likely to be self-employed and in unpaid jobs than workers aged 25 to 64. 25% of the youth start working as unpaid worker and 50% as self-employed. However, the youth also face higher unemployment rates, especially for people in the 15-24 age group where unemployment reaches a 29% rate, compared to 11% for people in the 25-54 age group. Despite being more educated than the older population, the unemployed youth have limited opportunities to find a job and account for more than 50% of the total unemployed.

UN Women Count Data Hub for Angola indicates that in 2021 30.3% of women aged 20–24 years old were married or in a union before age 18. Childbearing begins early and is a key driver of malnutrition. According to the 2016 DHS, Angolan teenage girls have the highest rate of births per 1,000 girls in the world at 162 births per 1,000 girls. Relative to older mothers, adolescent girls are more likely to be malnourished and have a low birth weight baby who is then more likely to become malnourished, and be at an increased risk of illness and death, than those born to older mothers. Based on the 2015/2016 DHS, 47.7% of women of reproductive age have anemia, which is known to further increase the risk of low birth weight which in turn contributes to child stunting.

3.10 People living with Disabilities

According to the 2014 census, there are an estimated 656,258 people with disabilities in Angola, accounting for 2.5% of the population. The most common types of disabilities in the country are visual impairment, hearing impairment, and physical disability. Stakeholders consultation held in August 2023 in Ombadja Municipality particularly pointed at discrimination faced by people with albinism. Due to cultural discrimination, lack of accessibility and limited support services, people with disabilities are less likely to have access to education and employment than people without disabilities. As a result, they are also more exposed to poverty. Cultural discrimination, lack of awareness, and lack of accessible facilities expose people with disabilities to social exclusion and make them vulnerable to violence and abuse, compounded by barriers in accessing justice.

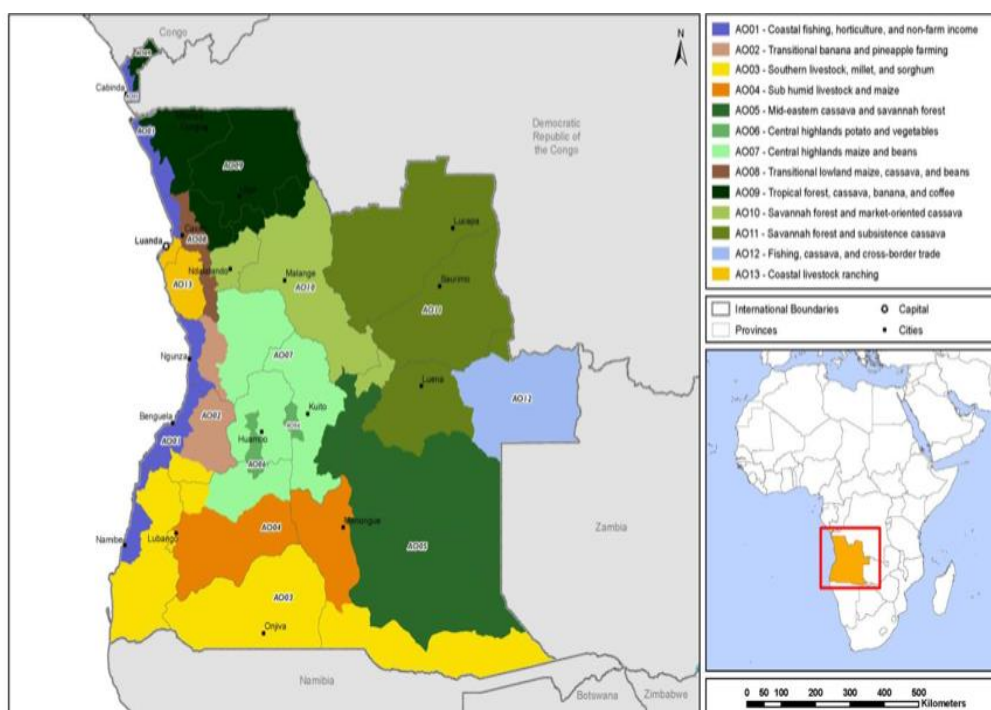
The Government of Angola has taken some steps to improve the situation of people with disabilities. In 2016, it passed a law on the rights of people with disabilities that guarantees their rights to education, employment, healthcare, and social security. In 2017, the Angolan government established a national council for people with disabilities, which is responsible for coordinating and implementing policies and programmes for people with disabilities. Some financial assistance programmes are also available for people with disabilities to pay for their education, healthcare, and other essential services. However, the funds remain limited compared to the actual needs, and more efforts need to be undertaken to ensure the effective implementation of the legislation.

People with disabilities in Angola are also supported by several organizations that promote a more inclusive and accessible society. These associations are grouped under the Angolan Federation of Associations of People with Disabilities (FAPCD). The FAPCD advocates for the rights of people with disabilities and provides services, such as education and employment programs. The National Institute for the Rehabilitation of People with Disabilities (INARDEP) is a government agency that provides rehabilitation services as well as training and employment opportunities for people with disabilities. The Catholic Church has a long history of working with people with disabilities in Angola, via education and healthcare programmes.

4. Micro-level analysis: gender, agriculture and WASH in Cunene Province

4.1 Context: Cunene Province

The province of Cunene is located in Southwest Angola, and is characterized by a dry tropical climate, with semi-desert conditions and unimodal, low and variable rainfall pattern, with average rainfall of 250-600 mm/year.¹⁹ Cunene is located in the Southern Livestock, Millet and Sorghum Zone of Angola (AO03) as shown in **Error! Reference source not found.** below. This zone mainly lies in the southern part of Angola within the arid and semi-arid agro-ecological zone, and frequently experiences droughts as well as flooding (depending on the precipitation variation in the different seasons), which impacts the population and communities' limited resource base, and adaptation options. Cunene's topography is generally prairie like flatland and the vegetation is characterized by desert, savannah grass and woodlands. It is sparsely populated with about 12.5 people per square kilometer.



Map 2 - Livelihood Zones in Angola (Cunene AO03)

Cunene, despite the progress that has been made since the end of the civil war in 2002, remains one of Provinces with the highest poverty rates in Angola. This is also reflected in the HDI score of

¹⁹ World Weather Online, 'Cunene Forecast', WorldWeatherOnline.com, 2023, <https://www.worldweatheronline.com/>.

Cunene, which is among the lowest in Angola. The southern region of Angola is a largely agro-pastoral zone where local communities are engaged in rain-fed subsistence crop farming (pearl millet and sorghum) and livestock production. The principal livelihood is in the sector of agriculture and forestry (64%). Other livelihoods include: fishing and trade, and sources of income are depend from household to household, as discussed above.²⁰ With the prevalence of rain-fed agriculture, and limited water infrastructure, increasing water scarcity significantly contributes to food insecurity, serious health problems such as outbreaks of cholera, high levels of malnutrition among children 0-5 years (current severe/moderate acute malnutrition levels of 15%) and very low household incomes.²¹ The province is also subject to periodic flooding along the margins of the rivers in the Cuvelai Basin.

The province is divided administratively into 6 municipalities and 20 communes as shown below:



Map 3 - 6 municipalities, 20 communes of Cunene, Angola

The 2014 census counted the number of people in each municipality as shown in Table 5. Alongside, population projections from the National Institute of Statistics are shown. There were 1,194,495 people projected for 2020/2023.

Table 5 - Population by Municipality in Cunene, Angola

| Municipality | Population (2014) | Projected Population in 2020 | Projected Population in 2023 |
|--------------|-------------------|------------------------------|------------------------------|
| Cahama | 70,061 | 84,527 | 92,830 |
| Cuanhama | 374,529 | 451,809 | 496,169 |
| Curoca | 41,087 | 49,577 | 54,450 |

²⁰ John Mendelsohn and Stephie Mendelsohn, *Sudoeste de Angola: um retrato da terra e da vida* (Arte e Ciência, 2018).

²¹ UNDP, 'Human Development Report 2020 | United Nations Development Programme', UNDP, 2022, <https://www.undp.org/kuwait/publications/human-development-report-2020>.

| | | | |
|--------------|----------------|------------------|------------------|
| Cuvelai | 57,398 | 69,240 | 76,038 |
| Namacunde | 142,047 | 171,459 | 188,339 |
| Ombadja | 304,964 | 367,882 | 403,998 |
| Total | 990,087 | 1,194,495 | 1,311,824 |

People are largely concentrated in the centre of the Cuvelai Basin, particularly from Mupa to Santa Clara and between Cafima and Ondjiva. These are the western areas of Namacunde and Cuanhama municipalities and the Southern area of Ombadja municipality. Of all the provinces in Angola, Cunene has far fewer males than females, with a female population of 53% of the total population. The ratio between males and females was particularly skewed in rural homes where there are only 86 males per 100 females. The ratio was slightly more balanced in Cunene's urban areas: 92 males versus 100 females. This disparity can still be attributed to the war and its side effects, such as the emigration of young men to avoid military conscription, and potentially, the unfortunate loss of male lives during conflicts.²² Further, male outmigration is common, to diversity livelihood sources – which implies that women are often left as de-facto heads of households who are both in charge of domestic affairs and subsistence agriculture, in certain communities/cases.

From the results of the IDREA 2018-2019 household survey, rural households in Cunene had an average size of 6.2 people. Male-headed (MHHs) families were 51%, and 49% of families were female-headed (FHHs). Women have limited access to productive resources but are involved in the cultivation of crops, mainly millet (covering about 80% of crops per household), sorghum and cowpeas. While women play a crucial role in the production and value chains, their contributions are consistently undervalued and may even be invisibilised. This is because, culturally, women's economic contribution in general to the household economy is undervalued, which constrains economic diversification.²³

Families in Cunene derive considerable resilience from their relations with neighbors, with other families and the traditional leader (*soba*) in their communities, and friends and relatives further afield. These connections provide social capital as well as an informal, social safety network. Families with considerable social capital have an advantage to absorb shocks (extreme weather events, climate change). This can take many forms: neighbors may share food, labour and animal traction for example, young men may find temporary employment with a family member in Namibia, or money to buy food can be borrowed from a close friend.

²² Kajsa Pehrsson, 'Towards Gender Equality in Angola' (Stockholm: SWEDISH INTERNATIONAL DEVELOPMENT COOPERATION AGENCY, April 2000), <https://cdn.sida.se/publications/files/sida1072en-towards-gender-equality-in-angola.pdf>.

²³ Delegation to Angola (EU Delegations and Offices) and Aline Afonso, Angola Gender Country Profile (LU: Publications Office of the European Union, 2015), <https://data.europa.eu/doi/10.2871/469358>.

4.2 Key issues for the CREW: subsistence agriculture, food and water security and time poverty

4.2.1 Agricultural labour and time poverty in Cunene Province

In rural Angola, gender roles define the responsibilities of men and women distinctly. Research by the African Development Bank²⁴ found that: in the agricultural sector, it is observed that both men and women dedicate substantial time to farm and off-farm work. Men largely handle commercial agriculture, cattle rearing, fishing, and specific tasks like timber and mining operations.²⁵ They are pivotal in land preparation, mechanization, and irrigation.²⁶ On average, men work around 5 hours per day on the farm and 3 hours per day off-farm, while women contribute approximately 6 hours daily to farm work and 2.5 hours to off-farm activities. Additionally, women in rural areas shoulder the responsibility of unpaid, household work. It has been estimated that women spend approximately 14 hours a day on household and economic activities if they are married, and 15 hours a day if they are single. These numbers underscore the significant amount of time and effort that women invest in meeting household needs as well towards agricultural labour.

During times of conflict or war, women have historically maintained traditional agricultural practices, even when extension services and access to agricultural resources were limited. They continue to play a crucial role in ensuring household food security and are predominantly engaged in food crop production. Unfortunately, the consequences of war have negatively impacted food crop production, leading to serious household food insecurity, but also creating an entry point for adaptation investments. It should be noted that the limited availability of labour (due to lower male participation and out migration) has a substantial impact on crop production, which requires ploughing, planting, weeding and harvesting. All of these are demanding tasks and should be completed quickly and at the right time, failing which production will be low. As a result of outmigration, many families have few able-bodied members to help with the tasks needed in the fields, and most households do not have the resources to hire labour.

Women primarily tend to subsistence crops such as legumes and cassava, and partake in selling produce in markets.²⁷ They are entrusted with crucial household chores, from child-rearing and food preparation to essential agricultural tasks, like tillage and harvest.²⁸ However, their work, crucial as

²⁴ AfDB, 'ANGOLA - COUNTRY GENDER PROFILE' (Agricultural & Agro-industry Department North - East & South Regions (OSAN), 2008), <https://www.afdb.org/fileadmin/uploads/afdb/Documents/Project-and-Operations/ADB-BD-IF-2008-210-EN-ANGOLA-COUNTRY-GENDER-PROFILE.PDF>.

²⁵ Amnesty International, 'THE END OF CATTLE'S PARADISE', 2019; IFAD, 'Republic of Angola Country Strategic Opportunities Programme 2019-2024', 2018.

²⁶ Ibid.

²⁷ Ibid.

²⁸ Ibid.

it is, often remains under or unpaid, leading to women seeking supplemental income through selling garden vegetables and forest products.²⁹

It can be posited that women in rural Angola face time poverty³⁰: an individual is time poor if he/she is working long hours and is also monetary poor, or would fall into monetary poverty if he/she were to reduce his/her working hours below a given time poverty line. Thus, being time poor results from the combination of two conditions, which are both present in the rural, Angolan context. Despite progressive legal frameworks, many women are denied land ownership rights, adhering instead to traditional customs (explored below). In Angolan households, the intersection of gender roles, time poverty and unpaid care work significantly affects women. These women are burdened with the bulk of unpaid care work due to traditional gender norms, which leads to a state of time poverty where they do not have enough time for leisure, education or paid work.³¹ Despite being important contributors to the economy, women's roles are typically undervalued. This, together with their limited access to productive resources, reduces the potential for economic diversification of households.³² Angola's socio-economic landscape, marked by poverty, gender inequality and high dependence on subsistence agriculture and informal work, exacerbates this situation. Women, especially in rural areas, are involved in a variety of unpaid tasks, from caring for children and the elderly to performing household chores and manual labor.³³ This substantial burden of unpaid work restricts their opportunities for education, formal employment and leisure, further entrenching them in a state of time poverty and limiting their socioeconomic advancement.³⁴

4.2.2 Crops, livestock and food security among communities

One cereal predominates as the staple crop in southern Cunene: pearl millet (*Masango*). Almost every household grows *Masango* and with few exceptions, each farmer gives considerably more field space to *Masango*, than all other crops combined. This is because *Masango* is the grain crop that grows best in sandy soils and where rainfall is relatively low.

Sorghum (*masambala*) is usually grown by most households on more moisture retentive soils at the lowest levels of a household's fields. Its grain is mostly used to produce beverages and some food. All households produce a variety of other crops. Cowpea and various kinds of squash are the most

²⁹ IFAD, 'Republic of Angola Country Strategic Opportunities Programme 2019-2024'.

³⁰ Elena Bardasi and Quentin Wodon, Working Long Hours And Having No Choice: Time Poverty In Guinea, Policy Research Working Papers (The World Bank, 2009), <https://doi.org/10.1596/1813-9450-4961>.

³¹ United Nations, 'Unpaid Care and Domestic Work: Issues and Suggestions for Viet Nam', 3 January 2017, <https://vietnam.un.org/en/13921-unpaid-care-and-domestic-work-issues-and-suggestions-viet-nam>, <https://vietnam.un.org/en/13921-unpaid-care-and-domestic-work-issues-and-suggestions-viet-nam>.

³² Mónica Domínguez-Serrano, 'Unpaid Care Work in Africa', Working Paper (Bilbao: Fundación BBVA, 2012), https://www.researchgate.net/profile/Monica-Dominguez-Serrano/publication/239807159_Unpaid_Care_Work_in_Africa/links/02e7e53148f2347a01000000/Unpaid-Care-Work-in-Africa.pdf; Oxfam International, 'Unlocking Sustainable Development in Africa by Addressing Unpaid Care and Domestic Work', Oxfam International, 2 February 2020, <https://www.oxfam.org/en/research/unlocking-sustainable-development-africa-addressing-unpaid-care-and-domestic-work>.

³³ Domínguez-Serrano, 'Unpaid Care Work in Africa'; Oxfam International, 'Unlocking Sustainable Development in Africa by Addressing Unpaid Care and Domestic Work'.

³⁴ Domínguez-Serrano, 'Unpaid Care Work in Africa'; Oxfam International, 'Unlocking Sustainable Development in Africa by Addressing Unpaid Care and Domestic Work'.

abundant and widely grown, followed by peanuts, sweet potatoes, *bambara* groundnuts and some vegetables such as cabbage, tomatoes, onions and spinach. Fruit trees such as pawpaw, mango and guava are more evident to a limited extent in the Northern Zone. Maize is also grown, mainly for sweet corn, particularly in the Northern Zone where rainfall is higher and more reliable. The Chana and Eastern Sands zones have many indigenous trees which provide fruits, oil and liquor: marulas, bird plums, jackal berry trees, Mangetti and buffalo thorns.

Crop production and agriculture in Cunene faces several challenges. The risks of failure are high and yields are normally low, with a high dependence on natural precipitation cycles (which are now impacted by climate change). For example, the average yield of pearl millet is about 300 kilograms per hectare, which is among the lowest for this crop in the world. Farming, as an economic activity and source of livelihood, is therefore a low-input / low-output system. Pearl millet and other farm produce are very largely used for domestic consumption. Food is only sold under exceptional circumstances, when there are special needs for income, some surplus is available to be sold and where there is reasonable access to markets.

Pearl millet and sorghum crop failures, or even poor yields, have dire consequences on food security in the region, and often lead to humanitarian crises. It was the complete failure of these crops and a lack of drinking water during droughts that caused devastating famines in the past, some of which led to the deaths of tens of thousands of people in the region. Pests often limit crop production, as well. Locust attacks can be severe as they were in 2021 and other insects such as spider mites are also problematic for irrigated crops.

A DW/USAID (2015) household survey⁸ collected information on the length of time that food stocks lasted in normal years, and how long they lasted after the 2013 drought. The differences were substantial. A total of 86% of households estimated that their harvests would last longer than 10 months in normal years – roughly until the time that they would harvest their next season's crops. Following the 2013 drought, however, 81% reported that their harvests would be exhausted within six months – roughly half the time that reserves are normally available.

Except for the very poorest families, all rural households have some livestock. Most households keep a variety of animals: chickens to eat and sell, pigs to eat, donkeys to transport goods, goats to eat and occasionally sell, and cattle which produce some milk and draught power. The possession of so many livestock by so many people would suggest far greater food security, if they sold more animals, especially cattle. However, cattle, and to some extent goats, are generally not for sale. Only when their owners have a particular need for cash are one or two animals sent to market. Cattle are largely kept as capital security and savings, and so people are probably reluctant to dispose of savings in an environment where calamities are to be expected.

4.2.3 Assets, land and tenure rights, marital property and inheritance

Most rural households have thatched roofs, the remainder have corrugated iron roofs. By contrast, many homes in urban settlements are shacks with corrugated iron roofs, and walls of corrugated iron or clay blocks. The great majority of rural households have walls constructed from mud and sticks. In Cunene, A small number of homes in the *chanas* area of Cunene have walls of corrugated iron or mud blocks. Most rural homes are also fenced, either immediately around the house or around each farmstead, which consists of the house, livestock holding pens, fields and areas of grazing or fallow land. Brush and poles are mainly used for fencing.

In Angola, all land belongs to the State who determines its final use and destination. In order to preserve the rights of the rural communities, the land law takes into account the customary land use (residential, traditional shifting agriculture and transhumant grazing, forestry, access to water and communication ways). In terms of State ownership, agricultural land is regulated against a private right basis, while natural resources form part of the public right. The law foresees that land for private agricultural investment would be regulated through perpetual land use right transfers of ownership sold by auction from the State to private undertakers. The objective of sound exploitation must be evident for every initiative. Should community land be expropriated for public use, just compensation must occur. Conceded land must be used for its agreed purpose otherwise right will be dispossessed. Land use rights are transmissible subject to the same conditions they were originally conceded for.

In the rural areas like Cunene, a system prevails in that village territories under the leadership of a single *soba* (village leader) are defined according to their needs, taking into consideration the availability of cultivable land for all families under shifting cultivation practices, with allowances being made for pasture (for cattle) and firewood needs. All land tenure matters are dealt with following the rules and regulations foreseen in the law and the principles of the existing customary system apply. Specifically, village territories are administered under the leadership of the *sobas*³⁵ (at Ombala³⁶ level) and of the *seculos*³⁷ (at village level). These are generally defined according to the needs of the families, taking into consideration the availability of cultivable land for all families, with allowances being made for non-cultivation needs (grazing land, firewood, etc.).

Overall, farm sizes attributed to each family are determined by labour capacity, ownership in terms of draught animals, while account is also taken of the fertility of the land. According to customs, the conceded area should not be larger by one third of that which is in the working capacity of the undertaker and of his family. Plot sizes per family are determined by the availability of labour and draught animals and the fertility of the land.

In Angola, land tenure practices are heavily influenced by gendered, customary norms, which frequently disadvantage women in terms of property ownership. Particularly in rural regions, women's rights to land ownership are predominantly acquired through marital affiliations. These rights are further complicated by factors such as a woman's reproductive ability and marital status, meaning that under certain circumstances, like infertility, divorce, or widowhood, a woman's claim to land can be significantly diminished.³⁸

³⁵ The "sobas" in Angola are traditional leaders, performing administrative and judicial functions in rural communities, acting as guardians of local traditions and mediating disputes. Although their political relevance has diminished with modernisation, they maintain a crucial role in linking communities and the government.

³⁶ "Ombalas" in Angola refer to ancient villages or fortified settlements, often associated with the residence of traditional leaders or sobas.

³⁷ "Seculos" are traditional leaders, often considered intermediaries between the people and the government authorities. They play a crucial role in maintaining local traditions and customs and are respected in their communities.

³⁸ UNCTAD, 'Who Is Benefiting from Trade Liberalization in Angola? - A Gender Perspective', 2013.

A USAID pilot study finds that³⁹: significant disparities exist between the legal framework and traditional customs concerning women's access to land, especially in Angola. Statutory laws offer women certain land access rights that customary practices often do not recognize. For example, the Angolan Constitution guarantees property rights regardless of gender. However, customary norms seldom permit women to inherit land from their birth families. While the Family Code contains provisions safeguarding widows and divorcees from losing land rights, in practice, divorced and separated women are typically expected to return to their birth families. Widows occasionally retain temporary rights to their husband's land as custodians for their children. Still, they may also face eviction, with any rights they receive being seen as a matter of goodwill from the local leader (soba) and in-laws rather than inherent rights. Access to land for a widow's children is often contingent on factors such as the age of the children (particularly sons) at the time of their father's death and their acceptance by the in-laws. Married women without children, particularly sons, and those in polygynous relationships, whether childless or with children, are at risk of being left without access to their husband's or parental land. It's important to note that variations exist between families concerning whether widows can retain access to their husband's land. These differences may hinge on factors such as the widow's age, whether she has children, and the age of the children. Customary practices also differ between rural and peri-urban areas. In peri-urban regions, women in polygynous relationships may find themselves in a more vulnerable situation due to smaller landholdings, and husbands may not provide farm land and housing for each wife. Moreover, awareness of statutory laws is limited at the local level in both rural and peri-urban areas. Most women and men, including traditional leaders (sobas) and local administrators, are often unaware of statutory laws protecting women's land and property rights. Consequently, women typically do not anticipate inheriting land and seldom pursue legal action in cases of non-inheritance or eviction following divorce or widowhood, adhering to customary practices instead.

4.2.4 Labour force participation, livelihoods and financial inclusion

Labour force participation in Angola displays near-parity: 74.9% women, as compared to 79% men in the working population age bracket participate in the Angolan economy. However, the figures diverge when controlled for sectors and formality of work arrangements. Wage and salaried workers include only 26.3% women, as compared to 41.7% men. Yet, the women are over-represented as the figures for the employment in agriculture metric show – 65.7% as compared to 51.6%. This speaks to broader trends within the economy, where agriculture is feminized. Women are the backbone of Angolan agriculture, leading nearly a third of agricultural households and accounting for 70% of subsistence farming.⁴⁰ This higher female participation rate in agriculture can be associated with sociocultural norms and contribute to the time poverty that women experience, as agricultural tasks often overlap with domestic responsibilities.

³⁹ USAID and ARD, 'STRENGTHENING LAND TENURE AND PROPERTY RIGHTS IN ANGOLA A PROFILE AND PLANNING TOOL FOR WOMEN AND OTHER DISADVANTAGED GROUPS IN PILOT AREAS', 2007, https://www.land-links.org/wp-content/uploads/2016/09/USAID_Land_Tenure_Angola_Gender_and_ODG_Profile_and_Planning_Tool.pdf.

⁴⁰ World Bank, 'Project Information Document (PID) - Angola Smallholder Agricultural Transformation Project (MOSAP3) (P177305)' (Washington: The World Bank, 30 March 2022), <https://documents1.worldbank.org/curated/en/099120012092126895/pdf/Concept0Projec000MOSAP30000P177305.pdf>.

However, their significant contribution is continually hampered by significant barriers. They often have limited access to essential productive resources like high-cost seeds, fertilizers, and modern machinery, which are critical for enhancing productivity. Furthermore, due to factors such as traditional gender roles, lower literacy rates, and mobility constraints, women find agricultural extension services, a vital source of information and support, largely inaccessible.

Most households in Angola have at least one source of cash income, and most rural families have cattle or goats and a plough. Significant numbers of the households have telephones, radios, some building materials bought with cash, and a person who speaks Portuguese. Few homes have any mode of transport (bicycle or motorcycle), a source of electrical power (generator or solar power) or access to safe water. Rural households in the North tend to be better off than those in the South. Having certain possessions makes life easier and adds resilience. To some degree or another, each asset can be expected to reduce vulnerability or increase resilience, therefore, the possession of a few more assets and services would make households less vulnerable to the impact of climate change.

In certain cases, people are attracted to markets and jobs in urban areas and across the border in Namibia. People wanting to sell homemade beverage or a small animal will walk for days to access markets and then use the sale proceeds to buy household necessities. Limited income is obtained from the majority of farming activities. Off-farm sources of income from jobs, businesses, remittances, and pensions and other social grants are most important for cash security when available. Some families live in rural farmsteads, but their incomes come from elsewhere. Significant levels of disposable income, or cash access within households give people security and considerable resilience against the effects of floods and droughts, and determine levels of resilience against climate change.

As an alternative or complement to subsistence agriculture, trading and the provision of services are options for households close to urban areas. People are attracted to this way of living because it offers opportunities to be cash secure, permitting the purchase of food as well as clothes, medicine, telephones and taxi fares. There are a variety of jobs and commodities that generate cash income. Most incomes are earned sporadically depending on when, for example, temporary jobs are available, households have particular needs for incomes, or certain items could be sold, such as fish, wild fruits or mopane worms. Few homes have a regular income. Income earners have employment as public servants, informal businesses, and work as labourers. Hunting and fishing are also activities that can generate cash income.

To understand the financial inclusion scenario, it is important to look at Angola's banking system. Angola currently has a total of 1,845 bank branches, of which 55 are located in the province of Cunene, distributed between Cahama, Cuanhama, Curoca, Cuvelai, Namacunde and Ombadja. The banking system is characterized by the presence of twenty-five banks authorized to operate in national territory, including Banco Angolano de Investimentos S.A., Banco Comercial Angolano S.A., Bank of China, among others.⁴¹ The comprehensive data from FinScope Angola 2022 Consumer Survey Report paints a clear picture of the banking and financial landscape in Angola, there is a distinct gender disparity when it comes to financial access. Nationally, while 44% of men have bank accounts, only 29% of women enjoy the same privilege. As of 2014, only 22.3% of women in Angola

⁴¹ ABANC, 'Rede Bancária Em Angola | Sistema Financeiro | Associação Angolana de Bancos', 2023, <http://www.abanc.ao/sistema-financeiro/rede-bancaria-em-angola/>.

had a financial account, compared to 36.1% of men. This gender gap in account ownership (13.8%) exceeds the average for Sub-Saharan Africa (11.5%)⁴². This discrepancy is further emphasized by the significant number of women who are completely excluded from financial services – 60% compared to 46% of men.⁴³ When we delve into specifics like the combination of banking and mobile money usage, only 29% of the women are included in the 36% of adult Angolans who utilize these services. This translates to the fact that a sizable 64% of the adult population doesn't possess any transaction account, and out of this number, women represent a staggering 58%.⁴⁴

These issues are addressed by the component 3 activities through empowering women and assisting them establishing micro enterprises and IGAs. This includes provision of seeds and other productive resources for climate resilient agriculture, as well as nursery seedlings; providing access to small-scale irrigation infrastructure, with a particular focus on female-headed and single households; literacy and numeracy training, again with a particular focus on women (Output 3.2: Diversified IGAs to increase community resilience against CC impacts).

Women will not need access to a bank account to be able to receive seeds, cooking stoves and other project inputs, within the project timeframe. Besides, Activity 3.2.1 (Facilitate IGAs for the communities' livelihood diversification) describes how the project will support the establishment of saving or solidarity systems within each of the targeted women groups. The savings groups, known as "Kixiquila" in Angola, brings together community members to foster financial inclusion and mutual support. Kixiquila is generally implemented in areas where individuals lack access to formal banking systems, to provide them with a platform to collectively save, access funds and support one another's financial aspirations.

Further emphasizing the financial barriers women face, a substantial 76% of the population doesn't save. For the 24% who do, there's a noticeable reliance on informal mechanisms. These can range from keeping money at home to other non-institutionalized savings methods, reflecting a possible lack of trust or access to formal financial institutions. Insurance, another pivotal financial service, sees women lagging behind as well. Only 4% of women have some form of insurance, in contrast to 6% of men.⁴⁵

Focusing on Cunene, the financial scenario appears even more challenging. A mere 11% of Cunene's population has access to banking facilities. When it comes to utilizing mobile payment services, which can be seen as an indicator of digital financial inclusion, only 1% of Cunene's inhabitants have adopted this method.⁴⁶ Many of these women survive by producing goods for sale in the city's markets. Their economic situation is aggravated by historical uprisings, which include displacement and clashes. Together with limited access to vital resources such as healthcare, education and land rights, these factors create a challenging picture. Post-conflict social structures often see women juggling the roles of primary sources of income while managing domestic chores, which restricts their chances in the organized sector⁴⁷. In essence, the financial resources (and

⁴² A. Demirgüç-Kunt et al., 'Global Financial Inclusion Database' (Washington: World Bank Group, 2018).

⁴³ National Bank of Angola, 'FinScope Consumer Survey Report Angola 2022', June 2023.

⁴⁴ Ibid.

⁴⁵ Ibid.

⁴⁶ Ibid.

⁴⁷ GEF and CI, 'CI-GEF GENDER MAINSTREAMING PLAN (GMP) - GWP Angola Child Project', 2021.

financial literacy) - an important type of non-physical asset - are far less accessible to women, which can influence their ability to improve their homes or invest in other productive assets. Therefore, while evaluating assets, it is essential to consider gender perspectives and strive for equality.

4.2.5 WASH and water security in rural Angola

Traditionally, women shoulder the primary responsibility for unpaid caregiving, including tending to the sick, elderly, and children, yet this vital work often remains underappreciated⁴⁸. Despite the predominance of women, particularly in nursing roles, in the health workforce, decision-making positions are typically occupied by men, limiting the system's responsiveness to women's needs and priorities⁴⁹. According to the UN Women database⁵⁰, women in Angola, particularly those of reproductive age (15-49 years), often encounter obstacles concerning their sexual and reproductive health rights. Only 29.8% had their need for family planning met with modern methods in 2016⁵¹. Furthermore, the country's health statistics reveal several gender-based disparities. Maternal mortality ratio stands at 241 per 100,000 live births, while merely 49.6% of births are attended by skilled health personnel. The under-five mortality rate is higher for boys (80.4 per 1000 live births) compared to girls (68.7 per 1000 live births), but the infant mortality rate, although high for both sexes, is also higher for boys.

The situation is further exacerbated by the growing impact of climate change on public health. While life expectancy has improved significantly in recent decades, severe droughts and other climate-related events are causing widespread food insecurity, disease, and child mortality. Notably, these climate-induced health risks disproportionately affect specific sectors of the population, underscoring the need for an inclusive and gender-sensitive approach to health service delivery and climate resilience planning. The country's health infrastructure, particularly in rural areas, is insufficient and at risk of suffering from climate change. With the existing ratio of health facilities to a population estimated at 0.5 per 10,000 people in 2010 and only 24% of the rural population having access to a public health facility within two kilometers, compared to 63% of the urban population, there is a critical need to upgrade health facilities to improve coverage and climate resilience⁵².

Water is a critical resource and contaminated water leads to debilitating illnesses, such as typhoid fever, diarrhoea, or even death from cholera, dysentery or gastro-enteritis. Access to safe drinking water in rural areas is only available to 15% of the population, with high levels of water insecurity during drought season. There is a particular concern in southern Cunene where so many people rely on water in shallow aquifers, which often dry up when rainfall is low or are most impacted during

⁴⁸ Jacques Charmes, 'The Unpaid Care Work and the Labour Market. An Analysis of Time Use Data Based on the Latest World Compilation of Time-Use Surveys' (ILO, 2019).

⁴⁹ World Health Organization, *Delivered by Women, Led by Men: A Gender and Equity Analysis of the Global Health and Social Workforce, Human Resources for Health Observer Series;24* (Geneva: World Health Organization, 2019), <https://apps.who.int/iris/handle/10665/311322>.

⁵⁰ UN Women, 'Country Fact Sheet - Angola | UN Women Data Hub'.

⁵¹ UN Women.

⁵² World Bank, 'Angola - Country Climate and Development Report' (Washington: The World Bank, 2022), <https://documents1.worldbank.org/curated/en/099150012022242096/pdf/P1769170f457c3010098d30b375aadd937.pdf>.

periods of drought. Very few alternative sources of water are available to make up for shortages under such conditions.

Most households use several sources of water. Nearby, temporary natural sources are often used preferentially following rain. These include collections of rainwater, and surface water in *chanas* and seasonal channels. Rivers are also important sources, but only the river Cunene and certain stretches of the Cuvelai and Tchimpolo rivers provide water throughout the year. Once supplies from natural surface water sources dry up, people rely very largely on traditional wells and water reservoirs (*chimpacas*).

A DW/USAID survey in 2015⁵³ indicated in order of frequency, traditional wells, rainwater, earth dams, rivers, ponds and *chanas*, lakes and seasonal channels, hand pumps and taps were the sources of water reported most often. According to international health standards, water provided through pipes or from taps, tanks and hand pumps from covered wells and boreholes is normally regarded as safe to drink. By contrast, water in all surface sources and traditional wells is easily contaminated and not safe for human consumption. Only 15% of all the households surveyed reported using piped or pumped supplies of safe water. In total, 72% of all homes reported that they do not treat water for drinking.

Most water supplied at public water points is pumped from deep, covered wells or boreholes. Solar pumps are widely used on large installations, while hand wheels and pumps are used where the water supply is modest. Many boreholes are not used because the water is too salty or brackish to drink. There is a pipeline carrying water from the Cunene River at Xangongo, where it undergoes treatment before transfer to the population of Ondjiva as potable water.

According to a study developed by the World Bank on Angola's WASH sector⁵⁴, approximately half of all households, whether headed by men or women, have access to basic drinking water sources. In addition, about 31% of all households rely on unimproved water sources, and this is independent of the gender of the household head. In situations where households have no connection to the water network, women and girls end up being responsible for fetching water, which occurs in approximately 72% of cases. This pattern remains relatively constant in both urban and rural areas. Regarding sanitation and hygiene, male- and female-headed households have fairly similar levels of access. Around 68% of male-headed households and 63% of female-headed households have access to at least limited sanitation. In addition, around 40% of male-headed households and 38% of female-headed households have access to basic hygiene.⁵⁵

⁵³ Paulo Calunga et al., 'Vulnerability in the Cuvelai Basin', Occasional Paper No. 12 (Luanda: Development Workshop, 2015), <https://www.raison.com.na/sites/default/files/Vulnerability%20in%20the%20Cuvelai%20basin.pdf>.

⁵⁴ Camilo Lombana Cordoba et al., 'Diagnosing Angola's WASH Sector: An Urgent Call to Action', 10 May 2021, <http://hdl.handle.net/10986/35591>.

⁵⁵ Lombana Cordoba et al.

5. Gender Action Plan

The entirety of the proposed project has been designed to deliver activities that prioritize women's empowerment and genders-responsiveness, leading to the direct integration of the proposed gender action plan into the project's Theory of Change (ToC) and Logical Framework (see Annex 2A). The table below emphasizes the alignment between the project activities.

Given the disparities and obstacles encountered by women and youth, the project will take into account their unique needs and priorities when it comes to developing, implementing, and monitoring the project. The project has been designed to also be responsive to the needs and urgencies of the southwestern region of Angola, where food and water insecurity is impacted by the geography and intensifying climate impacts, particularly in the form of drought and increased evapotranspiration as well unpredictable precipitation patterns.

Apart from the specific measures that will be taken, as depicted in the table below, the project will abide by the following 10 core gender principles for project implementation, monitoring and evaluation, as cross-cutting throughout all project activities:

1. A full-time locally hired gender expert will be recruited to assist the PMU in the implementation of the project and its activities. This expert will possess extensive country knowledge, ensuring that the project benefits from insights into local contexts and cultural dynamics. Collaborating with key local associations and the Ministry, which have varying mandates, will enhance the project's gender-focused initiatives. Notably, ADRA (Action for Rural Development and Environment) due to its extensive experience in gender-focused work across rural Angola. ADRA's initiatives aim to empower women, improve their livelihoods, and address gender inequalities in rural communities. Additionally, an inclusive assessment and complete list of the institutions/ministry representatives will be established within the implementation phase of the project.
2. The project will provide an extensive gender training to the project team, from management (PMU) to field staff (Activity Team / Extensionists);
3. The gender expert will revise all educational materials to be used by the project to be gender-transformative, including training curricula, IEC materials, radio programmes, etc.;
4. The project team will, at all times, ensure that women and men are provided with equal invitation to participate in project activities. Some of the information will be collected from women participant without the presence of men as indicated by the gender expert;
5. Gender-specific outputs and indicators are included in the overall project results framework;
6. The project will document and disseminate gender-relevant best practices and lessons learned all throughout the project cycle;
7. Mitigation measures will be put in place to prevent and handle gender-based violence issues, including access to grievance mechanisms for women;
8. The project will facilitate the uplifting of time-poverty related barriers, which will include, among others: (i) women's engagement, empowerment and organized self-help through the community structures, (ii) promote more equal distribution of labour, including care work. This will be done through conducting

community-wide gender sensitization workshops and campaigns to challenge traditional gender roles and promote the value of shared responsibilities; the use of local leaders to advocate for gender equality and model positive behaviours; facilitating regular community dialogues that engage both men and women in discussions about the benefits of sharing household and care responsibilities; providing training programs on gender equality for both men and women, emphasizing the importance of shared responsibilities in household and care work; including modules on time management and efficient household management to help families organize shared tasks effectively; promoting and supporting income-generating activities for women to increase their financial independence and bargaining power within the household; providing training and resources for women to start and manage small businesses as well as introducing and promoting labour-saving technologies for both agricultural and household tasks, such as improved cooking stoves and small-scale irrigation infrastructure, and (iii) organize childcare systems in the communities to make participation in activities more feasible for women;

9. The project will encourage voice and participation of both women and men, and promote gender balance in decision making. This will be done through facilitating community dialogues that engage men, women, traditional leaders, and youth in discussions about the value of women's participation in decision-making; identifying and promoting local female role models and gender champions who can inspire and advocate for gender equality in decision-making; encouraging successful women leaders to mentor and support other women in the community; using participatory methods to ensure all voices are heard and respected; promoting the use of quotas to ensure women's representation in decision-making roles at community levels, and monitoring the implementation and impact of these measures to ensure they are effective; establishing peer support and mentoring programs where experienced women leaders mentor and guide other women in decision-making processes; creating safe spaces for women to discuss challenges and develop strategies for overcoming barriers; ensuring that all community meetings and decision-making processes are inclusive and provide equal opportunities for men and women to participate;
10. The project will maintain efforts to raise awareness among men as well as women on gender equality, taking into account local perceptions and understanding thereof. 10. The project team will ensure that women are not overburdened with work in activities like planting and stewarding of the trees planted by the project and consider mitigation actions to distribute time burden among men and women participants.

The gender action plan (and the Logical Framework) encompasses the following specific measures:

Table 6 - Gender Action Plan⁵⁶

| CREW: Empowering Women Groups to Build Resilience to Climate Impacts in the Province of Cunene in Southwest Angola | | | | | | |
|--|---|--|----------|--|---|---|
| IMPACT STATEMENT: Increased water capacity and knowledge; enhanced water security and diversified livelihoods to improve the resilience of the most vulnerable population in Cunene province to climate change impacts, with a particular focus on women and female-headed households. | | | | | | |
| OUTCOME STATEMENT: Strengthened adaptive capacity and knowledge management for an estimated 120 000 people (60% of them women) through gender-transformative climate risk reduction. | | | | | | |
| ACTIVITY DESCRIPTION | INDICATORS | TARGETS | TIMELINE | MEANS OF VERIFICATION | RESPONSIBLE PARTY/IES | COST |
| Output 1.1: Enhanced capacities for natural resources management and climate risk reduction with improved gender equity at the local level | | | | | | |
| Activity 1.1.1: Establish and operationalize six women-led (women in leadership positions and accounting for the majority of the groups' composition) Climate Change Action Centers (CCACs) | | | | | | |
| Sub Activity 1.1.1.1 Establishment of CCACs including gender considerations. This activity will create the enabling conditions needed to support the enhancement of capacity at the local level. By establishing CCACs, the project expects to mobilize | # of CCASs established and operationalized % of female participants % of male participants % of youth (<35) participants | 6 women led CCACs established and operationalized 70-80% 20-30% 50% of total participants | Year 1 | Focus Group Discussions (FGDs) with women and men as well as youth to ensure CCACs are tuned and responsive to needs. Meeting notes from discussions and consultations on gender parity. | ADPP – OSS including gender expert ⁵⁹ within the Project Management Unit (PMU) | Total Sub-Activity Cost: \$957,735 GAP Cost for Activity: Incorporated into the total activity cost |

⁵⁶ As part of project M&E, systems will be established to monitor and evaluate the impact of project activities on female-headed households, ensuring that interventions are effective and equitable. The project will collect and analyze gender-disaggregated data to understand the specific needs and challenges of female-headed and single households and to design tailored interventions. This applies to all project components

⁵⁹ Gender expert assists in training all project staff in how to address issues and barriers and recognize signs of GBV, how to respond to allegations of GBV, and how to support survivors with referrals.

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| <p>local communities, especially women and youth, across the province to increase awareness of the challenges that climate change presents and disseminate information on what can be done to respond to these challenges and increase resilience.</p> <p>Gender sub-activity (a): Gender expert supports project team to consult community members – men and women – about location and other characteristics of CCACs and CCAC <i>Jangos</i>⁵⁷</p> <p>Gender sub-activity (b): Community members are mobilized to help establish CCACs and CCAC <i>Jangos</i> and are informed about the gender considerations. This includes meetings with local leaders/key stakeholders and influencers and</p> | <p>% of CCACs/CCAC <i>Jangos</i> established with input from women and men, including gender considerations.⁵⁸</p> | 100% | | | | |
| | <p>% of 30 women's and 12 youth groups established.</p> | 100% | | | | |
| | | 100% | | | | |

⁵⁷ *Jangos* refer to public spaces or community venues. Within them, it is key to establish them including gender considerations such as establishing a private area for breastfeeding mothers, separate latrines, and/or creating a play area outside with simple, locally available materials. The objective is to make them inclusive for women so that women can come to the spaces and their children can play while they consult/are active at the CCACs.

⁵⁸ *Jangos* refer to public spaces or community venues. Within them, it is key to establish them including gender considerations such as establishing a private area for breastfeeding mothers, separate latrines, and/or creating a play area outside with simple, locally available materials. The objective is to make them inclusive for women so that women can come to the spaces and their children can play while they consult/are active at the CCACs.

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| meetings with community members. | | | | | | |
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| Sub-Activity 1.1.1.2. Operationalization of CCAs Gender sub-activity (a): Develop training to be delivered in CCACs on gender considerations Gender sub-activity (b): Train all project staff in how to provide referrals. Gender sub-activity (c): Place information/referral contacts related to issues of relevance to women, including family planning and GBV in public areas at the CCACs/CCAC Jangos. | Training materials developed for training on gender considerations, # % of project staff who have been trained in GBV and how to provide appropriate referrals. % of CCACs/CCAC Jangos that have information available in public areas on issues of relevance to women including family planning and GBV support/referrals. % of CCACs/CCAC Jangos establish monitoring systems incorporating gender considerations and striving for gender parity | One set of training materials 100% 100% 100% | Year 1-5 | Meeting minutes and attendance logs of CCACs, women groups and youth environmental clubs | ADPP – OSS including gender expert ⁶⁰ within the Project Management Unit (PMU) | Total Sub-Activity Cost: \$957,735 GAP Cost for Activity: Incorporated into the total activity cost |
|---|---|---|----------|--|---|---|

⁶⁰ Gender expert assists in training all project staff in how to address issues and barriers and recognize signs of GBV, how to respond to allegations of GBV, and how to support survivors with referrals.

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| <p>Gender sub-activity (d): Support communities to establish CCACs and CCAC Jangos monitoring systems. Provide information on the importance of gender parity in responsibilities and in women's involvement in decisions.</p> <p>Gender sub-activity (e): Organize a community-based, rotating childcare system with the mothers and the gender expert, for children from 2-5 years.</p> | <p>in leadership and membership.</p> <p>% of CCACs/CCAC Jangos connecting community-based, rotating childcare system for children from 2-5 years organized with gender expert and community mothers' participation.</p> | 100% | | | | |
| Activity 1.1.2: Raise awareness of local communities on climate risks for Sustainable Land and Water Management (SLWM) practices, and livelihood aspects | | | | | | |
| <p>Through this activity, a dedicated Project Officer will coordinate activities with the local authorities and communities to implement awareness-raising and training on climate risk to Sustainable Land and Water Management (SLWM). ADPP in partnership with the Institute of Forest Development (IDF) and the Provincial Department of the</p> | <p># of training modules delivered</p> <p>% of female participants including in training delivery</p> <p>% of male participants including in training delivery</p> | <p>At least 100 training modules delivered on the relevant topics</p> <p>75% of participants/trainers (</p> <p>25% of participants/trainers</p> | Year 1-5 | <p>840 Women mobilized, trained and acting as CC Champions in their respective communities;</p> <p>30 Women groups (900 people) trained in project-relevant topics and activities that address structural gender barriers (literacy, nutrition, land tenure);</p> | ADPP – OSS including gender expert within the PMU. Consultation activities carried on by field staff following gender expert guidance. | <p>Total Activity Cost: \$385,500</p> <p>GAP Cost for Activity: Incorporated into the total activity cost</p> |

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| <p>Environment will explain the existing environmental laws and regulations to the population in Cunene Province. A Green Schools Program will be established, including training of teachers and trainee teachers and the establishment of youth Environment Clubs. The training of mothers to improve practices for nutrition, hygiene, water purification and food security will complement increased staple cereal and vegetable production. The activity will further include raising awareness of gender mainstreaming and improving community understanding of community land tenure and protection of women's land inheritance, in addition to literacy campaigns, to fundamentally address barriers to women's adaptation to climate change. Training will be delivered using a language easy to understand and gender transformative. This will include the use of local languages.</p> | % of youth (<35) participants | 50% of total participants | | 120 Schools and 12 Environment Clubs reached by the Green School Program. | | |
| | % of materials that are completed with gender considerations, including gender aspects embedded in content and forms of messaging and/or interactions; | 100% | | Training manual and materials produced; | | |
| | Both genders are equally represented as actors and beneficiaries, and the language used is sex-specific and refers to both sexes. | 100% | | Meeting minutes and attendance logs; | | |
| | % of project staff, including teachers and trainee teachers, who have been trained in addressing gender issues and barriers, GBV, and to provide appropriate capacity building and referrals. | 100% | | Total number of trainings held, tabulation of number of sessions and if required, refresher/interactive sessions, by location, by year within Cunene Province. | | |
| | % of project staff at trainings/event who are women. | 50% | | | | |

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| <p>Gender sub-activity (a): Project staff consult gender expert on training materials, to ensure gender considerations and appropriate language and content.</p> <p>Gender sub-activity (b): Train all project staff, including primary school teachers and trainee teachers, in how to address issues and barriers to women's adaptation to climate change, GBV, and to provide appropriate capacity building and referrals.</p> <p>Gender sub-activity (c): Consult Women Group members to determine what time and where training should be held.</p> <p>Gender sub-activity (d): Consider gender-sensitive times and outreach for assuring women inclusion and participation. Eg: outreach is conducted at times convenient to women;</p> | | | | | | |
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| <p>outreach is conducted where women frequent; outreach is conducted when men are not present and female questions are encouraged.</p> <p>Gender sub-activity (e): Training in sustainable land and water management is given by/events facilitated by team that includes women.</p> <p>All training delivered including on sustainable farming practices, literacy and numeracy, will be inclusive of the needs of female-headed and single, as well as polygynous households.</p> | | | | | | |
| Output 1.2: Knowledge management and applied learning about climate risks enhanced at the national level | | | | | | |
| Activity 1.2.1: Provide training and capacity building of provincial and national-level entities on mainstreaming of climate risks and gender transformative adaptation measures | | | | | | |

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| This activity includes conducting baseline, capacity needs assessment and KAP (Knowledge, Attitude and Practices) surveys ⁶¹ ; Developing and printing project related manuals for all topics; Providing training on climate risk for food and water security for government extension agents and Activity team (in each municipality); Providing training to members of national institutions (MINAMB, MASFAMU, MINAGRI, and others) on gender and climate change topics. | % of female participants | 40% ; | Year 1-5 | Manual and materials produced for the training sessions on planning and implementation of adaptation strategies. Meeting minutes and attendance logs Total number of trainings held, tabulation of number of sessions held at provincial- and national- levels in Y1, Y2, Y3, Y4 and Y5 of the project duration | ADPP – OSS including gender expert within the PMU. The gender expert in particular will be responsible for the development of the gender component of the training materials and integrating this within the overall training; contributing to the development and delivery of KAP surveys | Total Activity Cost: \$406,064 GAP Cost for Activity: Incorporated into the total activity cost |
| | % of male participants | 60% | | | | |
| | % of youth (<35) participants | 25% | | | | |
| | [SA1.2.1a] % of materials for studies and trainings that have been revised by gender expert. | 100% | | | | |
| | [SA1.2.1b] % of field staff conducting surveys, studies and trainings who are women. | 30% | | | | |
| | [SA1.2.1c] % of data collected that comes from women. | 50% | | | | |
| | | 100% | | | | |
| | [SA1.2.1d] % of collected data that is disaggregated by sex and age. | | | | | |
| Activity 1.2.2: Peer-to-peer learning/Systemization of knowledge/Coordination among existing projects | | | | | | |

⁶¹ The study and surveys will be conducted at times that will allow both men and women to participate. Some of the more sensitive data will be collected without men present.

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| <p>This activity includes the systematization of lessons learnt and its dissemination at local level (through CCACs), at sub-national level (provincial workshop with 100 participants each) and at national level (national workshop with 100 participants). This information will also be made available to the general public through ADPP social media platforms. Coordination with ongoing projects will also be ensured.</p> | # of workshops | 1 national and 1 sub-national workshop delivered | Year 3-5 | <p>Training manual and materials produced such as questionnaires which could be handed out before and after the P2P/ knowledge sessions</p> <p>National workshop attendance log, venue booking, minutes from group work and presentations, workshop facilitation</p> <p>Total number of experiential visits, by area, tabulated against years of the project</p> <p>Website entries made specifically on gender, climate change and other proceedings</p> | ADPP – OSS Gender expert | <p>Total Activity Cost:</p> <p>\$309,040</p> <p>GAP Cost for Activity:</p> <p>Incorporated into the total activity cost</p> |
| | [A.1.2.2a] % of communication and dissemination strategy/ies that include gender considerations and a gender-responsive/transformative approach. | 100% | Year 1-5 | | | |
| | [A.1.2.2b] % of key stakeholders who participate in workshops who are women. | 20% | Year 3-5 | | | |
| | [A.1.2.2c] % of information that has been disseminated in gender-responsive approach which means recognizing and addressing the different needs, challenges, and opportunities of individuals based on their gender. | 100% | Year 1-5 | | | |
| | [A.1.2.2c] % of those who receive information who are women. | 50% | Year 1-5 | | | |

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| <p>Gender sub activity (a): Design a gender-responsive communication and dissemination strategy dissemination strategy is done with gender considerations and with gender-sensitive/transformative 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 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, hard copy, and informal communication channels to capture a wider range of women.</p> | | | | | | |
| Output 2.1: Improved management of water resources at the local level | | | | | | |

| Activity 2.1.1: Undertake groundwater and surface water assessment to identify and establish the most viable water solutions and potability interventions | | | | | | |
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| <p>This activity will involve an overall coordination with other major development players in the province, principally UNDP, UNICEF, EC FRESAN implementing NGOs and the Government of Angola to avoid replication. It will focus in particular on integrating water infrastructure activities that offer water security and opportunities for irrigated horticultural production. The integration of the multi-sector interventions will result in a catalytic effect to strengthen resilience to climate change. The project will partner with other water programs implemented by EC FRESAN and other agencies that ensure water security for targeted communities and water for animals.</p> | [A.2.1.1a] % of communities that have new water infrastructure that has been installed using a gender-responsive approach. | 100% | Year 1-3 | <ul style="list-style-type: none"> Training manual and materials produced including training on developing leadership skills in women Water associations (WAs)/water user committees (WUCs) registration certifications and membership details Consultation reports from consultations with local communities who rely on the water source | ADPP-OSS Gender expert | <p>Total Activity Cost:</p> <p>\$1,885,260</p> <p>GAP Cost for Activity:</p> <p>Incorporated into the total activity cost</p> |
| | [A2.1.1b] % of community members consulted who are women. | 50% | Year 1-3 | | | |
| | [A2.1.1b] % of field staff conducting consultations who are women ⁶² . | 30% | Year 1-3 | | | |
| | A.2.1.1c] % of community-based water points in which women have leadership positions. | 100% | Year 2-5 | | | |
| | [A.2.1.1d] % of communities in which female stakeholders report that new water infrastructure responds to women's interests and | 100% | Year 4-5 | | | |

⁶² Guaranteeing field staff members are women increases access to information disseminated in women-only spaces. Therefore it is critical to ensure women in field-staff for data collection and gathering.

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| | needs, including reduced workload | | | | | |
| <p>Gender sub-activity (a): Gender expert 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 (b): Male and female field staff consult both men and women on water infrastructure and water points.</p> <p>Gender sub-activity (c): Women and men are equally</p> | | | | | | |

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| <p>included in the establishment, operation and management of the community-based water points.</p> <p>Gender sub-activity (d): Promote systems of water access that are aligned with both male and female needs / priorities through capacity building and training on community-based sustainable water infrastructure.</p> <p>Micro-irrigation schemes will specifically target female-headed households who will also be included in training on the use and maintenance of irrigation systems, ensuring women can manage these resources independently.</p> | | | | | | |
| Activity 2.1.2: Establishment of small-scale irrigation schemes at the community level | | | | | | |
| <p>This activity represents a major opportunity to create developmental synergies with the GoA US\$ 200 million investment in two irrigation canals from the river Cunene.</p> | <p>[A.2.1.2a] % of introduced irrigation systems that address the needs and priorities of both women and men.</p> <p>[A.2.1.2b] % of communities in which</p> | <p>100%</p> <p>100%</p> | <p>Year 1-5</p> <p>Year 3-5</p> | <ul style="list-style-type: none"> Training manual and materials produced- could carry out household surveys among community members to understanding the | | <p>Total Activity Cost:</p> <p>\$1,142,768</p> <p>GAP Cost for Activity: Incorporated into the total activity cost</p> |

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| <p>The project will employ four basic solar powered systems for gravity fed furrow irrigation, as listed below, in addition to the provision of corresponding operation training and the establishment of horticulture production sites.</p> <p>1. Solar powered pumps to move water from rivers (mainly the rivers Cunene and Cuvalai) to reservoirs and adjacent gravity-fed irrigation systems. This will require the capability to cope with fluctuating and low levels of river water up to 400 meters distant from the actual irrigation schemes. 2. Mini water pumping stations located on the river water transfer canals to move water from the canals to water tanks for distribution to communities and gravity fed irrigation systems up to three kilometers distant from the main canal (see adjacent photograph). 3. Small scale solar handheld pumps to pump water directly from water courses and reservoirs to irrigate crops (as previously illustrated under</p> | <p>women perceive reduction in workload (to be documented, e.g. workload halved, or 30% reduction) and time savings through the micro-scale irrigation systems (as per interviews with community members and key stakeholders).</p> <p># of training modules on irrigation systems delivered targeted to farmers including participation of women farmers.</p> | <p>At least 200 women farmers trained (10 farmers per training for a total of 2000 farmers trained).</p> | <p>Year 1-5</p> | <p>necessities needed for irrigation schemes</p> <ul style="list-style-type: none"> • Project reporting to AE on distribution of irrigation equipment • Documentation from assessment exercises • Focus group discussions • Establish an economic impact analysis | | |
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| school gardens). 4. Tricycle mounted solar pumping system that can be taken to water sources on an as needed basis with associated distribution tubing. | | | | | | |
| <p>Gender sub-activity (a): Team reviews data gathered regarding male and female insight on irrigation systems, and analyze systems to determine how they respond to different interest and challenges as perceived by women and men, with support from gender expert.</p> <p>Gender sub-activity (b): Conduct trainings about irrigation systems, highlighting the benefits to interests, challenges, needs, and constraints of men and of women for guaranteeing women participation in community-based irrigation systems.</p> | | | | | | |
| Output 3.1: Adaptive climate-resilient agriculture (CRA) measures for improved food security | | | | | | |
| Activity 3.1.1: Pilot and promote the adoption of Agro-Silvio-Pastoral practices | | | | | | |
| This activity is designed to diversify livelihoods and | [A.3.1.1a] communities | % of showing | 100% | Year 1-5 | 40 demonstration areas established with women | ADPP – OSS Gender expert |
| | | | | | | Total Activity Cost: |

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| <p>improve the food security of rural communities through the adoption of sustainable Agro-Silvo-Pastoral practices, including improved seeds and crops, and community-based veterinary agents (CBVAs) and nurseries. Additionally, the activity will strengthen the provincial Institute of Forest Development's (IDF) nursery and promote community-based afforestation/reforestation of degraded areas, as well as introduce fuel saving stoves to reduce pressure on forests and workload of women while improving their health.</p> | <p>equal appreciation from both women and men for the new seeds and crops introduced.</p> | | | <p>leader farmers to evaluate a range of vegetable crops and varieties for suitability to respond to the market opportunities;</p> | | <p>\$1,193,500</p> |
| | <p>[A.3.1.1b] % of women in leadership positions in the management of the community-based nurseries.</p> | 50% | Year 2-5 | <p>Provision of veterinary services to 3,000 farming families;</p> <p>Provision of fuel-efficient cookstoves to 18,000 farming families;</p> | | <p>GAP Cost for Activity: Incorporated into the total activity cost</p> |
| | <p>[A.3.1.1c] % of people to become CBVAs are women.</p> | 50% | Year 3-5 | <p>Establishment of 240 nurseries for fodder crops and trees</p> | | |
| | <p>[A.3.1.1d] % of people that are reported, through key informant interviews that include women, to plant and cultivate the trees are women.</p> | 50% | Year 2-5 | <p>Focus group discussions</p> <p>Capacity building and trainings in Agro-Silvio-Pastoral Practices. Participation records and developed material</p> | | |
| | <p>[A.3.1.1e] % of women who report that the introduced fuel saving stoves adequately answer to their needs, priorities and preferences for cooking.</p> | 100% | Year 2-5 | | Gender expert | |

| | | | | | | |
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| <p>Gender sub-activity (a): Seeds and crops introduced by the project respond to cultivation and diet preferences of both women and men.</p> <p>Gender sub-activity (b): the project team ensures that women and men are equally included in the establishment and operation of community-based nurseries.</p> <p>Gender sub-activity (c): the Ensure that both women and men have access to the trainings to become community-based veterinary agents.</p> <p>Gender sub-activity (d): ensure that the fuel saving stoves to be introduced respond to women's needs, priorities and preferences for cooking. Female-headed households will be given priority when distributing the fuel saving stoves.</p> | | | | | | |
| Activity 3.1.2: Implementation of small-scale adaptive infrastructure and capacity building for Climate-resilient Agriculture (CRA) | | | | | | |
| The activity will build capacities of IDA extension | [A.3.1.2a] % of women who report that the | 100% | Year 1-5 | <ul style="list-style-type: none"> Project reporting to AE on adaptative | | Total Activity Cost: |

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| <p>workers in the province, those of lead farmers, and through them FO members in the application of CRA practices.</p> <p>The promotion of “best practices” for climate resilient agriculture and the introduction of appropriate technologies for agricultural production will increase resilience to the impact of CC in the long term. Reference will be made to the FAO guidelines for climate smart agriculture. As a result, crop yields will be increased and agricultural production will be less affected by lower and more variable rainfall. This activity will contribute to the reduction of post-harvest food waste and loss through improved seed and grain household storage systems. Small-scale livestock will be introduced along with the establishment of a pass-on-system. Additionally, Seed Multiplier Clubs will be established, and training provided. The activities will be conducted in close partnership with the Institute</p> | <p>introduced SCL and pass-on-system of the same adequately answer to their needs and priorities.</p> | 50% (| Year 1-5 | <p>infrastructure planning</p> <ul style="list-style-type: none"> Log ongoing project measures such as initial site inspection, CRA understanding, as well as pre- and post-infrastructure data | | <p>\$1,729,280</p> <p>GAP Cost for Activity: Incorporated into the total activity cost</p> |
| | <p>[A3.1.2b] % of women that attend to leadership positions in the FFS.</p> | | | | | |
| | <p>[A3.1.2c] % of communities that report that both women and men satisfied with the trainings in CRA provided by the project.</p> | 100% | Year 1-5 | | | |
| | <p>[A3.1.2d] % of communities reporting that both women and men are satisfied with the timing and other modalities for the trainings in CRA provided by the project. At least some of the women attending the trainings are considered particularly vulnerable by other members of the FFS.</p> | 100% | Year 1-5 | <ul style="list-style-type: none"> Training manual and materials produced for capacity building Focus Group Discussions | | |
| | <p>[A3.1.2e] % of the members of the two women clubs that report, to female enumerators, not to be experiencing any</p> | 100% | Year 1-5 | | | |

| | | | | | | |
|--|---|--|--|--|--|--|
| <p>of Agrarian Development (IDA) to build the capacity of the local extension network to demonstrate and promote the use of “best practices” in seed selection and storage systems. This will create synergies with the distribution of improved crop varieties of pearl millet, sorghum, cowpea Bambara nuts, groundnuts and beans.</p> <p>Gender sub-activity (a): the gender expert ensures that the introduction of SCL pass-on-systems respond to women’s needs and priorities.</p> <p>Gender sub-activity (b): the project team ensures that women and men are equally included in the establishment and management of the Farmer Field Schools (FFS).</p> <p>Gender sub-activity (c): the gender expert ensures that the trainings on CRA</p> | <p>hindrances because of being women.</p> | | | | | |
|--|---|--|--|--|--|--|

| | | | | | | |
|--|---|----------------------|-----------------|---|--|---|
| <p>provided by the project are gender-responsive.</p> <p>Gender sub-activity (d): 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. The activity will support the provision of gender-responsive agricultural extension services that cater specifically to the needs of female farmer</p> <p>Gender sub-activity (e): the project team raises awareness and mobilizes communities to support the two Seed Multiplier Clubs and acknowledge them as important business owners.</p> | | | | | | |
| Output 3.2: Diversified Income Generating Activities (IGAs) to increase community resilience against CC impacts | | | | | | |
| Activity 3.2.1: Facilitate IGAs for the community livelihood diversification | | | | | | |
| <p>This activity will strengthen women's businesses through establishment and registration of women's savings groups; Identify,</p> | <p># of women-led businesses registered for savings groups;</p> | <p>60 businesses</p> | <p>Year 3-5</p> | <ul style="list-style-type: none"> Community engagement of women business owners | | <p>Total Activity Cost:</p> <p>\$544,800</p> |

Annex 4 – Gender Assessment and Action Plan

| | | | | | | |
|--|---|--|---|---|--|--|
| <p>establish and promote viable IGAs for the diversification of the identified women's groups; and Administer grants related to the sustainable utilization and application for identified IGAs. Additionally, the activity will provide training and capacity building on microenterprise development for women and training on market access/facilitating access to markets for women.</p> <p>Business and financial literacy training for IGAs will specifically target single and female-headed households, to help women manage their agricultural enterprises effectively.</p> <p>Gender sub-activity (a): Team consults gender expert on curricula that will be used for trainings. Gender specialist provides input to how to incorporate gender issues and make the curricula gender-transformative.</p> | <p># of women who benefited from identified, established and promoted IGAs</p> <p># of women benefiting from grant awards;</p> <p># of women who received training on microenterprise development and market access</p> | <p>600 women (</p> <p>600 women (</p> <p>600 women</p> | <p>Year 3-5</p> <p>Year 3-5</p> <p>Year 3-5</p> | <ul style="list-style-type: none"> Monitoring IGA- such as financial data collection Training manual and materials produced for capacity building Log registered groups/businesses as well as meeting minutes. | | <p>GAP Cost for Activity: Incorporated into the total activity cost</p> |
| | | | | | | |

Annex 4 – Gender Assessment and Action Plan

| | | | | | | |
|---|--|--|--|--|--|--|
| Gender sub-activity (b): Creation and training of a wide range of new micro- enterprises and businesses (IGAs) for women. | | | | | | |
|---|--|--|--|--|--|--|

Appendix A: Questionnaires

A.1 National-level Qs

Introduction and background

Good day, my name is consultant contracted by OSS, I am here to seek your views on the project “Empowering Women Groups to Build Resilience to Climate Impacts in the Province of Cunene in South-west Angola” which will be funded by the Green Climate Fund and implemented by OSS.

In particular, we are seeking your insights into the national governance affecting agriculture sector, food and water security and climate change adaptation actions in the country and at the provincial level.

The overall objective of the project is to increase the resilience of smallholder farmers and pastoralists to climate change risks mainly those related to drought, through capacity building, improving learning for climate-resilient production and water management, and improving resilience of ecosystems and livelihoods through the implementation of community adaptation actions to improve food security in response to climate change and variability in the Cunene province.

This questionnaire will help us in designing a project which will better answers the needs of the community and I therefore seek your consent in filling it and assure you that the information you give us will be confidential and used just the purposes of this Survey ONLY.

Organisation/Agency _____

Name of interviewer _____

Name of interviewee/s _____

Gender of interviewee/s _____

Position of interviewee/s _____

Data of interview _____

Location _____

Name of the person.....

Section A: Ministries and national level agencies

Overview of main challenges of development opportunities, climate change, vulnerability to drought at the national and provincial level and priority interventions.

1. Are you familiar with the proposed project?
2. What are existing water and food security issues or challenges impacted by climate change, at the national level and in Cunene province in particular?

3. What are the future water and food security issues or challenges that are expected to be ***directly*** caused or impacted by climate change, at the national level and in Cunene province in particular?
4. What data or information (reports/research/database) is available that highlights climate and non-climate water security issues in Angola, at the national and provincial level?
5. What policies/plans/implementation strategies already exist that identify and or prioritize food and water security issues, as well as climate change impacts that require interventions?
6. What existing work/programmes/projects within Government is already looking into climate and non-climate food and water security challenges?
7. What are the innovative technologies (e.g., on irrigation, water storage and treatment) the government is promoting to increase water availability and management?
8. Are communities consulted before promoting innovative technologies, and if so how is it ensured that women can fully participate in decision-making processes?
9. What support structures are being promoted for sustainable water management and building resilience to droughts and erratic rains?
10. How can this project be designed to be relevant to country needs and priorities?
11. Who are the key stakeholders and their role in monitoring implementation of adaptive climate change at different levels?
12. What are the government plans and ongoing projects to address water and food scarcity, and impacts of climate change?
13. Are there initiatives by other partners being implemented? Location, type of intervention, duration, and partners.
14. What are the key challenges in building climate resilience of communities and government institutions?
15. What are lessons of coordination within government and with other stakeholders (including private sector, CSOs and development partners? How effective is the coordination and what are the contributing factors?
16. Planning processes at national, provincial and municipal levels – how climate change adaptation is integrated into development plans.

Data gaps

17. Can you name knowledge gaps that hinder decision making processes? (tick all that apply)
 - Lack of reliable data
 - Limited access to data and scientific information
 - Incompatibility between socio-economic factors and spatial scale
 - Lack of appropriate software to use scientific/climate information and analyse data
 - Lack of understanding of data and scientific vocabulary
 - Lack of a methodological approach to apply the available knowledge
 - Poor identification of priority areas
 - Other. Please specify:
 - I don't know
18. What are key gaps that need to be addressed to enhance food and water security at the policy and legislative levels?
19. What are key gaps that need to be addressed to enhance food and water security at the institutional level? Are there gaps in the current institutional arrangements that facilitate the delivery of the existing work/programmes/projects?
20. What are key gaps that need to be addressed to enhance food and water security at the community level?
21. What are key gaps that need to be addressed to enhance food and water security at the planning and design levels?
22. What are key gaps that need to be addressed to enhance food and water security at the training/awareness-raising level?

23. In your opinion, what are key capacity building gaps that need to be addressed?
24. What are the main planning instruments for development of resilience of communities to climate change in the arid and semi-arid areas?
25. Can you share the map of arid and semi-arid areas in Cunene province and extent of vulnerability to climate events in the province particularly droughts?
26. What is the number of people affected annually by drought in the province, disaggregated by gender, age and vulnerability?

Section B: Gender Mainstreaming

Questions in this section will be addressed to the Ministry of Social Action, Family & Women, and will inform the Gender Assessment and Action Plan of the project.

1. Are you familiar with this project?
2. In your opinion, how can the Ministry contribute to shaping the activities of the project under the project results framework? What are the synergies and what capacity can be demonstrated by the Ministry to potentially partner on this project?
3. Can you provide us an overview of gender mainstreaming in climate adaptation and resilience projects at the policy level?
4. Has gender analysis been regularly undertaken to inform national policy responses to gender issues in climate adaptation and resilience at the national and provincial level?
5. Has an institutional audit been done to identify gaps in the ministry capacity and practice, in responding to gender issues? If yes, when did it take place?
6. In your opinion, what can be done more to address gender through the national institutions?
7. Do the sectoral ministries/agencies allocate resources for gender mainstreaming activities?
8. Are specific gender objectives articulated well within national climate policies and strategies?
9. What are the main gender issues of Angola? (e.g. income inequality, access to decision-making institutions, high levels of gender-based violence?)
10. What other gender and protection policies can be relevant for this project?
11. For similar projects, is there equal participation of men and women at all stages: initiation, design, site location, implementation, and management?
12. What is the main division of roles between men and women at household level, in terms of paid and unpaid work, including agricultural practices, water collection and management?
13. Can you highlight and share documentation of ongoing and past interventions that have mainstreamed gender and/or chosen a gender-transformative project design?
14. If so, how effective is it in addressing current gender inequalities likely to be exacerbated by climate change impacts in the proposed project/program footprint area? Can you share an example of a project/intervention that mainstreamed gender?

Section C: Institutional arrangements

- Based on current work/programmes/projects, what institutional arrangements would work best to facilitate project implementation, in relation to your institution?
- What are potential co-financing opportunities that could add value to the project through your institution?
- How can the programme be managed to ensure it is effective and flexible? What could be the challenges?

Section D: Sustainability of the project

- In your opinion, what factors are likely to negatively affect the programme's sustainability (the likelihood that the benefits from the programme interventions will extend beyond the project implementation lifetime)? Are there any key constraints to the sustainability of interventions?
- What would be your suggestions for a clear exit strategy? Is the strategy adequate to phase out assistance provided by the programme in a sustainable way?
- Based on field experience, are there opportunities exist for co-financing interventions that the project will be implementing? If yes, who are the potential partners? What could the impact of such co-financing be on sustainability or scale and contribution to closing the adaptation deficit?
- Are there opportunities for co-financing following GCF requirements?

NGOs/CSOs

- What existing work/programmes/projects within the NGO/CSO community is already looking into climate and non-climate food and water security challenges?
- Is there information available that can be shared that details this ongoing work?
- What are the current institutional arrangements that facilitate the delivery of these current work/programmes/projects?
- How can this project be designed to be relevant to country needs and priorities?
- In your opinion, what are the key challenges in building climate resilience of communities and government institutions?
- How can your organisation support the implementation of the proposed project?

Final questions for all stakeholders

1. Are there any other comments you would like to make?
2. Is there anyone else that we should speak with that is not on our current list of stakeholders?
3. Would you have any additional reading material that you would recommend for us to include in our literature review? We would appreciate any additional information you can share (both primary and secondary sources).

A.2 Provincial/Municipal-level Qs

Introduction and background

Good day, my name is consultant contracted by OSS, I am here to seek your views on the project “Empowering Women Groups to Build Resilience to Climate Impacts in the Province of Cunene in South-west Angola” which will be funded by the Green Climate Fund and implemented by OSS.

In particular, we are seeking your insights into the provincial and municipal governance affecting agriculture sector, food and water security and climate change adaptation actions in the Cunene province.

The overall objective of the project is to increase the resilience of smallholder farmers and pastoralists to climate change risks mainly those related to drought, through capacity building, improving learning for climate-resilient production and water management, and improving resilience of ecosystems and livelihoods through the implementation of community adaptation actions to improve food security in response to climate change and variability in the Cunene province.

This questionnaire will help us in designing a project which will better answers the needs of the community and I therefore seek your consent in filling it and assure you that the information you give us will be confidential and used just the purposes of this Survey ONLY.

Organisation/Agency _____

Name of interviewer _____

Name of interviewee/s _____

Gender of interviewee/s _____

Position of interviewee/s _____

Data of interview _____

Location _____

Name of the person.....

Section A: Provincial entities

Overview of main challenges of development opportunities, climate change, vulnerability to drought in the province and priority interventions.

1. What is the participation of women and men in the formal/informal economy in the Cunene province?
2. Are there existing gender inequalities that may be exacerbated by climate change impacts in the proposed project's footprint area?
3. What can you tell us about the levels of GBV in the Cunene province?
4. What are the main sources of vulnerability in the province? What is the population affected (disaggregated by gender and age) and what are their specific vulnerabilities?
5. What is the number of people affected annually by drought, disaggregated by gender, age and vulnerability?
6. What are the most vulnerable areas within the province? What are the most important climate risks affecting the province? What districts are most affected?
7. What are the other sources of vulnerability in the province and what groups are most affected?

8. What is the impact and what are the risks - to people, assets, infrastructure, livelihoods, children, disabled people, women, animals, food waste, food production, food on table all year around?
9. Are there any preparation, response, recovery, and long-term resilience mechanisms are in place?
10. What are the priority areas to building resilience of the most vulnerable in the province, particularly in the arid and semi-arid districts?
11. What is the average number of people in the communities of each commune?
12. How many schools are there in each commune and how many teachers/students do they have on average?
13. What public buildings could be rented to be used as CCACs in each municipality?

Land use and rights

- **Land use in arid and semi-arid areas and challenges and opportunities**
- **Land rights and allocation to local communities and private sector investors and public sector. Include protected areas under public or private or community management.**

14. What land use potential is there in the arid and semi-arid districts of the province?
15. Are there any land rights conflicts? If yes, what are these?
16. What are the main challenges women experience in accessing, leasing and owning land?
17. What are priorities envisaged to ensure land use options and investments contribute to climate resilience? What are land use options that are adapted to drought conditions? Are there any interventions already that can be scaled up?
18. What are the ongoing and planned agriculture programmes/projects in the province and for the arid and semi-arid districts? What are the targeted beneficiaries?
19. What is the total cultivated area for subsistence and commercial purposes in the province and in the arid and semi-arid districts?
20. Is there commercial agriculture in the arid and semi-arid areas? What crops? Are communities involved in the value chains, at what state and system used? What are the issues and opportunities regarding value chain development?
21. How are women involved in value chain development?
22. How important is livestock production in the arid and semi-arid districts? What are the main types of livestock? Are they for commercial purpose or for consumption? Is there processing infrastructure? If not, what are the challenges? What is the main market for the products?
23. What technologies are currently used to build resilience to climate change? To what extent they address productive adaptation needs in agriculture (e.g.: irrigation, pest control, soil fertilization)?
24. Are communities consulted before promoting innovative technologies, and if so, how is it ensured that women can fully participate in decision-making processes?
25. What is the process of identification of eligible households/individuals to benefit from climate adaptation projects?
26. How and who participates in the monitoring?
27. What are the priority areas to building resilience of the most vulnerable in the province, particularly in the arid and semi-arid districts?

Water security

28. What is the coverage of water infrastructure and supply in drought-stricken areas?
29. Who does the newly built Cunene River water transfer system reach, where and how do people access the water? Will it reach additional areas/more people in the next five years? If so, where?
30. What water management mechanisms and institutions are in place? Are there best practices that could be scaled up?

31. What are the major consumers and economic activities that demand high water supply in the arid and semi-arid areas? Is there a competition between different needs – human consumption, livestock, wildlife, and other economic activities? What mechanisms are in place to resolve the conflict or priorities for water supply?
32. Identify available water resources i.e. dams, rivers, boreholes and current water scarcity.
33. Are there any other similar projects envisioned for the next five years? If so, what are they, what areas will they reach and who?

Veterinary services

34. What is the reach and extent of the veterinary services provided to farmers in Cunene? Is it the same in every community/commune?
35. Are there 'tratadores' for different types of animals? How does that work?
36. How can the provision of veterinary services be improved in Cunene? Would it make sense to provide additional training to extension officers?

Access to finance

37. Does the local population have access to micro-financing? Who can access it?
38. Do rotating savings groups (kixiquila) work well in Cunene? If so, how are they set up?

Government cooperation

39. When dealing with climate change adaptation, how would you rate the level of cooperation and coordination between the provincial and the national levels of government?

☐ Very Good

☐ Good

☐ Acceptable

☐ Poor

☐ Very Poor

40. If rated acceptable or lower, which are the main challenges you are facing with regards to the lack of cooperation/coordination and why is this happening?

.....

41. How would you rate the level of cooperation and coordination between the different provincial departments (i.e. environment, education, planning, health etc.)?

☐ Good

☐ Acceptable

☐ Poor

☐ Very Poor

42. If rated acceptable or lower, which are the main challenges you are facing with regards to the lack of cooperation/coordination and why is this happening?

.....

43. What are lessons of coordination within the provincial government and with other stakeholders (including private sector, CSOs and development partners)? How effective is the coordination?
44. How are the economic measures planned and/or implemented in the province? What is the decision-making process on priorities at provincial, municipal and community level?
45. What are the main gender norms and beliefs in the target communities? For example, in terms of decision-making power within the household and the community, access and ownership of resources and assets (land, income, information, education), division of labour and roles within the household (unpaid care work, double burden)?

Climate change and gender

46. What are the climate resilience programmes being implemented in the province? What is the target group? In which municipalities? Are there interventions focusing on arid and semi-arid areas?

-
47. Can you give examples of projects / groups that have, in your knowledge, intervened successfully and improved food and water security in the province or elsewhere in the country? How best can this be replicated, in your opinion?
 48. Are there interventions focused on gender?
 49. Which are the main challenges Cunene province is facing when implementing climate change adaptation projects (more than one answer is possible)?:

- ☐ Lack of regulations, institutional frameworks and procedures
- ☐ Lack of institutional understanding of the future benefits
- ☐ Lengthy and time-consuming bureaucratic processes
- ☐ Institutional fragmentation and difficult cooperation between departments
- ☐ Limited flexibility of local policies
- ☐ Lack of experience/knowledge in provincial departments
- ☐ Lack of integrated planning frameworks
- ☐ Administrative hesitance towards innovation
- ☐ Lack of coordination of institutional bodies with external partners and incapacity to find synergies with local and regional stakeholders
- ☐ Lack of political will due to the lack of immediate benefits of the project
- ☐ Lack of institutional transparency
- ☐ Lack of (political or societal) urgency
- ☐ Lack of market-oriented adaptation strategies
- ☐ Lack of national funding
- ☐ Lack of attractiveness for potential investors
- ☐ Lack of international public funding (e.g. EU funding)
- ☐ Lack of beneficiary co-funding

☐ Other. Please specify:

☐ I don't know

50. What is the coverage of extension services from the public sector, or provided through partners and civil society organizations? Are there extension training schools in the province?

51. Which stakeholders/groups do you think should be involved in the support, training and capacity building activities for the project (more than one answer is possible)?

☐ Political representatives from local and regional governments

☐ Technical representatives from local and regional governments

☐ Representatives from the national government

☐ Climate and Development agencies

☐ Non-Governmental Organisations (NGOs)

☐ Community-Based Organisations (CBOs)

☐ Academia and research institutes

☐ Representatives from private companies

☐ Other (please specify)

52. If you indicated that NGOs should be involved, could you name at least one that may contribute to our project?

.....

53. If you indicated that academia and research institutes should be involved, could you name at least one that may contribute to our project?

54. If you indicated that representatives from private companies should be involved, could you name at least one that may contribute to our project?

.....

55. Is there Early Warning System for drought/extreme weather events in the province? What is the coverage, for example, in the municipalities? What communication means/technology are used? How effectively does it function?

56. Is there a specific gender and social inclusion strategy to ensure women and other disadvantaged groups can fully access early warning information?

57. Do the population adhere or not adhere to its notices? Are there mechanisms to enforce compliance?

58. In your opinion, what types of solutions would be valuable, what type of knowledge, equipment, infrastructure would support communities to be more climate resilient?

59. Are there any systems and programmes are in place to address the vulnerabilities?

60. What technologies are currently used to build resilience to climate change? Are they adapted to local needs (e.g.: irrigation, spraying agrochemicals)?

61. Who are the main private sector actors in the agriculture sector in the province? What incentives exist to promote investment in sustainable agriculture and related value chains?

62. What opportunities exist for scaling up the development of their activities and associated value chains?

63. Provide an overview of infrastructure (roads, water) in the province. What mechanisms are there for building resilient infrastructure? Are there examples of such infrastructure?

64. What are the ongoing or planned interventions for addressing climate change in the province? Who are the actors involved in implementation, the target group, location and impacts?

65. What is the process of identification of eligible households/individuals to benefit from climate adaptation projects?
66. How and who participates in the monitoring?
67. What priorities should be addressed to strengthen the capacity of provincial/municipal institutions to effectively implement climate resilient interventions?

Section B: Municipal entities

Overview of main challenges of development opportunities, climate change, vulnerability to drought in the province and priority interventions.

1. What are the main climate change vulnerabilities in your municipality?
2. What systems and programmes are in place to address the vulnerabilities?
3. What technologies are currently used to build resilience to climate change? Are they adapted to local needs (e.g.: irrigation, spraying agrochemicals)?
4. What types of solutions would be valuable, what type of knowledge, equipment, infrastructure would support communities to be more climate resilient?
5. What priorities should be addressed to strengthen the capacity of municipal institutions to effectively implement climate resilient interventions?
6. Who are the main private sector actors in the agriculture sector in the province/municipality?
7. Are they (private sector actors) currently engaged with i.e. with individual farmers, associations or cooperatives?
8. What incentives exist to promote investment in sustainable agriculture and related value chains?
9. What opportunities exist for scaling up the development of their activities and associated value chains?
10. When dealing with climate change adaptation, how would you rate the level of cooperation and coordination between the provincial level authorities and the municipalities?

☐ Very Good

☐ Good

☐ Acceptable

☐ Poor

☐ Very Poor

If indicated poor or very poor, please elaborate.

.....

Land use and rights

- **Land use in arid and semi-arid areas and challenges and opportunities**
- **Land rights and allocation to local communities and private sector investors and public sector. Include protected areas under public or private or community management.**

11. What land use potential is there in the arid and semi-arid districts of the municipality?
12. Are there any land rights conflicts? If yes, what are these?
13. What are the main challenges women experience in accessing, leasing and owning land?
14. What is the total cultivated area for subsistence and commercial purposes in the province and in the arid and semi-arid districts?
15. What are the main challenges for women farmers? Are there women-led cooperatives?
16. Is there commercial agriculture in the arid and semi-arid areas? What crops? Are communities involved in the value chains, at what state and system used? What are the issues and opportunities regarding value chain development?

17. How are women involved in value chain development?
18. How important is livestock production in the arid and semi-arid districts? What are the main types of livestock? Are they for commercial purpose or for consumption? Is there processing infrastructure? If not, what are the challenges? What is the main market for the products?
19. What technologies are currently used to build resilience to climate change? To what extent they address productive adaptation needs in agriculture (e.g.: irrigation, pest control, soil fertilization)?
20. Are communities consulted before promoting innovative technologies, and if so, how is it ensured that women can fully participate in decision-making processes?
21. What is the process of identification of eligible households/individuals to benefit from climate adaptation projects?
22. How and who participates in the monitoring?
23. What are the priority areas to building resilience of the most vulnerable in the province, particularly in the arid and semi-arid districts?

Access to finance

24. Does the local population have access to micro-financing? Who can access it?
25. Do rotating savings groups (kixiquila) work well in Cunene? If so, how are they set up?

A.3 Community-level Qs

Introduction and background

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This questionnaire will help us in designing a project which will better answers the needs of the community (your needs) and I therefore seek your consent in filling it and assure you that the information you give us will be confidential and used just the purposes of this Survey ONLY.

Date.....

Location.....

Name of the person.....

Section A: PERSONAL DETAILS AND SOCIO-ECONOMIC CHARACTERISTICS

1.1 Gender- 1(Male); -2 (Female).....

1.2 Age years

1.4 Household (HH) Type

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(Male headed); 2 (Female headed)3 (Child headed)

1.5 Do you own any Land? 1) No...2) Yes.....

1.8 What is the main source of livelihoods in your household?

☐ Fishing ☐ Livestock ☐ Mixed crop and fishing ☐ other, please specify

.....

1.10 Do you have any other source of income? 1) No... 2) Yes, if yes, please specify.....

.....

1.11 What is your source of water for domestic use?

.....

1.12 What do you do to make it safe to drink?

.....

1.13 What is your source of energy for cooking?

☐ Firewood ☐ Paraffin Other

If firewood, where do you source it from?

.....

1.14 What sickness/diseases are common in this area?

.....

1.15 Do you have access to Medical/Health care?

.....

1.16 Do you have access to potable water and sanitation facilities?

.....

1.17 Do you belong to any social group? ☐ No ☐ Yes

If yes, please specify:

.....

1.18 What is the most common way of communication in this area?

☐ Community meeting ☐ radio ☐ cellphone ☐ other

2. Climate-related Questions and Queries

2.1 Have you observed any changes in the weather/climate patterns in this area over the last 5 years? Kindly describe if any?

.....

2.2 How has this change affected the community lives here?

a) impacts on harvests

b) impacts on the frequency of natural disasters.....

c) impacts on farm animals.....

d) impacts on any other aspect of your daily life.....

2.3 What are you doing to cope with these impacts?

e.g: changing planting dates; planting more resilient crops; any other positive coping strategies

.....
.....

2.4 To the extent of your knowledge, what are the main negative coping strategies implemented by communities in case of drought? For instance, cut on number of daily meals, school drop-out, early marriages, child labour, etc.

.....
.....

2.5 Are there projects or initiatives helping you address the impacts your described?

.....

Section B: Producer Organizations/Farmer associations/cooperatives

1. What is the main type of land holding in the village (e.g. private ownership, customary tenure)?
What proportion of villagers have land titles?

.....
.....

2. How is ownership, access, control over land distributed between men and women?

.....
.....
.....

3. Are there many female-headed households in the community?

4. What is the duty/role of the Traditional authority in this area?

.....
.....

5. What are the main crops you grow?

.....
.....

6. Do you depend on rainfall only or /irrigate?

.....
.....

7. What factors determine agricultural productivity here?

.....
.....

8. How do you access agricultural services, seeds, fertilizers, nurseries etc

.....
.....

9. Are there any tree nurseries and seedbanks in this community?

.....
.....

10. Where do farmers in Cunene get their seeds/seedlings/saplings from, for crops and trees? How does this work?

.....
.....

11. Would a local seed industry make sense for Cunene? If so, what would be important to consider?

.....
.....

12. How far is the nearest market?

.....
.....

13. What is the role of women along the value chain? Are they more present at production or processing and marketing stage?.....

14. Do you practice Apiary (Bee-keeping)? If yes, do you use traditional or modern methods?

.....
.....
.....

15. What other economic activities do you engage in (tick all that apply)

☐ wild fruit ☐ mushrooms ☐ fishing (if yes, complete Section D)

Other?.....

16. Have you benefited from any training (financial literacy/management, markets) from the farmers club in the area or any government or NGO?

.....
.....
.....

17. Do you have any conflicts with either wildlife/pastoralists in this area?

.....
.....

If yes, how are these conflicts resolved?

.....
.....

18. What is the coverage of water infrastructure and supply in drought-stricken areas?

19. What water management mechanisms are in place?

20. Is there commercial agriculture in the arid and semi-arid areas? What crops? Are communities involved in the value chains, at what state and system used? What are the issues and opportunities regarding value chain development?

21. How important is livestock production? What are the main types of livestock? Are they for commercial purpose or for consumption? Is there processing infrastructure? If not, what are the challenges? What is the main market for the products?
22. What is the reach and extent of the veterinary services in your commune?
23. What land use potential is there in the arid and semi-arid districts of the province?

Land rights and allocation to local communities and private sector investors and public sector.

24. Are there any land rights conflicts? If yes, what are these?
25. What are the main challenges women experience in accessing, leasing and owning land?
26. What are land use options that are adapted to drought conditions?
27. What technologies are currently used to build resilience to climate change? To what extent they address productive adaptation needs in agriculture (e.g.: irrigation, pest control, soil fertilization)?
28. Are communities consulted before promoting innovative technologies, and if so, how is it ensured that women can fully participate in decision-making processes?
29. What is the process of identification of eligible households/individuals to benefit from climate adaptation projects?
30. Who are the main private sector actors in the agriculture sector in the province?
.....
31. What type of relationship links producers to private sector?
.....

Access to finance

32. Does the local population have access to micro-financing? Who can access it?
33. Do rotating savings groups (kixiquila) work well in Cunene? If so, how are they set up?

Section C: Women's associations/cooperatives

1. What are the main gender norms and beliefs in the target communities? For example, in terms of decision-making power within the household and the community, access and ownership of resources and assets (land, income, information, education), division of labour and roles within the household (unpaid care work, double burden)?
2. What are the differential needs/priorities of women and men in the context of the community?.....
3. Are there existing gender inequalities that may be exacerbated by climate change impacts in the proposed project area?
4. What is the main division of roles between men and women at household level, in terms of paid and unpaid work, including water collection and management?
.....
5. What resources do women and men have access to? Who manages or controls access to these resources?
6. Are there many female-headed households in the community?
7. What are the main challenges for women farmers?
8. What are the main challenges women experience in accessing, leasing and owning land?
.....
9. What are, in your opinion, the specific vulnerabilities of women, school aged children's and youth groups to climate change?
.....
10. What is the level of women and girls' participation to the existing projects, if any? Are there specific gender-focused activities being implemented?.....

11. Do women have access to micro-finance schemes, if any? How can you access it?
12. Are there women-led disaster risk management committees? If not, what is the level of women's participation in this and similar decision-making forums?.....
13. What types of solutions would be valuable, what type of knowledge, equipment, infrastructure would support communities (in particular women producers, female-headed households) to be more climate resilient?
14. What are other main challenges faced by women and girls in this province? In particular, have you ever (or anyone in your community) experience gender-based violence (GBV)?
15. What is the rate of GBV in your community?
16. Do you think there is likely to be an increase in GBV with the potential increase in women's incomes, as a result of this project?

Section D: Parent-Teacher Associations (PTA)

1. What is the perception of children and youth about climate change, disasters and climate adaptation?.....
2. Have the children been affected by drought or other climate events?.....
3. If yes, how are children and youth affected by drought? In your opinion, are boys and girls affected differently?
4. What are the coping strategies (cutting out on the number of meals, foregoing school, migration....)?.....
5. Are there Early Warning Systems (EWS) including messaging targeted to this age group?.....
6. What recommendations could be made for the adults to act on to improve the impacts on children and youth?.....
7. How would you like to see the future of their community?

Section E: Final comments

1. What other possible income generating activities would you be involved in if some financial aid was provided?
.....
.....
2. How would you make this activity sustainable once the funding has ended?
.....
.....

Other Remarks

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