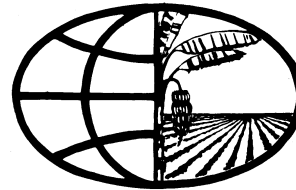


**CZECH UNIVERSITY OF LIFE SCIENCES PRAGUE**

**INSTITUTE OF TROPICS AND SUBTROPICS**



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**Department: DEERDTS**

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## **SETTING M.Sc. THESIS**

**For Ms. Bc. Jiřina SVITÁKOVÁ**

**Course: Sustainable Rural Development in the Tropics and Subtropics**

This thesis is required by the Head of Department as laid down in the rules of the Master studies at CULS.

**Thesis Title: Educational opportunities for women and girls as a tool for social and agricultural development in Angola**

## Code for compiling this M.Sc. diploma thesis

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2. Objectives
3. Methodology
4. Materials
5. Results and Discussion
6. Conclusions and Recommendations
7. References

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## **Certification**

I, Jiřina Svitáková, BSc, declare that this thesis, submitted in partial fulfilment of the requirements for the degree of Msc, in the Institute of Tropics and Subtropics of the Czech University of Life Sciences Prague, is wholly my own work unless otherwise referenced or acknowledged.

29 April 2008  
Jiřina Svitáková, BSc

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## **Index of abbreviatons**

**AVIMI** Association of Mines Victims

**CAC** Children Support Camp (Campo de apoio a Crianza)

**CEAB** Centre of Agriculture Education in Bié province (Centro de Educação Agrícola da  
Província do Bié)

**CVA** Red Cross (Cruz Vermelha da Angola)

**FAO** Food and Agricultural organization

**GNP** Gross National Product

**GSA** The Office for Food Security (Gabinete de segurança alimentar)

**IDA** The Institute for Agricultural Development (Instituto de Desenvolvimento Agrário)

**IDF** The Institute for Forestry Development (Instituto de Investigação Florestal)

**IIA** The Institute for Agrarian Research (Instituto de Investigação Agronómica)

**IIV** The Institute for Veterinary Research (Insituto de Investigação Veterinária)

**IMF** International Monetary fund

**MINADER** The Ministry of Agriculture and Rural Development (Ministério da  
Agricultura e desenvolvimento Rural)

**MPLA** Popular Movement for the Liberation of Angola

**NGO** Non-governmental Organization

**OCB** Organization of Brazilian Co-operatives

**PEDR** Programme of extention and rural development

**UN** United Nations

**UNITA** National Union for the Total Independence of Angola

**WB** World Bank

**WFP** World Food Programme

## **Abstract**

In the frame of this work I did a research in Angola and by the following analysis of acquired data I attempt to clarify gender differentiated livelihood situation in the area of Bié province. The thesis fulfill the objective to understand causes of women's vulnerability in the actual society in rural areas in central Angola and in the city of Kuito. It is focused on the region's accesibility and barriers of educational system with sight of women's and girl's access to different levels of education in the locality. The current situation is generally monitored by non-governmental organizations and the brief description of their activities in the locality is included as a part of the research.

One of the important objectives of this study is to answer to the hypotesis, that the probability of children being enrolled in school increases with their mothers' educational level. The survey tries to express the influence of mainly agricultural society on girl's opportunities to receive education.

Finally the thesis analyses the situation of women and girls in Bié province, their acces to education, life expectations and possibilities.

**Key words:** Angola, Bié province, education, gender, agriculture

## **Abstrakt**

V rámci této práce jsem provedla výzkum v Angole a z následné analýzy získaných dat jsem se pokusila objasnit genderově rozdílnou životní situaci v provincii Bié v Angole. Naplněným cílem tohoto průzkumu je objasnění příčin ženské bezbrannosti v současné venkovské společnosti ve střední Angole a ve městě Kuito. Práce je zaměřena na regionální dostupnost a bariéry existující ve vzdělávacím systému a na možnosti přístupu žen a dívek k různým úrovním vzdělání v lokalitě. Současnou situaci v místě sledují neziskové organizace a stručný popis jejich aktivit je součástí provedeného výzkumu.



Jedním z významných cílů této práce je potvrdit nebo vyvrátit hypotézu, že pravděpodobnost toho, že děti budou absolvovat školní docházku, vzrůstá s úrovní vzdělání jejich matky. Současně jsem se v práci snažila popsat vliv převážně zemědělsky zaměřené společnosti na možnosti dívek získat vzdělání.

Celkově tato práce analyzuje situaci žen a dívek v provincii Bié, jejich přístup ke vzdělání, životní očekávání a možnosti.

**Klíčová slova:** Angola, provincie Bié, vzdělání, gender, zemědělství

# 1 Introduction

There is no doubt that international development programmes, policies, and overall paradigm shifts have been heavily influenced by research from the field of gender and development. Gender discrimination, or the denial of women's basic human rights, is also a major cause of poverty. Men and women experience many aspects of poverty differently and ignoring these differences risks further entrenching poverty and the subordination of women. Gender equality gives women and men the same entitlements to all aspects of human development, including economic, social, cultural, civil and political rights; the same level of respect; the same opportunities to make choices; and the same level of power to shape the outcomes of these choices.

The educational opportunities in Angola are still extremely limited. Illiteracy in Bié Province is especially high even among household heads. Many children do not attend school for a variety of reasons like lack of documents, absence of teachers, and economic situation of the household. The intervention of socio-economic surroundings on development of young population is generally accepted as a fact. Information is becoming the basis of development and its absence or insufficient flow may in turn become a new dimension of poverty. In developing countries like Angola, rural areas remain outside the mainstream information channels, and the central government authorities therefore have insufficient knowledge of their conditions.

For two decades, the questions surrounding the recognition of women's roles in economic and social development and of equality between men and women have fostered increasing interest among members of civil society, international organizations and governments. However, despite a noticeable improvement in gender awareness worldwide, two contradictory phenomena are being witnessed.

On the one hand, information on women's contributions to development is far from comprehensive. Unfortunately, even when available, this information is not sufficiently utilized as a tool by planners and decision-makers in formulating their national development plans. This is especially evident with regard to information on rural women's contribution to agriculture and rural development. On the other hand, there is an increasing demand for gender-specific statistics at the national and regional levels, from researchers,

academics and women's groups to non-governmental organizations (NGOs), all of whom are interested in addressing various socio-economic development issues and participating more actively in decision-making on such topics.

One of the objectives of this study is to open the hypothesis, that the probability of children being enrolled in school increases with their mothers' educational level. There is a clear differentiation between the impact on boys and girls. In Angola, the majority of girls have their first child in the age of sixteenth. The traditional family model counts with the girls in taking care about the household, family and youngest brothers and sisters. So the time useful for the education is usually strongly limited, even if the education is accesible. The another point of view is how women can utilize the knowledge recieved during their possible studies for the faster development of their livelihood and improve of family standarts. This situation is generally monitored by non-governamental organizations, which are also described in this thesis.

International peace and security are possible only if the economic and social well-being of people everywhere is assured. It is necessary to support the region's development to combat poverty. Promotion of equality between women and men is an important subject. Gender equality is not only a goal in its own right, but it is also recognized as a critical means for achieving all other development goals.

## 2 Objectives

The main objective of this research is to clarify gender differentiated livelihood situation in the area of Bié Province. More specific objective includes the capacity to understand the causes of women's vulnerability in the actual society in rural areas in central Angola. The survey is focused in the region's accesibility of educational system with sight of women's and girl's access to different levels of education in the locality.

To fulfill the goal, I made an analysis of projects and organizations focusused among other topics on gender problematics. Actually it are the non-governmental organizations that have the most relevant informations about the topic. The summary of organizations and their activities is one of the outcomes of this thesis.

### **Hypotesis 1**

Intervene the socio-economic situation of girls in mostly agronomically oriented households in their education?

### **Hypotesis 2**

Increase mothers' educational level the probability of children being enrolled in school?

### **Hypotesis 3**

Can the women utilize the knowledge recieved during their possible studies for the faster development of their livelihood and improve of family standarts?

The results and outcomes of the research can be considered as a data source for following and future projects made in the locality of Bié Province in Angola. The gender analytical framework was adapted to clarify different gender needs for more efficient work of development projects. In particular, the survey aims to better understand the reasons of chronic levels of women vulnerability in developing countries.

### **3 Methodology**

This thesis includes a multi-method model with following source of data to get an overview of the topic situation based on different resources:

- (a) A comprehensive review of documents. Author examined available proposals, technical reports, country level evaluations and regional reports.
- (b) Field visit to participating country. Site visit was conducted in Angola, Bié Province as a way of illustrating the real situation in context and providing specific documentation and more and less successful experiences. To the extent possible information was validated and cross-checked with other sources of information.
- (c) Interviews with key personalities involved in the problematics in the locality.
- (d) Data collecting by questionnaires.

#### **3.1 Work schedule**

At the beginning it was necessary to analyse secondary data available by different resources like United Nations Statistics Division, Food and Agriculture Organization, United States Agency for International Development or United Nations Childrens Fund. The list of references is attached at the end of the thesis.

Then the secondary data were completed by the data proceeded by non-governmental organizations like CONCERN, OXFAM, AFRICARE, CARE, UNACA who have been working or worked in the locality and by an analysis of data proceeded by Government Agricultural Directory, political Organization of women of Angola, Institute of Agriculture Development and Institute of Forestry Development. The summary of organizations is completed in the part 6.1 Organizations and projects asociated with gender problematics and agriculture in Angola of this thesis.

During the site visit to Angola, the field work was made in different surroundings and communities in Bié Province.

As a consequence of all previous activities the statistical evaluation and analysis was done. At last the conclusions were reached and the results were written up in the part 6 Results and discussion of this thesis.

### **3.2 Information gathering tools used**

■ The survey included a student and organization questionnaire. A student questionnaire was used to collect mostly quantitative information on household demography, family situation, women's education, agricultural influence on family and life expectations of respondents. An organization survey was focused on educational situation, agricultural development and different gender conditions of inhabitants.

A form of student questionnaires which was used for the research in the Center of Agricultural Education in Kuito it is possible to check in the Annex E. During the research were fulfilled 49 questionnaires and 35 of them were at the end considered as relevant, because of the achieved data integrity. A structure of the questionnaire was diversified by the topics.

It began by questions about education (example: It is important for you to go to school? What thinks your father about your school attendance? What do you expect at finish your studies?) These questions were followed by questions about the influence of agriculture on the life of the respondent (example: If you work on the field, how often? What type of work do you usually do on the field?) and it was concluded by personal questions (example: Do you have any children? If Yes, how old were you when you have your first child?). The questionnaires were completely fulfilled by students themselves. The example of the questionnaire is in Annex E.

A form of organization questionnaire was semi-structure, because it was fulfilled by the interviewer during the discussion with the organization representatives. Questions were formed individually before the interview according to the specialization of the organization. Usually included questions about agricultural situation in the locality and questions about the situation of women in the society (example: What do you think about the situation of women in Bié province? Do you have any project oriented on support of women?). The organization questionnaires are the most acceptable resource of informations because of the professional formation and level of education of interviewed

people. Besides being a very reliable source of information, they are the most appropriate because they have lived mostly the whole life in the locality as natives and nobody knows the real situation better than they do.

With the analyzation of organizations and projects in the locality, I tried to overcome a general lack of secondary information and receive the most valuable informations about the locality. As a basic source of generally accessible information I used a web pages and documents of each organization. On this base, I prepared a special questionnaire and made an appointment with the head of the organization in Kuito. Following informations in the chapter 6.1 Organizations and projects associated with gender problematics and agriculture in Angola are a result of a comprehensive review of documents and personal interviews with key personalities.

- Personal observig and monitoring in the field, walks and visits to key sites in village – schools, fields, markets, common places.

That was realized in a special occasion thanks a support of realizators of organization People in Need in Kuito and Cuemba. I had an excellent opportunity to participate in a scientific research expedition realized in a period 3. – 10. 6. 2007. These expedition was an cooperation project of People in Need Organization in Kuito and project specialists of the Czech University of Life Sciencies in Kuito. The project was realized in the rural area and Cuemba city and included visits and research investigation in eighteen villages and the cities of Cuemba, Munhago and Luando.

The other part of this observing was done in the city of Kuito and its surroundings during the date 5.5. – 26.4.2007. It was realized day to day during the whole period. In common places, markets and streets, the native people, mostly women, were interviewed and their answers were collected and analyzed as a data source about the livelihood situation in the locality.

- Individual interviews were done with government officials in position to have information about agriculture and gender situation. Besides interviewing officials, also were interviewed the teachers, students in the Centre of Agricultural Education in Bié province in Kuito, doctors in the hospital in Kuito, traditional village chiefs, villagers, village teachers, staff of international and local development assistance organizations

(Care, Africare, Oxfam, Concern, Unaca, People in Need), representatives of governmental organizations Government Agricultural Directory, political Organization of Women of Angola, Institute of Agriculture Development and Institute of Forestry Development (MINADER, OMA, IDA, IDF) and personnel associated with organizations working with women and children. A list of interviewed people is presented in Annex B.

Information and opinions from different sources and tools were triangulated in order to build the overall socio-economic overview of the gender livelihood possibilities in the rural and urban background in Bié province.

### ***3.3 Geographical coverage and time schedule***

#### **The survey was done in different places:**

1. Centre of Agricultural Education in Bié province CEAB (Centro de Educação Agrícola da Província do Bié).
  2. The city of Kuito.
  3. Cities of Cuemba, Munhango and Luando.
- Villages: Kamchito, Kandende, Kavimbi, Xaneca, Sacasulu, Kamboto, Xindumba, Sacalulu, Moimbonga, Kariata, Saipato, Safuri, Moapoko, Jona, Kafica, Sagandala, Siseng.

#### **Time schedule:**

1. Theoretical research made between October 2006 and May 2008.
2. Data collection in Bié Province took place between April 2007 and May 2007.

### ***3.4 Limitations of the survey***

The survey has several limitations which are listed below:

- The time available for field work and analysis was quite limited.
- The whole research was done by only one person. Therefore there were compromises about the level of depth to which was possible to go and the amount and quality of acquired information.



- The locality of the research is surviving very difficult time of changes due to the end of war. Therefore was very difficult to communicate with the people and give them questions about their life without offer them any reciprocation.
- The used localities represented the greatest coverage attainable in the time available – however it does not give a representative sample of the whole Bié province, and particular it does not give a picture of those areas which are more isolated or inaccessible by vehicle.
- This study depend heavily on the data provided by documents differed in the timeliness and did not always correspond the international, national and personal data collection.

## 4 Gender

### 4.1 Definitions

In common usage, the **word gender** often refers to the sexual distinction between male and female. The chromosomal difference is expressed in hormonal and psychological contrasts. Humans are sexually dimorphic (Kottak, 1991). By contrast, in the social sciences, "gender" denotes a social, cultural, or psychological condition, as *opposed* to that of biological sex. In the common usage gender comes from nature whereas in the academic usage gender comes from nurture (FAO, 2001).

**Gender refers** to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context, time-specific and changeable (UN, 2004). Gender refers to the social, economic and cultural roles and relations between man and woman. Takes into account the different possibilities of women and men in a given culture or location and in different population groups (children, aged people, ethnic groups etc.) (FAO, 2001).

**Gender determines** what is expected, allowed and valued in a women or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context (UN, 2004).

**Gender encompasses** all the traits that a culture assigns to and inculcates in males and females. It refers to the cultural construction of male and female characteristics. A person's sense of self includes a sense of gender, cultural identity and social class (Rosaldo, 1980).

**Gender roles** are tasks and activities that a culture assigns to the sexes. They vary with environment, economy, adaptive strategy and level of social complexity.

**Gender stereotypes** are oversimplified but strongly held ideas about the characteristics of males and females.

**Gender stratification** describes an unequal distribution of rewards (socially valued resources, power, prestige and personal freedom) between men and women reflecting their different positions in a social hierarchy. In stateless societies, gender stratification it is often much more obvious in regard to prestige than it is in regard to wealth or power (Kottak, 1991).

## **Determinantes of variation in gender issues**

Gender roles and stratification vary widely across cultures and through history. Among the causes of this variation are:

- the needs of particular economies
- adaptive strategy
- level of sociopolitical complexity
- degree of participation in the capitalist world economy

The degradation of women, female subordination, and sharp differentiation between the public and private spheres are not cultural universals. Competition for resources leads to warfare and the intensification of production. These conditions favor the patriline and virilocality. To the extent that women lose their productive roles in agricultural and pastoral societies, the domestic-public dichotomy is accentuated and female degradation becomes extreme. With industrialism, attitudes about gender vary in the context of female extradomestic employment. Gender is flexible and reflects culture, society, politics and economics more than biological imperatives (Kottak, 1991).

## **4.2 Critical areas of concern**

The United Nations conferences, building on the energy of national women's movements, have galvanized understanding, interest and action concerning the advancement of women around the world. Three world conferences - in Mexico City (1975), Copenhagen (1980) and Nairobi (1985) - greatly enhanced international awareness of the concerns of women and created invaluable links between national women's movements and the international community. At the Fourth World conference on Women

(Beijing, 1995), representatives of 189 governments adopted the "Beijing Declaration and Platform for Action" aimed at removing obstacles to women's participation in all spheres of public and private life (UN, 2004).

**The Platform identifies 12 critical areas of concern:**

- 1) the existent and increasing burden of poverty on women
- 2) unequal access to and inadequate educational opportunities
- 3) inequalities in health status, inadequate health-care services, and unequal access to it
- 4) violence against women
- 5) effects of conflict on women
- 6) inequality in women's participation in the definition of economic structures and policies, and in the production process
- 7) inequality in the sharing of power and decision-making
- 8) insufficient mechanism to promote the advancement of women
- 9) lack of awareness of, and commitment to, internationally and nationally recognized women's human rights
- 10) insufficient mobilization of mass media to promote women's contribution to society
- 11) lack of adequate recognition and support for women's contribution to managing natural resources and safeguarding the environment
- 12) the girl child.

At the twenty-third special session of the General Assembly in 2000 to follow up on the implementation of the Beijing Declaration and Programme of Action, countries pledged additional initiatives, such as strengthening legislation against all forms of domestic violence, and enacting laws and policies to eradicate such harmful practices as early and forced marriage and female genital mutilation. Targets were set to ensure free compulsory primary education for both girls and boys, and to improve women's health through wider access to health care and prevention programmes (UN, 2004).

## **Unequal power relations between women and men manifest themselves in many different ways:**

- Women work two-thirds of the world's working hours, and produce half of the world's food, yet earn only ten per cent of the world's income, and own less than one per cent of the world's property.
- Two-thirds of children denied primary education are girls, and 75 per cent of the world's 876 million illiterate adults are women. Every extra year a girl spends at school could reduce child mortality by ten per cent.
- More than half a million women die in pregnancy and childbirth every year: of these deaths, 99 per cent are in developing countries. In parts of Africa, maternal mortality rates are 1 in 16.
- Women hold only 14 per cent of parliamentary seats worldwide, and only eight per cent of the world's cabinet ministers are women. Only eleven countries have met the UN target of 30 per cent female decision-makers.
- Domestic violence is the biggest cause of injury and death to women worldwide. Gender-based violence causes more deaths and disability among women aged 15 to 44 than cancer, malaria, traffic accidents, and war (Oxfam, 2007).

## **Gender equality and economic efficiency**

Equality between women and men, **gender equality**, refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue, but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development (UN, 2004).

## **Marginality of woman and occupation**

Women's labour in the informal market, both urban and rural, is represented by petty trading and small-scale enterprise. It is invisible, because women's work remains largely unrecognized and is often substantially underestimated because the informal sector (both within and outside agriculture) is often considered to be a residual category, that is supposedly short-lived and does not contribute substantially to national economies in terms of output (Curry, 2002).

According to UN Overview done by Office of the Special Adviser on Gender Issues and Advancement of Women in 2002, it is possible to specify **six main relations among gender equality and economic efficiency.**

- 1) Research on **agricultural productivity** in Africa shows that reducing gender inequality could significantly increase agricultural yields. For instance, studies have shown that giving women farmers in Kenya the same level of agricultural inputs and education as a men farmers could increase yields of farmers by more than 20 per cent.
- 2) Research on **economic growth and education** shows that failing to invest in women's education can lower the Gross National Product (GNP). Everything else being equal, countries in which the ratio of female-to-male enrolment on primary or secondary education is less than 0,75 can expect levels of GNP that are roughly 25 per cent lower than countries in which there is less gender disparity in education.
- 3) Research on **the gender inequality in the labour market** shows that eliminating gender discrimination in relation to occupation and pay could both increase women's income and contribute to national income. For instance, estimate reveal that if gender inequality in the labour market in Latin America were to be eliminated, not only would women's wages rise by about 50 per cent, but national output would rise about 5 per cent.
- 4) Gender inequality also reduces **the productivity of next generation.** The World Bank reports mounting evidence that increases in women's well-being yield productivity gains in the future. The probability of children being enrolled in school increases with their

mothers' educational level and extra income going to mothers has more positive impact on household nutrition, health and education of children than extra income going to fathers.

5) Research shows that gender inequality hampers a positive supply response to structural adjustment measures by reducing women's incentives to produce tradable goods as a result of increases in women's time burdens.

6) **Women's time burdens** are an important constraint on growth and development - women are a much over-utilized resource, not an under-utilized resource. The benefits of reducing this gender-based constraint can be considerable. For instance, a study in Tanzania shows that reducing such constraints in a community of smallholder coffee and banana growers increases household cash incomes by 10 per cent, labour productivity by 15 per cent and capital productivity by 44 per cent (UN, 2002).

### ***4.3 Global Gender Equity Index***

The Gender Equity Index (GEI) has been developed to rank countries according to social indicators using internationally available and comparable data. The index ranges from 0 to 100, with lower values indicating greater inequity. The three dimensions included in the GEI are economic activity, empowerment and education (Social Watch, 2008).

The GEI classifies 154 countries and conclusively verifies that in no country do women enjoy the same opportunities as men, that high income levels are not necessary for the elimination of gender disparities, and that although some aspects of the status of women have improved over the years, their opportunities in economic and political areas are still clearly limited. During the 2004-2007 period, the general gender equity trend seen worldwide was limited progress or no progress at all. The country that has most regressed during this period is Angola (21%) (Social Watch, 2008).

## The construction of GEI

### 1. Dimensions and indicators

- **Empowerment** (per cent of women in technical positions, per cent of women in management and government positions, per cent of women in parliaments, per cent of women in ministerial posts).
- **Economic activity** (income gap, activity rate gap).
- **Education** (literacy rate gap, primary school enrolment rate gap, secondary school enrolment rate gap, tertiary education enrolment rate gap).

### 2. Gaps

To construct the gaps in those indicators not presented as such in the original sources, the following operation was carried out. In the first place, percentages for men were calculated by difference with those for women:

- per cent of men in technical positions,
- per cent of men in management and government positions,
- per cent of men in parliaments,
- per cent of men in ministerial posts.

Secondly, for each country the weight of the female population in relation to male population was calculated for the relevant age ranges (over 19 years old, except for the economically active population indicator, for which over 14 years old was used).

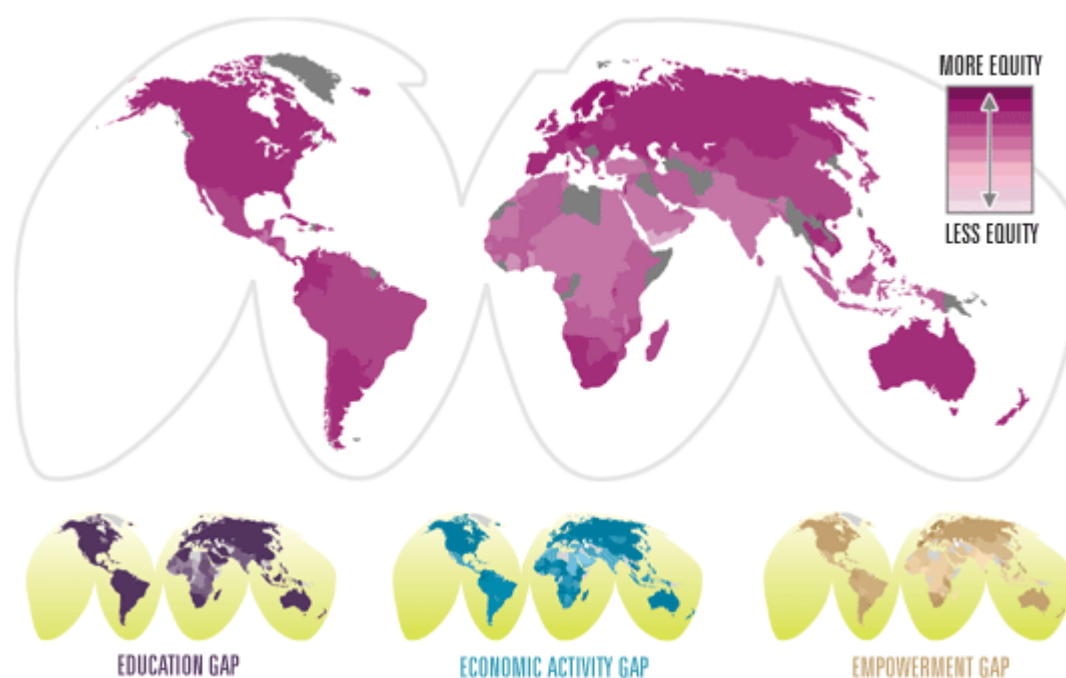
Weight of female population = per cent of female population / per cent of male population.  
The gap was calculated for each indicator, for each country, with the rate for women as the numerator and the rate for men as the denominator, weighted by the inverse of the weight of the female population (Social Watch, 2008).

### GEI values in 2008

The three dimensions included in the GEI are: economic activity, empowerment and education (Social Watch, 2008).



**Figure 1 Presentation of GEI values in 2008**



(Data source: Social Watch, 2008)

The graph was formed by the data from the GEI values 2008. To make clearest the differences among countries, following table contents the comparison of Sweden – country with the highest value of GEI 2008, Yemen with the lowest values, Angola and Czech Republic.

**Tab. 1 Values of GEI 2008**

	Education gap	Economic Activ. Gap	Empowerment Gap	GEI 2008
Sweden	99.9	83.8	83.2	<b>89</b>
Czech Republic	100	64.0	43.4	<b>69</b>
<b>Angola</b>	<b>75.4</b>	<b>71.3</b>	<b>11.8</b>	<b>53</b>
Yemen	46.4	34.4	6.3	<b>29</b>

(Data source: Social Watch, 2008)

Education is the GEI dimension with the largest number of countries reaching acceptable equity levels. However, alarming situations persist and forty percent of countries experience regression trends, among them many that are already in a very bad situation.

**Tab. 2 Values of GEI Education Component**

GEI EDUCATION COMPONENT	SELECTED INDICATORS							
	Gender Gap in Literacy	<i>Last year available</i>	Gender Gap in Primary School Enrolment	<i>Last year available</i>	Gender Gap in Secondary School Enrolment	<i>Last year available</i>	Gender Gap in tertiary School Enrolment	<i>Last year available</i>
Sweden			99.7	2005	100.2	2005	154.6	2004
Czech Rep.			102.7	2005			116.2	2005
Angola	65.4	2001	95.3	1991			2005	2005
Yemen	30.1	1994	72.7	2004	45.5	2000	37.1	2005

(Data source: Social Watch, 2008)

Equity levels in economic activity are halfway between the quasi-equity found in education and the alarming inequity persisting in empowerment indicators.

**Tab. 3 Values of GEI Economic Activity Component**

IEG ECONOMIC ACTIVITY COMPONENT	SELECTED INDICATORS	
	Economic activity rate gap (female rate as % of male rate. aged 15 and older)	Ratio of estimated female to male earned income
	2005	/1
Sweden	87	80.5
Czech Republic	77	51,0
Angola	81	61.7
Yemen	39	29.8

(Data source: Social Watch, 2008)

A large majority of countries rank very low in the empowerment dimension of the GEI. The gap between women and men is highest among professional, managerial, parliamentary and ministerial positions.

**Tab. 4 Values of GEI Empowerment Components**

GEI EMPOWERMENT COMPONENT	SELECTED INDICATORS			
	Women in government at ministerial level (as % of total) 2005	Legislators, senior officials and managers (% female) 1999-2005	Professional and technical workers (% female)	% of seats in Lower or single House
Sweden	52.4	30	51	47.3
Czech Republic	11.1	30	52	15.5
Angola	5.7			15
Yemen	2.9	4	15	0.3

(Data source: Social Watch, 2008)

## Conclusions of GPI 2008

The step leading to gender equity in education in all countries of the world is not a very big one. Yet, more countries are regressing in education than those making progresses. A larger number of countries show significant progress in economic activity, but the number of those regressing is also considerable and the global trend is therefore unclear. Evolution in empowerment seems promising, since most countries are showing progress, yet this is by far the largest gap to overcome (Social Watch, 2008).

While bridging the gender gap with scarce resources is no easy task, the GEI shows that income is not the sole factor explaining equity or the lack of it. Countries with very high per capita incomes, such as Switzerland, have the same equity level as Mozambique, whose income level is ostensibly lower. A high income level is not a guarantee for gender equity and a low one is no reason to justify a big gap between men and women (Social Watch, 2008).

#### **4.4 Gender situation in Africa**

People experience poverty when they are denied the right to livelihoods, water, education and health, protection and security, a voice in public life, or freedom from discrimination. Gender inequality and rigid gender stereotypes can often prevent a household or community from freeing itself from poverty (Oxfam, 2007).

Women often have less recourse than men to legal recognition and protection, as well as lower access to public knowledge and information, and less decision-making power both within and outside the home. Women in Africa frequently have little control over fertility, sexuality and marital choices. Many women lack adequate access to productive resources, such as land, water, energy, credit, means of communication, education and training, health and work with decent pay (Gumisai, 2006). This systematic discrimination reduces women's public participation, often increases their vulnerability to poverty, violence and HIV, and results in women representing a disproportionate percentage of the poor population of the world (Oxfam, 2007). In Africa, The number of people living in extreme poverty (one less than one US dollar a day) increased from 217 million in 1990 to 290 million in 2000 and the majority of them were women and girls (Gumisai, 2006).

#### **Education**

Access to education varies widely among the countries of eastern and southern Africa, the region as a whole is characterized by stagnating enrolment ratios, high repetition rates and a relatively poor quality of teaching and learning processes. Emergencies usually exacerbate the situation. For example in Zambia attendance rates for both boys and girls dropped from about 70 per cent to below 15 per cent among drought-stricken households. Many girls in Zambia were married off at a young age in families struggling to feed themselves.

Alarming is also the impact of HIV/AIDS on education. Teachers appear to be a high-risk group because of increasing number of teacher deaths in several countries. Children with infected parents are withdrawing from school in large numbers to head up households or care for the sick. Many parents, already troubled by the safety and security of their daughters, are keeping them out of school for fear of exposure to HIV/AIDS (UNICEF, 2003).

## **Women's representation in decision making**

In 1997 the member-states of the Southern African Development Community (SADC) adopted a declaration on gender and development that required each country to reach at least 30 per cent female representation in decision-making by 2005. Only three countries (Mozambique, Rwanda and South Africa) have attained the goal. Globally, only 12 other countries had reached that level in national parliaments by 2004 (Gumisai, 2006).

In Angola the law does not discriminate among citizens, neither in terms of sex regarding pay scales or for ordinary workers or members of the government. In 2002, the Executive branch was composed of 87 members, 75 of whom were men. The National Assembly was composed of 220 deputies, 190 of whom were men. Of the 66 members of the Judiciary Branch, 53 are men and only 13 are women (CEDAW, 2002).

## **Electoral measures**

Countries that had at least 30 per cent women in their national parliaments by 2004 had also adopted electoral measures specifically to empower women. Those measures included taking affirmative action by adopting female quotas in political parties and national parliaments.

The world average for women in parliament rose from 11.7 per cent in 1995 to 15.6 per cent by 2004. In Southern Africa, where the proportion of women in parliament, at 17.9 per cent, three countries selected female deputy speakers during the last decade. In addition, Mozambique appointed a woman prime minister and Zimbabwe and South Africa named women deputy presidents (Gumisai, 2006).

## **Conflict and women**

Over the last decade, more than a third of armed conflicts worldwide were in Africa, producing more than 6 million refugees and 20 million internally displaced people. The wars have destroyed infrastructure, stalled development and exposed women in particular to rape and abuse (Gumisai, 2006).

At the same time conflict has created occasions for women to transform their lives and redefine their gender roles. Conflict often results in significant demographic changes, as men go to war and are killed in combat. While this does not automatically alter the balance of political and social power between men and women, it can provide some

opportunities for women when they greatly outnumber men. In Rwanda, after the 1994 genocide, there were four men for every six women. Women stepped into roles in areas traditionally dominated by men, such as politics, agriculture and the formal economy. Rwanda holds the current record for the highest level of female representation in national parliament (Gumisai, 2006).

Other African countries in conflict have seen major migration into the cities, away from fighting in rural areas. Such mass migrations have pushed women to become heads of households and to take on other traditional male roles.

In some conflicts, such as the Eritrean war for independence from Ethiopia and the liberation wars in South Africa and Zimbabwe, women fought alongside men, asserting their equality and winning some bargaining power in post-conflict settlements. Once the wars ended, women felt empowered to claim positions of power in government, as in South Africa (Gumisai, 2006).

During the armed conflict, women in Angola were victims of violence, not only in terms of the war itself, but in particular, they were:

- raped by soldiers (a lot of children were born as a result of these)
- forced to manual labor (transporting war material, food, performing domestic services, or even farm work)
- identified as „witches“ and then burned at the stake
- used as „couriers“ (CEDAW, 2002).

### **Womens as post-combatants**

While the participation of women in combat has been minimal in some of Africa's recent conflicts, in others, as in Sierra Leone, Liberia and the Democratic Republic of the Congo, women have taken part in significant numbers. Originally, some of these female fighters may have been abducted. Some admit they joined voluntarily, for many of the same reasons as male recruits. A number may operate primarily as combatants. More often, they also serve as nurses, cooks, sex workers, messengers, spies or logistical personnel. Yet when a peace settlement opens the way for demobilization, they tend to be categorized among "vulnerable groups", a broad label that includes wounded or disabled male combatants and all women and children who accompany warring factions (Harsch, 2005).

In Sierra Leone and Angola women combatants were classified as "dependents." As a result, they were precluded from receiving the benefits provided to "combatants". Some were excluded from the Disarmament, Demobilization and Reintegration (DDR) programme because they did not have a weapon to hand in - one of the criteria for participation. Many did not take part for fear they would be harassed or stigmatized. Many women who fought in the war - or were raped or otherwise victimized - have been ostracized by their communities and families (Harsch, 2005).

### **Internacional migration of women**

About 90 million women currently reside outside their countries of origin. As of 2000, 49 per cent of all international migrants were women or girls, and the proportion on females among international migrants had reached 51 per cent in more developed regions. A gender perspective is essential to understanding both the causes and consequences of international migration. Three factors must be present for migration to take place: demand or pull from destination countries or communities, supply or push from communities or countries of origin, and networks to link the supply with the demand (UN, 2004).

**Tab. 5 Female migration**

	<b>Estimated number of female migrants at midyear</b>				
	1960	1970	1980	1990	2000
Africal total	3 794 583	4 208 331	6 216 156	7 441 517	7 595 140
Southern Africa	295 111	315 178	391 477	559 760	652 419

(Data source: UN, 2004).

Female migrants are increasingly part of worker flows, moving on their own to become the principal wage earners for their families. Many national laws on emigration and immigration of voluntary migrants include discriminatory provisions that affect the protection of migrant women, ej. require pregnancy test or impose age limits. Women and girls are also part of the flows of forced migrants, who have fled conflict, persecution, enviromental degradation, natural disasters and other situations that affect their habitat, livelihood and security. In Africa, the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (2003) calls for the elimination of discrimination and harmful practices against women.

International migration affects gender roles and opportunities for women in destination country. In many aspects, migration enhances the autonomy and power of woman. Also women who are left at home as their husbands migrate, experience changes in their role (UN, 2004).

## Gender situation and agriculture in Africa

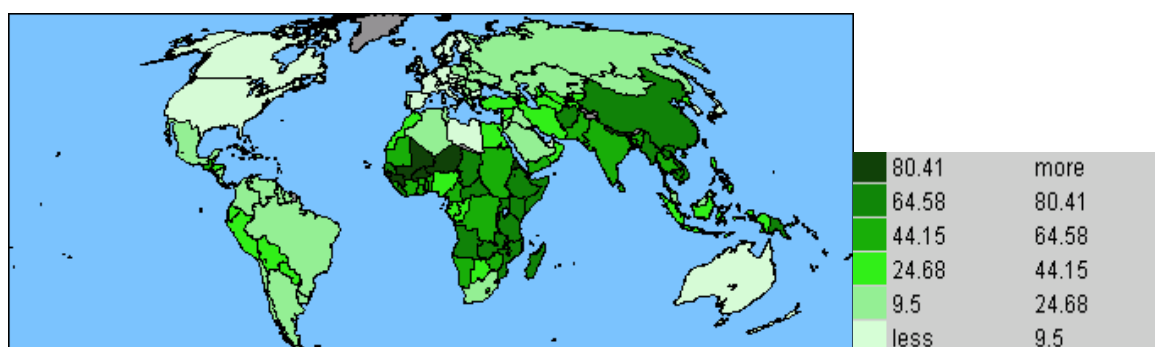
According to Mr. Amit Roy, the head of the International Fertilizer Development Centre: *"The African farmer is primarily a woman farmer. And she is a good farmer who can feed her family and continent if she is given the tools and the opportunities to do so."*

Agricultural development aims at increasing productivity and overall production while, at the same time, securing the preservation of natural resources, increased incomes, the creation of employment and the improvement of food security and adequate levels of nutrition. Agricultural planning should make full use of existing resources, in particular human capital. Development lessons from the past have revealed that the invisible input of women - when taken into account by rural planners and policy-makers - can produce tangible and sustainable improvements in the quality of rural life at the household and community levels (FAO, 1999).

## Economic influence of agriculture

It is difficult to overestimate the importance of agriculture to Africa's economic prospects. More than 65 per cent of sub-Saharan Africa's estimated 750 million people are engaged in agriculture (Fleshman, 2006). The situation of population working in agriculture is provided in the figure 2.

**Figure 2 Agricultural population as percentage of total (%) (estimated year 2000)**

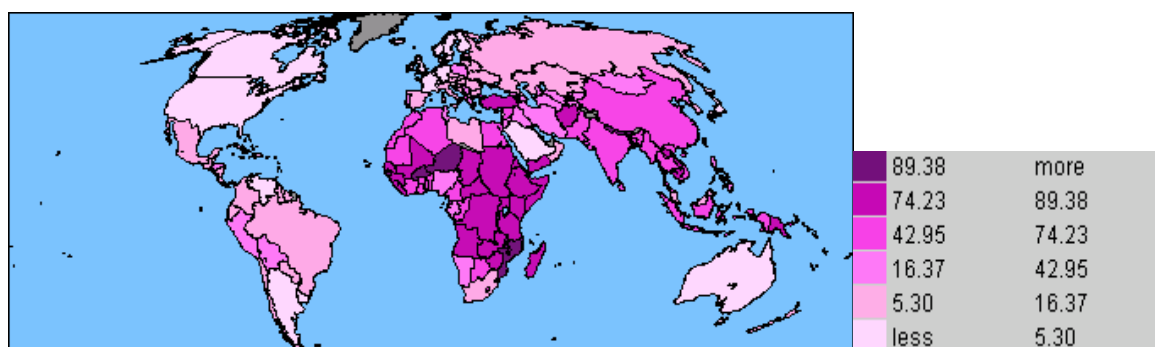


(Data source: FAOSTAT, 1998)



The agricultural sector generates more than a quarter of gross domestic product in most countries. Farm produce accounts for about 20 per cent of Africa’s international trade and is a major source of raw materials for industry (Fleschman, 2006). Women produce 60 per cent to 80 per cent of the food in poor countries (JDC, 2007). More details about the female labour force in agriculture in the world is provided in the figure 3.

**Figure 3 Female labour force economically active in agriculture as a percentage of total female labour force (estimated year 2000)**



(Data source: FAOSTAT, 1998)

Life is getting harder, for tens of millions of people in rural Africa. Reliant on erratic rains, working exhausted soil and hobbled by decades of underinvestment and neglect by national governments and international donors, many have sunk deeper into poverty as African agriculture — the mainstay of the region’s economy — continues to face neglect. A growing number of African governments and UN and non-governmental agencies argue that unless urgent efforts are made to raise crop yields, build transportation and marketing systems and adopt modern, sustainable farming methods, the continent will fail to reach its development goals and the rural majority will reap only meagre harvests.

The UN’s World Food Programme estimates that more than 30 million Africans are currently in need of international food aid. Researchers for the African Union reported that annual population growth has outstripped food production on the continent since 1993, resulting in a 20 per cent rise in the number of hungry people — from 176 million to 210 million. Commercial exports have fared no better, with Africa’s share of world trade declining for nine of its 10 largest export crops (FAO, 1999).

## 5 Republic of Angola

### 5.1 General informations

#### Geography

Angola is located in the south-western Africa with 1 600 km of coastline between parallels 4°22' and 18°02'S and longitudes 11°41' and 24°05'E (FOSA, 2000)

**Location:** Southern Africa, bordering the South Atlantic Ocean, between Namibia and Democratic Republic of the Congo (World Bank, 2007)

**Area:** total land area: 1,246,700 sqkm including Cabinda Provice = seventh largest state in Africa. Land boundaries of Angola counts 5,198 km and country has borders with Democratic Republic of the Congo 2,511 km (of which 225 km is the boundary of discontiguous Cabinda Province), Namibia 1,376 km and Zambia 1,110 km

**Climate:** semiarid in south and along coast to Luanda; north has cool, dry season (May to October) and hot, rainy season (November to April)

**Terrain:** narrow coastal plain rises abruptly to vast interior plateau

**Environment current issues:** overuse of pastures and subsequent soil erosion attributable to population pressures; desertification; deforestation of tropical rain forest, in response to both international demand for tropical timber and to domestic use as fuel, resulting in loss of biodiversity; soil erosion contributing to water pollution and siltation of rivers and dams; inadequate supplies of potable water (FAO, 2007).

Figure 4 Map of Angola



(Data source: Graphicmaps, 1996).

## People

**Population:** 16.6 million (2006) Total population counts all residents regardless of legal status or citizenship, except for refugees not permanently settled in the country of asylum, who are generally considered part of the population of their country of origin. The values shown are midyear estimates (World Bank, 2007).

**Density:** 9,8 habitant per square kilometer

Rate of 42% for urban inhabitants against 58% for rural (FOSA, 2000).

**Age structure:** 0-14 years: 43.7% (male 2,678,185/female 2,625,933)

15-64 years: 53.5% (male 3,291,954/female 3,195,688)

65 years and over: 2.8% (male 148,944/female 186,367) (2006 est.)

**Population growth rate:** 2.45% (2006 est.)

**Life expectancy at birth:** total population: 38.62 years

**Total fertility rate:** 6.35 children born/woman (2006 est.)

**Ethnic groups:** Ovimbundu 37%, Kimbundu 25%, Bakongo 13%, mestico (mixed European and native African) 2%, European 1%, other 22%

**Religions:** indigenous beliefs 47%, Roman Catholic 38%, Protestant 15% (1998 est.)

The country is facing a permanent unrest. The trend is that rural people are constantly seeking refuge to the urban area where the safe is secured by the government. Female population represents 55,6% and 44,4% for male. The major part of the population is concentrated to the coastal zone of the country (FOSA, 2000).

## Background

Angola is slowly rebuilding its country after the end of a 27-year civil war in 2002. Fighting between the Popular Movement for the Liberation of Angola (MPLA), led by Jose Eduardo DOS SANTOS, and the National Union for the Total Independence of Angola (UNITA), led by Jonas SAVIMBI, followed independence from Portugal in 1975. Peace seemed imminent in 1992 when Angola held national elections, but UNITA renewed fighting after being beaten by the MPLA at the polls. Up to 1.5 million lives may have been lost - and 4 million people displaced - in the quarter century of fighting. SAVIMBI's death in 2002 ended UNITA's insurgency and strengthened the MPLA's hold on power. DOS SANTOS has pledged to hold legislative elections in 2007, but 2008 may be more realistic (Care, 2007).

## **Government**

**Government type:** republic; multiparty presidential regime

**Capital:** Luanda

**Administrative divisions:** 18 provinces; Bengo, Benguela, Bie, Cabinda, Cuando Cubango, Cuanza Norte, Cuanza Sul, Cunene, Huambo, Huila, Luanda, Lunda Norte, Lunda Sul, Malanje, Moxico, Namibe, Uige, Zaire

**Independence:** 11 November 1975 (from Portugal)

**National legislation** (Lei n.º 23/92, September 1992) present various human rights that could be presented in five simple groups.

- 1) Right for personal security and physical integrity
- 2) Right for development
- 3) Right to survive and have a long healthy life
- 4) Right for protection
- 5) Right for participation

### **Measures intended to eliminate sexual discrimination**

**Article 18** of the Constitution of Angola recognizes the principle of equality and non-discrimination against citizens, and equality between the sexes. Section 1 states that "all citizens are equal before the Law and enjoy the same rights and are subject to the same duties, without distinction as to color, race, ethnic background, sex, place of birth, religion, ideology, level of education, or economic or social condition."

**Article 29** recognizes, that "Man and Woman are equal within the bosom of the family, enjoying the same rights and responsible for the same duties."

As the protection of mothers, the elderly and the disabled, and with the respect to medical care, health and access to schooling, **Article 47** provides that: "The State takes such measures as may be necessary to assure citizens the right to assistance during childhood, maternity, disability, old age, and in any situation of inability to work," and "The State promotes access by all citizens to schooling, culture and recreation...."

Actions to make a reality of these standards can be found throughout Angola's legislation and are expressed in the various branches of Angola Law (CEDAW, 2002).

## **Economy**

The poverty situation in Angola contrasts starkly with the resource potential of the country and its proven mineral wealth (UN, 2004). Angola's high growth rate is driven by its oil sector, with record oil prices and rising petroleum production. Oil production and its supporting activities contribute about half of GDP and 90% of exports. Increased oil production supported 12% growth in 2004, 19% growth in 2005, and nearly 17% growth in 2006. A postwar reconstruction boom and resettlement of displaced persons has led to high rates of growth in construction and agriculture as well. Much of the country's infrastructure is still damaged or undeveloped from the 27-year-long civil war. Remnants of the conflict such as widespread land mines still mar the countryside even though an apparently durable peace was established after the death of rebel leader Jonas SAVIMBI in February 2002 (Africa Fact files, 2007).

Subsistence agriculture provides the main livelihood for half of the population, but half of the country's food must still be imported. In 2005, the government started using a \$2 billion line of credit from China to rebuild Angola's public infrastructure, and several large-scale projects were completed in 2006. The central bank in 2003 implemented an exchange rate stabilization program using foreign exchange reserves to buy kwanzas out of circulation, a policy that was more sustainable in 2005 because of strong oil export earnings, and has significantly reduced inflation. Consumer inflation declined from 325% in 2000 to about 13% in 2006, but the stabilization policy places pressure on international net liquidity (Africa Fact Files, 2007).

To fully take advantage of its rich national resources - gold, diamonds, extensive forests, Atlantic fisheries, and large oil deposits - Angola will need to continue reforming government policies and to reduce corruption. The government has made little progress on reforms recommended by the IMF such as promoting greater transparency in government spending and continues to be without a formal monitoring agreement with the institution. Corruption, especially in the extractive sectors, is a major challenge facing Angola (Africa Fact Files, 2007).

**Labor force by occupation:** agriculture: 85%

industry and services: 15% (2003 est.)

<b>Unemployment rate:</b>	extensive unemployment and underemployment affecting more than half the population (2001 est.)
<b>Population below poverty line:</b>	70% (2003 est.)
<b>Inflation rate:</b>	13.2% (2006 est.)
<b>Agriculture products:</b>	bananas, sugarcane, coffee, sisal, corn, cotton, manioc (tapioca), tobacco, vegetables, plantains; livestock; forest products; fish
<b>Industries:</b>	petroleum; diamonds, iron ore, phosphates, feldspar, bauxite, uranium, and gold; cement; basic metal products; fish processing; food processing, brewing, tobacco products, sugar; textiles; ship repair
<b>Currency (code):</b>	kwanza (AOA) (World Bank, 2007)

## **5.2 Agriculture in Angola**

Although agriculture accounts only for about 8 percent of Angola's GDP, it is the main source of employment in the country. Prior to independence (1975), food production was high and the country was a major exporter of maize and coffee. During the years of conflict, agriculture fell to an almost subsistence level in many areas, with little or no marketable surpluses and very limited trade activity. Consequently, the country has for many years relied on food imports (commercial imports of wheat and rice) and food aid, mostly in the form of maize and beans. In particular, commercial imports of wheat and rice have constantly increased since independence, reaching in 2005 the record levels of about 460 000 tonnes and 200 000 tonnes respectively. With the cease-fire in April 2002 and an improved mobility of people and products throughout the country, local markets have started to resume their activities despite the appalling condition of the road network (FAO/WFP 2006).

Information about agriculture in Angola is fragmented and scarce due to the large-scale destruction of infrastructure, including those for communications and transport. The responsibility for agriculture is divided among various institutions:

- MINADER** The Ministry of Agriculture and Rural Development (Ministério da Agricultura e desenvolvimento Rural)
- IIA** The Institute for Agrarian Research (Instituto de Investigação Agronómica)
- IIV** The Institute for Veterinary Research (Insituto de Investigação Veterinária)
- GSA** The Office for Food Security (Gabinete de segurança alimentar)
- IDA** The Institute for Agricultural Development (Instituto de Desenvolvimento Agrário)
- IDF** The Institute for Forestry Development (Instituto de Investigação Florestal) (CTA, 2006).

Agriculture has been the sector most ravaged by the conflict (CTA, 2006). Three million refugees, primarily women and children, have returned to their homes in Angola since the end of the civil war in 2002. Most have resettled in isolated and heavily damaged provinces, taxing local resources. Unexploded mines left over from the war are a serious threat to safety and prevent agricultural renewal in some parts of the country (UNICEF,

2003). With about 53 per cent of its population (53 per cent of whom are women) living in rural areas, this country is essentially rural (CEDAW, 2002).

Except in the coastal area where irrigation is practised by commercial farmers, and to some extent the tuber-producing Northern provinces, Angolan agriculture has fallen to a subsistence level, with little or no marketable surplus. Plantations of coffee, sisal, cotton and sugar cane have reverted to bush, while production of bananas, palm oil and tobacco has withered during 25 years of warfare (FAO, 2000).

The **area under cultivation** has increased from 2.2 million ha in 2001/2002 to 3.2 million ha in 2004/2005 (FAO/WFP 2002, 2005) mostly because displaced people returned home and started to cultivate their fields again, either with external help or with their own inputs. In the central highlands, up to 50 per cent of present the households have returned to the areas between 2002 and 2005 (WFP, 2005). These households all produce at subsistent level, because they lack the inputs and information to increase production per area and the area they cultivate (CTA, 2006). Agriculture in Angola is predominately a family-labour activity for smallholder subsistence peasants who plant an average of 1.4 ha per family on two or more plots; the area planted has been increasing slightly over the past four years and depends primarily on the availability of family labour for land preparation.

Most farmers use **hand tools** for land preparation and weeding. **Fertilizer** use is low, as farmers mainly rely on local seeds held over from the previous harvest. **Intercropping** is the usual agricultural practice, with maize, beans, groundnuts and cassava the most extensively used combination. Vegetable crops are planted mainly as single crops in the low-lying areas. **Weed control** is generally poor in smallholder fields, and the effect of this on the availability of soil moisture to the crop can often be very evident. (FAO/WFP 2006).

## **Natural conditions**

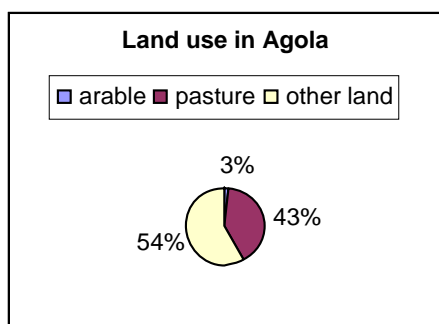
Annual rainfall in Angola increases from south to north. The mean on the coastal strip varies from less than 100 mm in parts of Namibe province to more than 800mm in the coastal parts of Zaire and Cabinda provinces. Further inland the variation is from about 600 mm in the south to more than 1600mm in parts of Uige and Lunda Norte provinces (FAO, 2000). Rainfall varies from over 2000mm/year during six months (November – April) in the north to less than 20mm/year in the south-west (CTA, 2006).



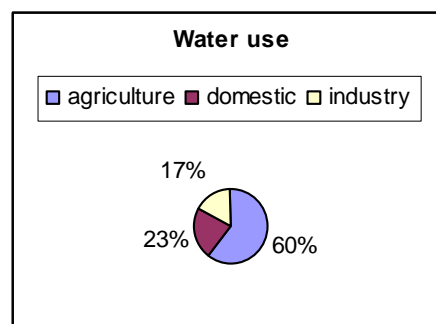
## Resources distribution in Angola

Basic distribution of resources as land and water in Angola could be checked in following figures of FAOSTAT.

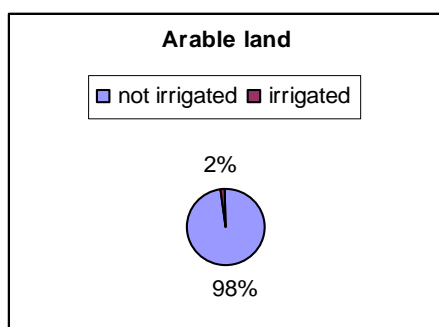
**Figure 5 Land use in Angola 2000**



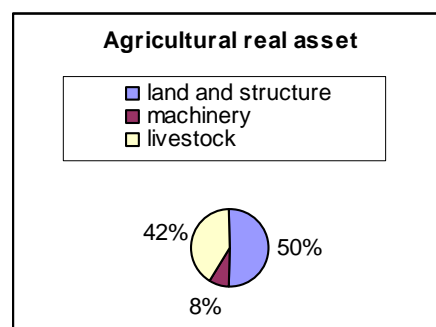
**Figure 6 Water use in Angola 2000**



**Figure 7 Arable land in Angola 2003**



**Figure 8 Agricultural real asset 2003**



(Data source: FAOSTAT, 2005-2006)

## Crop production

Total cereal production reached 880, 929 tonnes in 2004/2005, 35 percent more than in 2003/2004 (MINADER, 2005). Angola produced 4500 tonnes of coffee in 2005, of which 340 tonnes was exported. The second agricultural export product is palm oil.

The country's cropping patterns are varied. In the north (Cabinda, Uige, Kwanza Norte, Zaire, Malange) and the northeast (Lundas area), the principal crops are cassava, beans, groundnuts and maize. In the Planalto Central, maize and beans dominate, and the area of root crops is considerably smaller than in the north. In the south, agro-pastoral systems assume increasing importance; maize quickly gives way to sorghum and millet, complemented by cowpeas and cassava (FAO/WFP 2006).

The period between September and May accounts for about 95 percent of the total production of cereals and pulses, which are also the major food crops: maize, sorghum,

millet, rice, beans, groundnuts, cassava, sweet potatoes and Irish potatoes. A subsidiary growing season occurs between June and August when low-lying wetland areas ('nacas' or 'baixas') are planted mainly with vegetables such as cabbages, tomatoes, lettuce, onions, peppers, carrots, pumpkins, sweet potatoes, cereals and pulses. This season usually accounts for about 5 percent of the country's production of cereals and pulses (FAO/WFP 2006). Although the agricultural potential of Angola is huge, it still had to import over half of its cereal requirements through commercial imports (624 000 tonnes) and food aid (178 000 tonnes) in 2004/2005 (CTA, 2006).

### **Livestock situation**

In most of the Northern and Central provinces livestock is limited to relatively small numbers of goats, pigs and chickens, largely as a result of the continuing conflict and the consequent risk of theft but also because of the prevalence of tick-borne diseases in these areas. Pigs and small ruminants are especially important in areas of conurbation (FAO, 2000). Pigs are liked because of their rapid breeding, however they are susceptible to epidemics that kill many of them. Providing the pig with sufficient food can be a problem in some areas and for some households with low crop production (CARE, 2005)

Livestock numbers are increasing rapidly. In 2004 MINADER (2005) registers 3.7 million head of cattle, 4.4 million goats, 0.3 million sheep, 2.5 million pigs and 15.9 million chickens. Cattle production is concentrated in the dry south. In wetter areas cattle production is limited by the presence of tsetse flies. Newcastle disease is the main constraint for chicken production. In the central highland, over 85 percent of the households own chickens, 20 – 50 percent own goats or pigs and less than 20 percent owns cattle (WFP, 2005). Chickens are the most common and currently most important livestock. They are primarily a source of saving and income rather than a source of food (CARE, 2005).

### **Forestry**

In Angola 2.2 million hectares is the current productive forest area. Humid forest comprise 2 400 000 ha, mainly concentrated in the northern part of the country. The forests classified as production cover 2 373 000 ha in the northern with the capacity to produce 326 000 m<sup>3</sup> of roundwood per year (FOSA, 2000).

The land law (Law 21-C/92) stipulates that natural forest cannot be held privately, except for small, designated agricultural and pastoral areas. Forests serve as an important source of timber, traditional medicine, food, firewood and charcoal to rural populations (CTA, 2006).

The conservation state of these resources, i.e. natural and man-made forests is very critical. These resources are theoretically under forest reserves and national parks, unfortunately non-recognised by international conventions and programmes, occupying about 8 106 000 ha, representing around 6.6 per cent of the national territory. These figures are mostly estimates, no inventory nor substantial field works have taken place in order to assess the current status of forest resources of parks and reserves (FOSA, 2000).

## **Rural women**

Power in the village community is held by the male Soba and at the next level up by the male Soba Grande. The Soba is advised by a number of male assistants. Within the family, the man is considered the head of the household and responsible for taking decisions. In some households the woman is responsible for looking after money, particularly if the man drinks. The communities are mostly patrilineal – with the woman joining the man's family on marriage. Divorce is relatively frequent. The children „belong“ to the husbands family (CARE, 2005).

Throughout Africa, rural women play multiple roles that range from motherhood, child-rising, production of goods and services (supplying or fetching water, food, and energy to be able to process the foods) providing health care for family members, to exhausting housework and none of them remunerated. In Angola, these tasks are made more arduous by the difficulties endemic to rural areas, where almost nothing is within the reach of communities.

Women in rural communities do not perform only the domestic tasks that are vital to the survival of the family. They are an important part of the farm labour force. Rural communities also face a number of problems caused by different factors (the war, drought, lack of proper farm tools, and/or more modern tools, lack of support, etc.) that cannot be solved merely by the isolated actions of men. It is urgent and necessary that women be chosen to serve on the committees charged with ameliorating the problems (CEDAW, 2002).

## **5.3 Socioeconomic situation**

### **Education**

When it gained independence in 1975, Angola inherited a formal educational system that was heavily concentrated in the cities (Luanda, Lubango, Benguela, Huambo). To a large extent, it served primarily those, who could afford to pay tuition (CEDAW, 2002). After almost three decades of war destruction, education is being firmly endorsed as the engine for restoration and renewal (UNICEF, 2003). It is through education that people must become conscious of the importance of freedom and the right to life (Filho, 2003).

The prolonged civil war that battered Angola until March 2002 left the educational sector in tatters. But amid the gloomy data, education is being endorsed as the engine for a brighter future (UNICEF, 2003). Although all this, millions of children do not attend school for reasons ranging from poor water and sanitation to inability to pay school expenses. Schools are plagued by overcrowded or multi-age classrooms, teacher shortages and inadequate learning materials and infrastructure (UNICEF, 2005). According to the Ministry of Education, about three million children and young people are studying, while more than 40,000 are on the streets waiting for schools to be built. Teachers have no teaching materials, no curriculum and no text books for their classes, and their average salary is \$ 70 per month (Filho, 2003).

School enrolment in Angola assumes the shape of a pyramid. Although large number of children never attend first grade, the base of this pyramid is broad, compared with the tip, owing to the high dropout levels at all levels of the system (CEDAW, 2002). The gender disparity in the literacy rate is also significant: only 54 per cent of women over 15 are literate as opposed to 85 per cent of men (UN, 2004).

### **Gender equality in Angola**

The socioeconomic status of women in Angola can be described as characterized by a certain imbalance in the sharing of tasks and responsibilities between the sexes. Usually, women find themselves in a situation where they must keep the family afloat without having the same powers and rights as men (CEDAW, 2002).

According to Ana Paula Sacramento Neto, the Angolan deputy minister of Family Issues and Promotion of Women, the Angolan government has been increasing since 2003 the funds channelled to social areas, aimed at the improvement of people's well-being, with positive reflex on gender equality. This development strategy adopted by the government until 2025 is mainly directed to the areas of health and education, having into account the promotion of women's human rights. Angola is joining the Optional Protocol for the Convention on the Elimination of All Forms of Discrimination Against Women and the African Charter on Human and People's Rights (Neto, 2008).

In 10 out of the country's 18 provinces was implemented a rural development programme, whose main beneficiaries are women, youths, elderly people and other needy citizens, turned to the improvement of their basic accommodation conditions, access to health, education, drinkable water and micro-credit (Neto, 2008).

There is a contradiction in Angola regarding the role of women, since formal law seems to apply only in urban regions, where it is still poorly understood. In rural areas, family and workplace relationships are governed by the traditional laws that, in general discriminate against women (CEDAW, 2002).

Although women are beginning to achieve the same level of responsibilities as men, the great majority of them are steered into precarious jobs, especially jobs in the informal economy. One of the principal reasons for the poor quality of jobs held by women, is the low or non-existent level of schooling (CEDAW, 2002).

### **Women's representation in decision making**

High urban unemployment is an additional concern, particularly with regard to women and youth, many of whom have insufficient education and marketable skills to secure jobs in the formal sectors. In 2001 women accounted 70 per cent of the labour force in the informal sector. Relatively few women hold public office: only 11 of the 70 ministers and vice-ministers are women, and there are no female provincial governors or vice-governors (UN, 2004). The rates of participation in decision-making, both political and economic, are very low. The absence of women from the decision-making process on issues of peace, disarmament, and national reconciliation is a fact, and the indicators reflect a downward trend (CEDAW, 2002).

## **5.4 Kuito, Bié province**

Kuito is the capital city of Bié Province and is situated in the planalto in the centre of Angola. Because of its strategic importance, in terms of high potential of agriculture and diamond wealth, and the proximity to the UNITA hinterland, Kuito city and the surrounding province has often borne the brunt of military action in Angola's long war. During the „War of the Cities“ in 1992/1993, Kuito was in part occupied by UNITA. During the ensuing battles to gain control of the city much of its civic infrastructure, buildings, roads, etc. were destroyed (Save the children, 2000).

Actually Kuito has an estimated population among 220 000 and 500 000 persons including the population displaced from previous conflicts, but nobody in the country, even the government knows the exact number of inhabitants. The fluctuation of rural population to the city is still actual (Kolotsei, 2007).

### **Kuito economy**

Similar to the other urban centres in the interior of Angola, Kuito was once bustling with economic activity, with agriculture being the most important source of income. Province Bié produces the highest levels of coarse grains in the country, with an estimated yield of 38 000 Mts for the 1999/2000 season.

Other economic activities included light industrial manufacturing, food processing and trade. The city of Kuito was once the hub of these activities, supporting trade and economic initiatives with a strong infrastructure of reliable roads and rail linkages to the coastal and southern areas of Angola, as well as into the interior and beyond to neighbouring countries. However, due to a generation of war with resulting economic isolation, Kuito and the majority of its inhabitants are primarily reliant on subsistent forms of livelihoods. Present economic inputs to the city are from four sources:

- (1) local agriculture production and trade (within and beyond the security zones)
- (2) small commercial trade
- (3) humanitarian reliefs and government payrollos
- (4) resale of humanitarian reliefs items, primarily food. The resale of such items are carried out to purchase other essential non-food items, such as clothing, fuel, soap, small agriculture inputs and other basic household items (Save the children, 2000).

## **6. Results and discussion**

### ***6.1 Organizations and projects associated with gender problematics and agriculture in Angola***

One of the main objectives of this survey was to assess the overall socio-economic situation of women in Bié Province. During my research I found as the most reliable source of local informations existing non-governmental and governmental organizations in Kuito. In this area, the most of the fighting during the war took place, the whole population and also the nature is still affected by the movements of displaced people and due to the presence of mines, over-cropping, deforestation and insufficient road network are the possibilities of agricultural development strongly limited. Because all of this, the spread of activities and projects realized by various organizations in the locality is very huge. I collected available informations about what was done and my research is focused on activities relationated with women, education, agriculture and social situation.

The activities of organizations working in the area of gender problematic are described below. The list is completed with informations publicly available in reports and on internet. Organizations are listed alphabetically.

#### **AFRICARE**

##### **a) general informations**

It is a leading non-profit organisation specialising in aid to Africa. Africare's programs address needs in two principal areas: food security and agriculture as well as health and HIV/AIDS. Africare also supports water resource development, environmental management, literacy and vocational training, microenterprise development, civil-society development, governance initiatives and emergency humanitarian aid. Africare has worked in Angola since January 1990 (CDRA, 2005).

Africare programs in the locality of Bié Province:

■ **Bié province:** Malaria prevention and treatment

■ **Bié and Kwanza Sul provinces:**

- Emergency food supply and food security assistance to formerly displaced farm families
- Water supply and sanitation
- Polio prevention and treatment

■ **Kuito, Seles and Waku Kungo districts:** Seed multiplication and seed-and-tool distribution (AFRICARE, 2007).

#### **b) AFRICARE IN KUITO**

Resource of information: AFRICARE KUITO

Rua: Teofilo Braga

Director: Emanuel Catilhe

Date of visit: 29.5.2007

■ **Programme for agriculture integration of demobilize veterans of war**

- principal object of interest: support of demobilized men
- period of realization: June 2006 – May 2007 (prolongation till August 2007)
- location: Bié province  
(communities: Comuna, Chicala, Kambandua, Kukema? Lomba)
- object: Reintegration of people who worked for military during the war to the system of agriculture production of the province.
- extension: 1500 veterans  
(Till today Africare started to work with 730 persons.)
- main problem: Identification of the really demobilized veterans. The government send a list of too much people, but this programme is dedicated especially for the war veterans.

■ **Malaria prevention and treatment**

In cooperation with UNICEF.

- Project of sensibilization and combat against malaria.
- Redistribution of information and mosquito-curtains among rural population.



- Malaria is one of the most frequent reason of death (children, pregnant women) in rural Agola.

System of progress:

Women-volunteers are used for disseminate informations about menace of malaria to rural population. They use in their work methods proximate to the rural population like songs, dance and short theatre performances.

### ■ Situation of women in Bié Province

Actually Africare doesn't realize a specific programme focused on women, but it is monitoring the social situation in the society. Women is the principal executor of work in agriculture sector. They cultivate, transport and sell all agriculture products in the province. In addition to provide the food for their proper family, they deliver food commodities to the city markets. People have to walk very long distances, even days, to the markets with very small quantity of products.

The social situation of women is bad, because the sensibility of the society is low and they have no access to social posts with possibility of decision making.

The war caused in rural areas disbalance in representation of woman and man in the society. By the director of Africare, Emanuel Catilhe, in villages live more women than men.

## **CARE**

### **a) general informations**

CARE tackles underlying causes of poverty so that people can become self-sufficient. Recognizing that women and children suffer disproportionately from poverty, CARE places special emphasis on working with women to create permanent social change. Women are at the heart of CARE's community-based efforts to improve basic education, prevent the spread of HIV, increase access to clean water and sanitation, expand economic opportunity and protect natural resources. CARE also delivers emergency aid to survivors of war and natural disasters, and helps people rebuild their lives (CARE, 2007).

CARE began working in Angola in 1989 implementing relief, rehabilitation and development programs. With peace in 2002, CARE began to reorient its activities from

emergency response to development approaches. CARE focuses its work in three provinces: Luanda, Bié and Huila, reaching over 400 000 people (CDRA, 2005).

#### **b) CARE projects in Angola**

- Luanda Urban Rehabilitation and Micro - Enterprise Project (LURE)
- Bié Emergency - Agriculture Support
- Bié Emergency - Food Distribution
- Bié Emergency - Health
- Development Relief in Angola
- CORE Initiative in Angola
- Transitional Programming Initiative (TPI)
- First Shelter Initiative
- CARSEM I: Socio-Economic Integration of Ex-Combatant in Andulo Municipality in Bié Province
- Municipal Development Program
- Emergency Program to Assist Flood Victims in Angola (CARE, 2007)

Unfortunately it was impossible to make an appointment with the CARE staff in Kuito.

## **CONCERN WORLDWIDE**

#### **a) general informations**

Concern Worldwide is a non-governmental, international, humanitarian organisation dedicated to the reduction of suffering and working towards the ultimate elimination of extreme poverty in the world's poorest countries. Concern works in 28 countries throughout the world. Within these countries, Concern's work focuses on five core areas: education; emergencies; health; HIV and AIDS and livelihoods.

■ **Education:** with 113 million children of primary school age not enrolled in school, Concern is focused on providing basic education to those who need it most.

■ **Emergencies:** Concern is dedicated to responding urgently, providing relief with dignity.

- **Health:** Concern recognises the importance of nutrition and a safe environment in the promotion of good health.
- **HIV and AIDS:** Concern aims to achieve a 25 percent reduction in HIV infection rates among 15-24 year olds in the worst affected countries, and globally, by 2015.
- **Livelihoods:** Concern's approach to secure livelihoods improves long term access to food and income.

## **b) CONCERN WORLDWIDE KUITO**

Resource of information: CONCERN WORLDWIDE KUITO  
 Street: Teofilo Braga  
 Office Coordinator: Avelino Pedro  
 Agriculture Coordinator: Kenneth Chimusaso  
 Goat-keeping Project Coordinator: Augusto Barbosa  
 Date of visit: 28.5.2007

1993 – the beginning of Concern's emergency humanitarian interventions

- Areas of work: provinces of Bié, Huambo, K.Norte, Luanda, Malange

Principal areas of interest: - health  
 - nutrition  
 - rural rehabilitation

2004 – fase of transition. Concern changed their focus in Angola from emergency interventions to developing programmes.

- Reduction of staff members and geographical extension
- Formation of Strategic plan for Angola country

### Strategic plan of CONCERN in Angola 2006 – 2010

- Key areas: formation of long-term developing programmes
  - 1) Sustainability
  - 2) Education
- Activities: formation of programmes about
  - Law
  - AIDS
  - Equality
  - Gender
- Capacitation and formation of specialists as a principal strategy to aim the goals of the programme.

## IDA

Resource of information: Institute of Agriculture Development, Kuito  
Supervisor Provincial: Alcedo Lino dos Santos  
Date of visit: 20.6.2007

Governmental organization working round the whole country. Staff of “Instituto de Desenvolvimento Agrario” is in Bié Province 120 – 130 technicians. Each municipality has “EDA – Extensão de Desenvolvimento Agrario” with a staff.

Principal programme of “Direcção Provincial da Agricultura, Desenvolvimento rural, Pescas e Ambiente” is **PEDR - Programme of extention and rural development** “Programa de Extensão e Desenvolvimento Rural.”

Duration: 5 years (started in 2006)

Extension: Bié Province (started with 6 rural districts, continuous extension) Because of success in many rural districts, the prolongation has been planned.

Objetives:

- provision of technical tools and assistance (tools, fertilizers, animals, seeds)
- increasing of agriculture inputs
- credits
- identification of micro-projects in countryside

Problems:

- Lack of fertilizers, mecanization and seeds.
- Government support reach farmes late and is arriving in insufficient quantity.
- Tradicionality in farmers thinking.

## OMA

Resource of information: Organization of women of Angola Kuito  
Provincial Secretary: Sabina Napole  
Date of visit: 29.5.2007

Organization „Organização de mulheres Angolanas“ was created in 1962 as a political subject. Recently there are in Kuito 8235 persons with registration card, three secretaries and one province secretary. The organization doesn't make any newsletters, reports or web-pages.

Work field:

- alfabetization of women in rural areas
- volunteer work of health and hygiene-defenders in rural areas
- volunteer work of birth-asistence
- seminars for capacitation of the staff

## **OXFAM**

### **a) general informations**

Oxfam has been working in Angola since 1989. The programme, until 2003, responded to emergency public health needs of people affected by the civil war with a particular focus on clean water, good sanitation, health and hygiene training and awareness of the risks of HIV. Since then the programme has shifted into a more long-term one, continuing to do water and sanitation work but also working with local partner groups, which are helping people build up their livelihoods in post-war Angola. HIV continues to be an area of serious concern, and Oxfam works with partner organisations and youth groups to prevent generational infection of HIV and rural-based traders who transport local produce and goods to provincial cities. It has an office in the capital, Luanda, and works in the rural provinces of Bié, Moxico, Huambo and Benguela (Oxfam, 2007).

### **Methodology of gender-projects**

In some cases Oxfam works with women's groups, to develop specific actions to help redress women's historic disadvantage. However, overcoming gender inequality and violence against women means confronting sociological and cultural barriers, and this cannot be done by working solely with women. Programme experience has shown that working with men and women together can have a more lasting impact on beliefs and behaviour, than working with women's groups alone (Oxfam, 2007).

## **b) OXFAM KUITO**

Resource of information: OXFAM Kuito

Coordinator Representative: Sr. Faustino F. Sandambongo

Date of visit: 12.6.2007

The main problems in agriculture in Bié identified by Oxfam are:

- differences between production and commerce
- it is necessary to cultivate more rentable plants
- in Bié Province is a lack of draft animals
- lack of seeds adapted to local climate

The main objective of work of Oxfam in Kuito are projects with concern on HIV infection.

Methodologically Oxfam works in cooperation with people of local NGO`s:

- CAC, Children support camp “Campo de apoio a Crianza”
- AVIMI, Association of mines victims “Associação de victimas de minas”
- CVA, Red Cross “Cruz Vermelha da Angola”

Oxfam actually has just six own employees in Kuito office.

Among basic problems in gener stratification of society belong:

- women have less education and resources and by the consequence they are more vulnerable than men
- women have a language barrier in portuguese language
- women are not habituated to express freely their opinion among a group of men

## **PEOPLE IN NEED**

### **a) general informations**

People in Need is a Czech organization that provides relief aid and development assistance, while working to defend human rights and democratic freedom.

### **b) People in Need, Kuito – Kuemba**

Resource of informations: People in Need, Kuito – Kuemba

Director: Vladimir De A. Lima

Project Responsible: Ing. Veronika Hřůzová

Date of cooperation: 3. – 10.6. 2007

The program seeks to resolve an array of problems within the education system such as an overall lack of schools, an insufficient number of competent teachers, and low school attendance – especially in the province of Bié, which has been affected greatly by the war.

## **UNACA**

### **a) general informations**

The Confederation of Farmers Association and Cattle-Breeding Cooperatives of Angola „Confederação das Associações de Camponeses e Cooperativas Agro-Pecuárias de Angola” is a governmental organization. Was founded on 6 February 1990 and has over 600,000 members split into farmers associations and agricultural cooperatives. The chairperson of Unaca-Confederation is Paulo Uime. It is established a cooperation with the Organization of Brazilian Co-operatives (OCB) (Angola press Agency, 2007).

### **Structure of the organization:**

Cooperatives ► Unions ► Federations ► Confederations

- 4788 associations of farmers with 508 971 members (266 773 women members)
- 966 cooperativas with 162 290 members (90 730 women members)
- Established in 18 provinces of Angola

### **Plan of actions:**

- 1) stronger relationship between country-members
- 2) instalation of specialized school structure for professional formation
- 3) find new members
- 4) propose to farmers technical background and prepare conditions for comercialization of their products
- 5) offer the guarantee of price to farmer´s production for stimulation of production

- 6) stimulant of productivity for degradation of global poverty, because actually the production is just self-sufficient for farmer's family, but not for all society
- 7) cooperation with state organs for faster rural development (UNACA, 2007)

## **b) UNACA KUITO**

Resource of information: UNACA KUITO  
President: Mariano Satsoma  
Chief of secretary: Valter,  
Date of visit: 14.6.2007

Staff: 5 people in Kuito, 15 people in Bié Province

Finance: government and interests from sales of products

### **Objectives:**

- economic improvement and social and cultural solidarity among members
- elevation of educational and scientific knowledge level
- elimination of discrimination
- agro-industry projects and commercialization
- defence of members interests
- consultancy services

Presently the work in Bié province is focused in organization of commercialization of products. The farmers have the most important problems with a lack of fertilizers, quality seed and mecanization. Government support is appreciated, but in many cases is not sufficient. The main problem is a delay in arrival time of seedling and inadequate amount of mecanization tools.

UNACA in Kuito has a financial limitation in a fulfilment of their obligations. They miss a car for recollection of a production in countryside. There are not enough tractors to be used by cooperations, also the number of cattle in the province is quite low. Actually they are not offering educational services because of the lack of money.



## **6.2 Situation of women and girls in Bié Province**

For the majority of women around the World, their family is the base and the most important part of their lives. Traditional family system in Bié Province was destroyed by the long war. It is possible to observe in Kuito city as same as in the villages. Typical family model, husband, wife and children living in one household, is not as usual as suppose to be. Obviously, men and women in Angola have different traditional roles and corresponding responsibilities. There are many deep inequalities between men and women. And there are huge differences between villages and major urban centres (represented by Kuito in my research).

The household questionarie which I used for primary data collection included sections on household demographic, education and agricultural production.

### **Demographic profile**

As a result of the deaths of many young men during the war, Angola has developed an unusual demographic profile. Recent figures released by UNICEF show that there are only 91 men for every 100 women in Angola (UNICEF, 2004). The situation differs among villages and citites.

■ In villages, where I made a research in May 2007, the situation was even worst than announced 91:100 by UNICEF. To analyze the situation I tried to count the people in the village and I asked a village representative, teacher or soba, about the situation.

The observation was done in eighteen villages (Annex G):

**Kamchito, Kande, Kavimbi, Xaneca, Sacasulu, Kamboto, Xindumba, Sacalulu, Maseca, Moimbonga, Kariata, Saipato, Safuri, Moapoko, Jona, Kafiça, Sagandala, Siseng** and in three cities **Kuamba, Luando** and **Munhango**.

In the big village Xindumba, with 395 family houses, it is usual, that one man lives even with 3 – 4 women. In approximately twenty houdeholds live only women with children.

In Luando, a city with 3000 families, there are only 70 men for every 100 women.

The situation is more equilibrated in smaller and new villages, like Kavimbi (6 family houses), Sagandala (7 family houses, founded in 2006) or Saipato (16 houses). It is because the whole families decided to establish a village and these villages were not directly devastated by the war.

■ Demographic profile of the capital city of Bié Province, **Kuito** (among 220 000 - 500 000 habitants), is more moderated – the proportion between men and women exists, there are more women than men, but it is not so extreme as in the villages. This is caused mostly by the immigration of men to the city from the rural areas past the war. Men try to find a job to increase incomes for them and their families in the city. The city seems as a new opportunity for better life and as a solution in the situation of undermined fields and lack of food and material in the rural areas.

In this situation, the family desintegration is even much more obvious. By the observation of Doctor Kolotsei from the Central Hospital in Kuito, exists in the city of Kuito countless single-parent families and especially families where live just a woman with her children. These families are especially vulnerable and affectable by the variation in conditions (weather, social situation, support of government or NGO's, illnesses, etc.). Men are living in "liberty" in the system of girlfriends. It is quite normal one man having more girlfriends in different parts of the city or in another villages. Traditional family system is decreasing.

The imbalance between sexes is even greater among Angolans between the ages of 25 and 30 – the principal fighting age groups. While, in the longer-term, this imbalance might create new leadership or employment opportunities for women, in the short-term it means that there are very large numbers of households headed solely by women.

One of the main objectives of the continuous shift of population from rural to urban areas is, that the majority of them have been displaced several times, lost many members of their family and have lost ties with their home communities.

## **Education and illiteracy**

Being able to read and write, along with some basic education, is the foundation for acquiring more knowledge. Education in the locality is extremely limited. The educational

system was destroyed by the war and by the displacement following the war. The high illiteracy rate is one of the most serious problems in the locality. It expands an individual's opportunity to obtain training, jobs and be better paid.

Education is free and compulsory until the sixth grade, but students often had to pay significant additional expenses, including for books and supplies. Teachers are chronically unpaid and allegedly often demand unofficial payment or bribes from students. Most of the educational infrastructure was damaged during the civil war and remained unrepaired.

■ In the **villages of rural areas** exist different reasons for illiteracy. The sample of eighteen villages localized between cities Kuemba, Luando and Munhango suffer by following difficulties:

- absence of educated teachers
- absence of unofficial teachers whom are able to teach at least writing and reading
- lack of materials, books, stuff for writing, equipment
- low frequency of classes
- lack of place in the classes (so much children for one teacher, not enough space)
- high average distance to the nearest school
- inexistence of school buildings (classes are done outside, in churches)
- low household incomes

Even all the children in Angola have a law right to education guaranteed by the Constitution, today, a high number of children are still unable to exercise their right. During the civil war a hundreds of schools in rural areas were closed.

Besides not having an opportunity, in many areas there is no interest to give an education to children. The lack of knowledge how to use received informations to improve the life and the distance to the nearest city, is an insuperable barrier.

For girls the biggest barrier usually is their duty to take care about household, fields and younger sisters and brothers and also their own early maternity. The young girl follows her husband to his household and village and her new family starts to make decisions about her life. The education is mostly perceived as a waste of time, because to fulfill her

duties as a mother and housewife she do not need education. Much more important is to ensure the food security for the family by the work on the fields and processing of harvest.

■ In **Kuito** the situation in education seems to be much more better than in the villages. The city has not just primary schools, but also various high schools. In the second ones, there is a clear differentiation between the impact of the social situation on boys and girls.

By the primary data recollected from the questionnaires, which fulfilled the girl-students of the Centre of Africultural Education in Bié province in Kuito in May 2007 it is possible to create following outputs:

From the 35 fulfilled questionnaires which were considered as relevants:

97 per cent of girls give importance of their actual school attendance

100 per cent of girls propose to give education to their own children

94 per cent of girls would like to continue with the studies at the university.

The questionnaires fulfilled by girl-students has very positive results. This is caused by the fact, that 81% of them have educated mother and the access to school is troublefree. They have also wider knowledge about the situation in the society, in Angola and in the World generally than the rural girls have, because their access to informations is not limited so much as in the village.

In more wide view, the **real situation** of girls in the angolan society it is not so clear - by the law do not exists official discrimination of girls in enter to the school, because:

- the new education policy is based on the principle of equality of opportunity
- school tuition was abolished
- attendance during the first four years of elementary school was made compulsory
- in first grade even more girls are enrolled than boys.

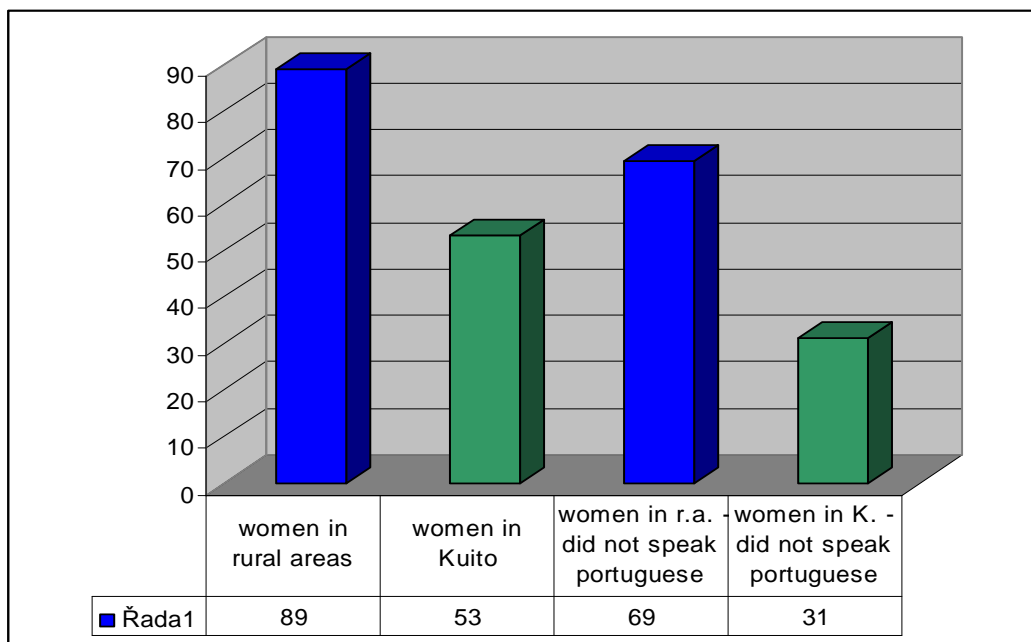
Even in this situation, the generall illiteracy of women in Angola is owesome. It is worst among elderely women (between 23 and 40 years) than among students. This situation is caused by the war and also by the bad position of women the society where the man has stronger position.

Of total 142 asked women in my research:

- in rural areas of 89 asked women did not speak Portuguese 69 women (77,5 per cent)
- in Kuito it was of 53 asked women did not speak Portuguese 31 women (58,5 per cent).

The situation is more clearly shown in following graph.

**Figure 9 Comparison of asked women in rural areas and in Kuito**



r.a. - rural areas, K.- Kuito

### The barriers of school attendance

For better understanding of causes of this situation is necessary to describe **the barriers**, which usually face families and students in the moment of school attendance. The main problem for family is formed by reduced availability of children's labour for household work and daily labour work. The child in school cannot create any income for the family. The situation causes increasing of work burden on mothers and reduces total receipt for family. This is even more reduced by the expenses of clothing, books and materials which need a child to attend classes.

Among the main important barriers which face students are the distance to school which cause late comings and tiredness. This problem is extreme in rural areas, where the school is unaccessible or the way takes few hours of walking twice a day.

Other important problem are uncomfortable school environment, hunger or poverty, which includes lack of clothes, materials and teasing from other students.

Even more specific are the barriers for female students. These includes various types of sexual harrasment and assault, workload at home, forced marriage and the need of better clothing and cosmetics to attend school than boys need.

## Example

As example of described reality could serve the data collected in CEAB, Centre of Agriculture Education in Bié province (Centro de Educação Agrícola da Província do Bié) in Kuito.

Studies in this school are divided in four consequential years. In the academic year 2006/2007 were in the classrooms following proportions of boys and girls.

**Table 6 Proportion of girls and boys in CEAB 2006/2007**

	girls	boys	total students
First year	24	25	49
Second year	10	23	33
Third year	7	25	32
Fourth year	3	14	17

It is cleary shown, that the school attendance of girls is strongly decreasing with the duration of studies. Girls are more affected by their own family life (maternity, child birth, upbringing of children, household, houseworks, increasing of family incomes) than boys. Another important survey of this data is, that persuade girls and their families to attend school activities it is not enough. The same importance has the support for girls to pass out succesfully the whole study programme. Among boys, more than the half of them finish their studies. Among girls it is just around one eight of total.

## Women and agriculture

Agriculture is the primary means of livelihood practised by practically the whole rural population. Women in the community do all the imaginable works. Usually among their duties belong the carrying of water from the river to the village, collecting of firewood, all houseworks, cooking, secondary processing of the harvest, work on the field, bringing-up of children, health care of family.

Women representation in **decision making** in villages is quite limited, of eighteen villages where I made a research, just one was headed by woman-soba, the village representative. It was one of the bigger villages named Siseng. In comparison, the WFP (2005) in the Food Security and Livelihood Survey assign that 21% households in the Central Highlands of rural Angola were headed by woman. As a reason of this situation are nominated the results of war and displacement.

Absolutely different than in the decision making is the situation of women as a worker in the **agriculture**. Excepting handicapped women (because of contact mines or diseases) all women worked in agriculture or in tasks related with agriculture. The time dedicated to do field jobs differs among villages between two and eight hours a day. Usual are also longer trips to cultivate remote fields, which could take more days even weeks. Women are also responsible of the secondary processing of the crops like drying or cutting.

For the households there is a main **source of incomes** the income from the sale of agricultural products and animals. The situation is made difficult because of:

- the inexistence of infrastructures and transport vehicles
- distance to the markets
- because everyone sells the same things in the same market.

Another observed income is the income from paid work in the agricultural sector, but this is unavailable for the majority of the population. When it is done, it is done on a daily-hire basis and usually in exchange for food. In these system, women work is less appreciated than the men work.

In the rural area, there is **a lack** of seeds in fifteen of the eighteen researched villages. The agricultural work is hardly influenced by this fact and it makes limitations for the amount of usefull agricultural work. It is because instead of storing the seeds for next season, the villagers usually eat them all.

The productivity is also reduced by the lack of machinery. In villages they usually use a home made hoes and axes to process the wood and cultivate fields.

Just in three of eighteen villages they use the excrements of animals as fertilizers. In no one they used mineral fertilizers or green fertilising.

Because of the distance to the water sources and lack of knowledge there are no usual irigation systems.

The work of women in rural areas of Angola is really hard and could get better with the dissemination of knowledge, materials, fertilizers and seeds. Another hard problem I observed during my research among villages was the liability of men to consume alcoholic beverages in inadequate quantity and their subsequent incapability to do any work.



## 7. Conclusions and recommendations

A crucial factor in sustainable development is a human capital which involves the efforts of both, men and women. This study has found, that the role of women as powerful agents for social transformation and development has been increasingly recognized, but that is a clear need of support (governmental and non-governmental) to improve the socio-economic situation of women in Bié Province in Angola.

During the last years, information on rural women and the position of women in the society has increased significantly. But quite often, the notorious deficiencies of gender data include the absence of reliable sources and weakness of analysis. Then is more difficult to use the informations practically in decision-making and planning.

The **hypotesis 1** of this thesis asked, if the socio-economic situation of girls in mostly agronomically oriented households intervene in their education. This document has provided a broad assessment of the situation facing Angola's women and girls, and has showed, that girls are disadvantaged especially in rural areas. In the countryside there are no possibilities for girls to receive more than a few years of really basic studies (between two and four, maximally six years) and the quality of these is disputable. Vast majority of women in the rural areas is unable even to speak and understand portuguese, official language of Angola. One of the reasons is, that this language is taught to children in advanced lessons in schools and girls usually finish their school attendance before receive this knowledge. Another reason is, that living in rural areas, they have no reasons and opportunities to use it, because for communication among each other they usually use their own local language.

Another point of view is, that among rural girls there is no interest to receive education and they often have no idea about the positive aspects of education for future of themselves and their families. The tradition of early child birth, responsibility of food security and houselhold is very strong. Rural girls have no another opportunity to receive informations about their future life than observe their mothers. By this situation, the value of education for their following life seems strongly limited.

Last but not least the role of father intervene in the education of girl. They usually perceive a girl as a tool for work. In the moment when girl grow up enough to be able to create benefits for her family, it is the time spend in school undesirable.

For solution of the situation, it should be recommended to learn more about the barriers in girls' education and to disseminate the information of the crucial role women play in agricultural and rural development. There is a lack of activities which should persuade the communities and women themselves, that education will increase their own living standard.

The **hypotesis 2** of this study asked if the mothers' educational level increase the probability of children being enrolled in school. The documentary proof answer is yes. The reason for the gender disparity are complex and multifaceted: traditional believes, attitudes to gender roles and cultural practises. Along with cultural bases, women have an disadvantage in employment and is overwhelmingly engaged in subsistent agriculture and petty trade, but in families, where mother has education, the situation of girls is better and a girl mostly recieve more support for studies than in families without formation.

The situation is clearly visible in the difference between city and villages. In cities there are more educated women than in villages where the situation is worst. By the research was find out, that the majority of girl-student in CEAB have educated mother.

To improve this situation, the courses not just for students but also for adults should be recommended. It is necessary to increase the emphasis on girl's access, retention and achievement in education, that it is absolutely impossible without the support of mother.

The **hypotesis 3** asked if the woman can utilize the knowledge recieved during their possible studies for the faster development of their livelihood and improve of family standards. To this question, the answer is not simple and it is caused by the social situation in the angolan society. Past the colonialism and thirty years long war, the general thinking of the society have been hardly deformed. By the research among citizens and villagers grown up a fact, that in majority they are unable to think about their own future (as an example could be mentioned the minimal storing of the seeds for next season in rural areas). Men as well as women usually do not plan their lifes in a long term view. In this

situation, it is the utilization of information received during studies limited and depends mostly on the sort of information and the method of transfer.

Another important fact is, that actual situation of women in the society and their influence on own life and the life of their families is limited by the traditionally strong position of men in the society. Usually is the man who makes all important decisions and actions in the family. Consequently, for achieving more efficient utilizing of new knowledge of women, there is a growing recognition of the need to equilibrate the position of women and men in the moment of decision making.

In this situation, for women should be the most useful informations about their possibilities in the social and state structure. For now, rural women are mostly unable to orient themselves in these structures and because of it, they have no capacity to demand any support. It would be really helpful to show them how to proceed in state and provincial offices, where these public offices are and what kind of support and benefits they can demand for their community or family. The lack of informations is obvious also in the non-governmental sector. Women generally have no idea about the work of NGO's in the locality.

If the result of studies were a woman able to see and use her own rights and possibilities, the education would be the best income for her life.

The educational opportunities of women and girls as a tool of food security and agricultural development in Angola are actually strongly limited. The limitations are as same technicals (lack of schools, teachers, infrastructure, materials, etc.) as social (the condition of women in the family and in the society, traditions, discrimination, etc) and it will be a very long hard way to reduce them and increase the opportunities for women. Fortunately it seems that the era of war is finally finished and in the term of peace the situation of women is slowly getting better day to day. As same as the whole country is in a fast revitalizing process past the conflict period, the mine fields are cleaned up and agricultural practises slowly come back to rural areas, schools are reestablished and infrastructures rebuild, women are very slowly reclaiming their position in the society.

With an important help of non-governmental organizations, governmental programmes and international helps, the opportunities for women and for men to have a better life are getting real.

As is generally known, the education is a key for the development. And because a woman with her capacity of child birth and natural sensibility to bringing up her children, is a carrier of development for the next generations, it is really important to support her self-confidence and education level. With this the sustainable livelihoods and food security can be achieved in rural areas, without discrimination of gender.

# Annexes

## Annex A

### Map Angola



(Data Source: Angoladigital, 2008)

## **Annex B**

### **List of interviewed people**

Avelino Pedro, Concern, Coordinator Office Kuito

Sabina Napole, OMA, Provincial Secretary

Emanuel Catilhe, Africare, Director Provincial

Kenneth Chimusaso, Concern, Agriculture Coordinator

Augusto Barbosa, Concern, Goat-keeping Project Coordinator

Faustino F. Sandambongo, Oxfam, Coordinator de Livelihoods

Marcolino Roetta, MINADER, Representative of Provincial Ministry of Agriculture

Alcedo Leirro Dos Santos, IDA, Supervisor Provincial

Mariano Sassoma, Unaca, Presidente

Valter Pedro, Unaca, Superior Secretary

Vladimir Kolotsei, Central Hospital of Kuito, Doctor

Tura Eshkabilov, Central Hospital of Kuito, Doctor

Antonio Quisi, Kuemba, Teacher

Francis Ngale Boyela, Shindumba, Teacher

Ing. Veronika Hrůzová, Kuito, People in Need

Vladimir De Abreu e Lima, Kuito, People in Need

Beatriz Hernández Martín, Kuito, Cruz Vermelha

## **Annex C**

### **Discussion with people and in communities**

The discussion was based on following questions:

- How do people here see formal education?
- Do you think that girls here should have the same education as boys?
- What challenges do families face when send their children to school?
- Do parents of girls face different challenges than parents of boys?
- How will education help you in the future?
- What challenges do you face attending school?
- Does your family support you to attend school?
- Where the nearest school is?
- How many classes are taught in your school?
- How many times a week the teacher comes to your village?
- Have you ever attend any school?
- If yes, for how long?
- How long do you usually work on the field during the day?
- Which troubles face up your community?
- Where the nearest river or water source is?
- What kind of work do you usually do during the day?
- What do you do when you come back from the field?
- How do you receive a cash money?
- What do you sell?
- Where is the nearest market?
- Who usually goes to the market to sell product?
- How many people live in your household?
- How many children do you have?
- How many of your children attend school?

## Annex D

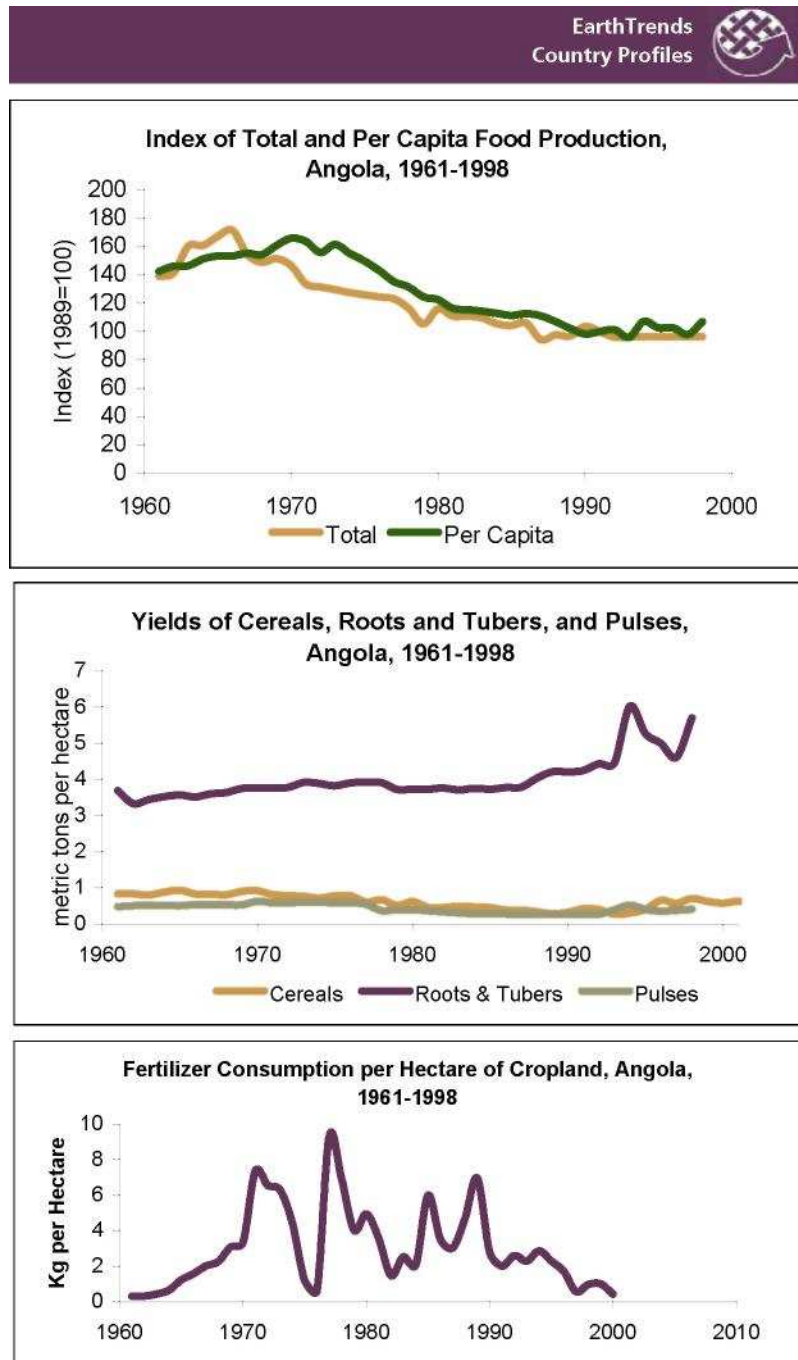
### Agriculture and Food - Angola

<b>Agricultural Production and Yields</b>	<b>Sub-Saharan</b>		<b>World</b>
	<b>Angola</b>	<b>Africa</b>	
<b>Cereals, 1999-2001</b>			
Average production (000 metric tons)	570	87,715	2,075,387
Percent change since 1979-81	54%	54%	32%
Per capita production (tons per person)	43	135	343
Percent change since 1979-81	-17%	-11%	-4%
Average crop yield (kg per ha)	630	1,221	3,096
Percent change since 1979-81	20%	9%	41%
<b>Roots and tubers 1996-1998</b>			
Average production (000 metric tons)	2,909	132,744	638,438
Average crop yield (kg per ha)	5,102	7,694	12,958
<b>Pulses, 1996-1998</b>			
Average production (000 metric tons)	69	6,499	55,469
Average crop yield (kg per ha)	377	481	808
<b>Meat, 1999-2001</b>			
Average production (000 metric tons)	139	8,124	233,218
Percent change since 1979-81	71%	49%	71%
<b>Agricultural Land,</b>			
Total cropland (000 ha), 1999	3,500	173,572	1,501,452
Hectares of cropland per 1,000 population, 1999	274	274	251
Arable & permanent cropland as a percent total land area, 1998	2.8%	7.1%	11.3%
Percent of cropland that is irrigated, 1999	2.1%	3.8%	18.3%
<b>Agricultural Inputs</b>			
<b>Average annual fertilizer use, 1999</b>			
Total (thousand metric tons)	3	2,124	141,360
Intensity (kg per hectare cropland)	1	12	94
Pesticide use, 1994-1996 (kg/ha cropland)	X	X	X
Number of tractors, 1997	10,300	261,984	26,334,690
Agricultural workers as a percentage of the total labor force, 1990	74.5%	X	X
Percent of GDP generated from agricultural activities, 2000	5.7%	16.7%	5.0%

(Data source: EarthTrends, 2003)



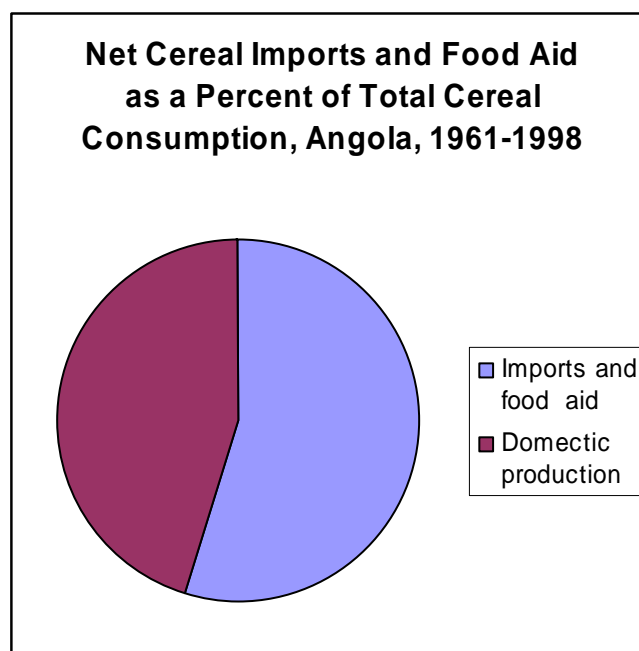
Graphs: Agriculture and Food – Angola



(Data source: EarthTrends, 2003)

## Agriculture and Food – Angola

<b>Food Security</b>	<b>Angola</b>	<b>Sub-Saharan Africa</b>	<b>World</b>
Variation in domestic cereal production, 1992-2001			
(average percent variation from mean)	22.7%	6.5%	3.5%
Net cereal imports and food aid as a percent of total consumption {b}, 1998-2000	42.2%	13.5%	X
Food aid as a percent of total imports, 1998-2000	39.7%	19.9%	X
Average daily per capita calorie supply, 1999 (kilocalories)	1,873	2,238	2,808
Average daily per capita calories from animal products, 1999 (kilocalories)	146	152	460
Percent of children that are underweight, 1995-2000 {c}	X	30.0%	27.0%
<b>Other Resources:</b> Country Profiles of the Food and Agriculture Organization			



**Footnotes:**

a. The index of agricultural production is a ratio of country's net agricultural output in 1996-98 relative to the base period 1989-91. This ratio is then multiplied by 100 to obtain an index number.


b. Negative values, indicating a net export of grain, are not shown. Cereal consumption is defined as production plus imports minus exports.

c. Data are for the most recent year available within the given time range.

(Data Source: FAO, 2000)

**Annex E**

**Questionnaire**

<b>QUESTIONNAIRE</b>	
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This questionnaire is ment for people living in Angola, province Bié. By the questions asked to them, it's intended to understand some social and cultural aspects, educational possibilities, gender roles and the situation of girl-child in agricultural view.

**This questionnaire is refiled in (name and short description of the place) :**

.....

**date:**.....

**EDUCATIONAL OPPORTUNITIES**

- It is important for you to go to school? Yes / No
  
- How long do you attend classes?  
(select one answer)
  - a) 6 months and less
  - b) one year
  - c) two and more years
  - d) write the time, please: .....
  
- How often do you usually attend classes?
  - a) five-times a week
  - b) four-times a week
  - c) three-times a week
  - d) twice a week
  - e) once a week
  - f) less than once a week
  
- What have you studied?  
( select all right answers)
  - a) writting
  - b) reading
  - c) counting
  - d) english language
  - e) portuguese language
  - f) computer working
  - g) specialized subjects
  
- Did your mother studied in any school? Yes / No

- What do you expect at finish your studies?
  - a) nothing
  - b) I will work in a city
  - c) I will work in some state office
  - d) I will travel
  - e) I will work in agriculture.
  - e) I will.....
  
- What thinks your father about your school attendance?
  - a) nothing
  - b) my fathet disagree
  - c) my father agree
  - d) answer:.....
  
- In case you have a possibility - would you like to study more?                      Yes / No
  
- Will you send your children to school?                      Yes / No
  
- Do you work at home?                      Yes / No
  
- If yes, what work do you do at home?
  - a) cooking, cleaning...
  - b) taking care about children
  - c) working on the field
  - d) .....
  
- If you work on the filed, how often?
  - a) never
  - b) once or twice a week
  - c) tree or four times a week
  - d) more than four times a week
  - e) every day
  
- What type of work do you usually do on the field?  
 .....

**GENERAL INFORMATION**

- How old are you? please, write your age: .....
- Are you married?                      Yes / No
- Do you have any children? Yes / No
- If Yes, how old were you when you have your first child? .....
- If you have children, how old are they?
  - 1) ...0-3            ... 3-6            .... 6-9            ...10-13
  - 2) ...0-3            ... 3-6            .... 6-9            ...10-13
  - 3) ...0-3            ... 3-6            .... 6-9            ...10-13
  - 4) ...0-3            ... 3-6            .... 6-9            ...10-13
- How many brothers do you have? .....
- How many sisters do you have? .....
- Will your sisters go to school?                      Yes / No

**Thank you for your cooperation!**

## Annex F

### Photo documentation



Elementary school in Kuito



Pupils in Kuito



Africare in Kuito



Concern in Kuito



Dr.Tura Eshkabilov, Central Hospital Kuito, malaria



Children in Kuito surroundings



People of the village Sacalulu



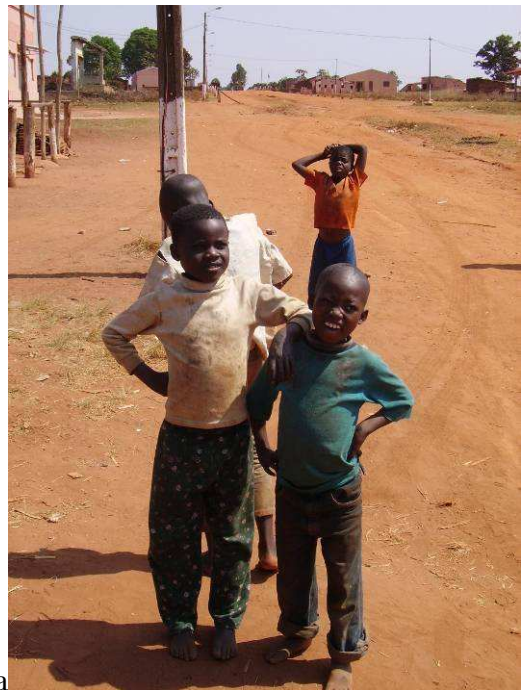
Young girl in village Xindumba



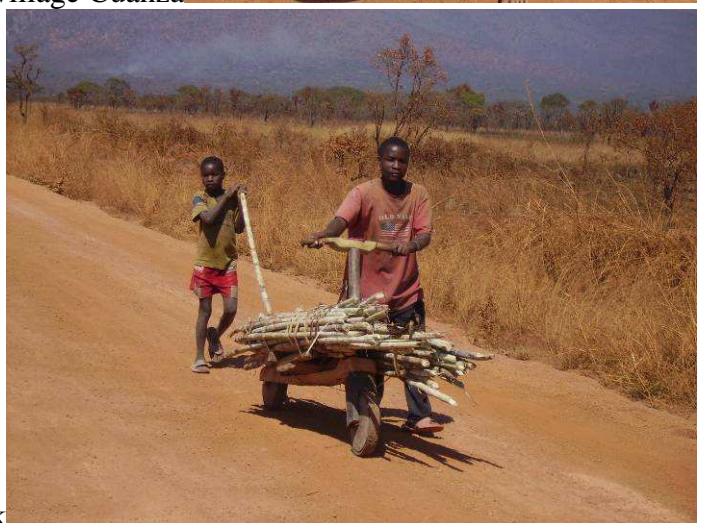
Woman in village Sagandala



Child selling fruits next to the road



Children in the village Cuanza



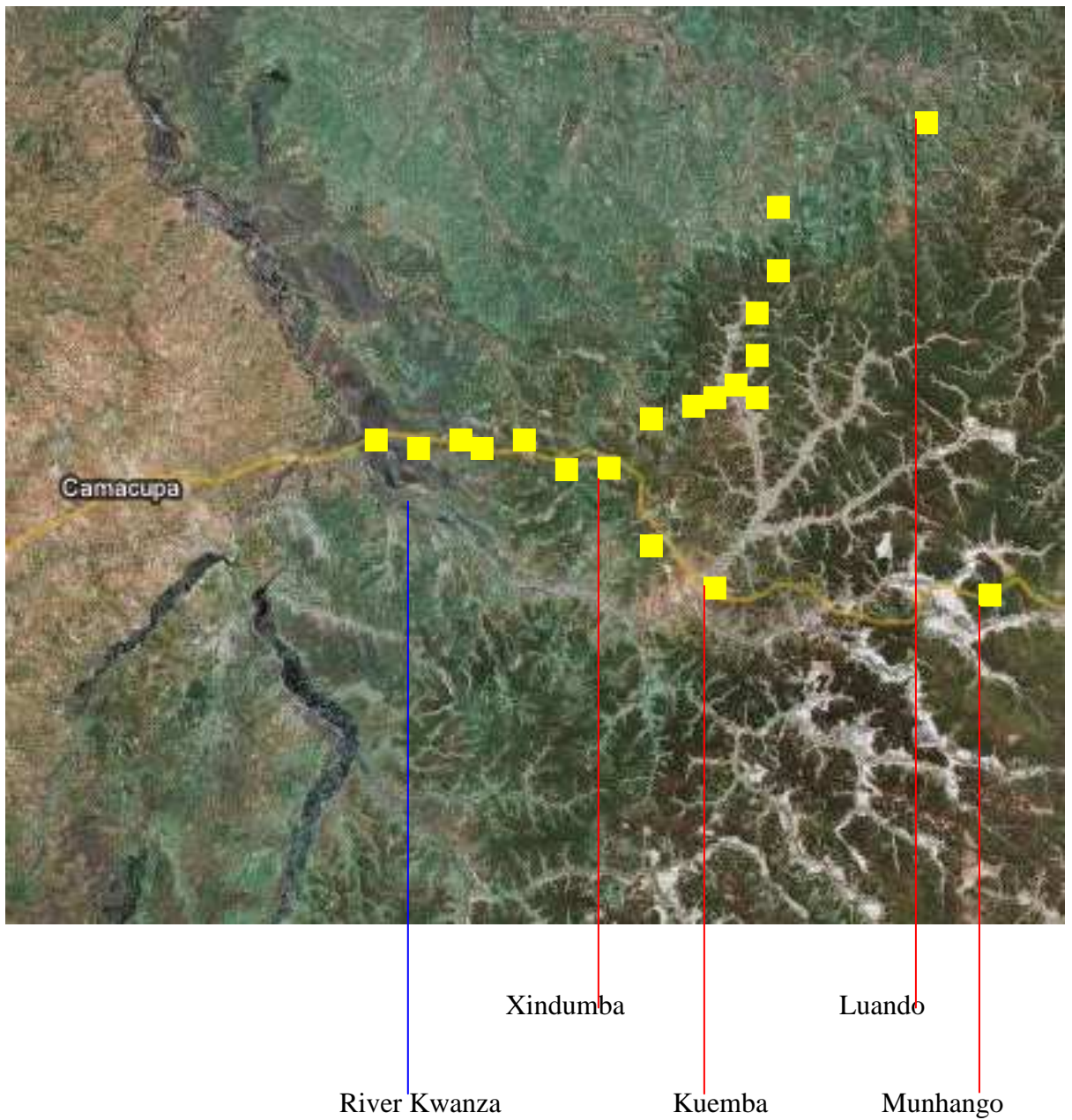
Rural people in work



## Annex G

### Locality of the research

Localization of the most important cities and rural centres and approximate indication of localization of villages included in the research (without the city of Kuito).



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