

**THE ROLE OF INTEGRATED WOMEN'S EMPOWERMENT PROGRAM IN
ADDRESSING THE NEEDS OF WOMEN
THE CASE OF VISION NEW LIFE DEVELOPMENT ASSOCIATION**

**MSW DESSERTATION PROJECT RESEARCH
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**MSW Dissertation Project Research Submitted to School of Social Work of the Indira
Gandhi National Open University, in Partial Fulfillment of the Requirements for
Degree of Masters of Arts in Social Work.**

Declaration

I here declare that the dissertation entitled **THE ROLE OF INTEGRATED WOMEN'S EMPOWERMENT PROGRAM IN ADDRESSING THE NEEDS OF WOMEN, THE CASE OF NEW VISION LIFE DEVELOPMENT ASSOCIATION**, submitted by me for the partial fulfillment of MSW to Indira Gandhi National Open University (IGNOU) Addis Ababa is my own original work and has not been submitted earlier, either to IGNOU or to any other institution for the fulfillment of the requirement for any other program of study. I also declare that no chapter of this manuscript in whole or in part is lifted or incorporated in this report from any earlier work done by me or others.

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Acronyms

CSA: Central Statistic Authority

EFA: Education for All

FAL: Functional Adult Literacy

GAD: Gender and Development

IGA: Income Generating Activity

IWEP: Integrated Women Empowerment Program

RNE: Royal Netherland Embassy

NGO: Non Government Organization

SHG: Self Help Group

TVETP: Technical Vocational Education and Training Program

UNDP: United Nation Development Program

UNESCO: United Nations Educational Scientific and Cultural Organization

UN ECOSOC: United Nation Economic and Social Council

WID: Women in Development

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Abstract

Integrated Women Empowerment Program (IWEP) aims to develop, test and implement a comprehensive approach to empower poor women and their households in selected areas of all regions of Ethiopia and thereby contribute towards poverty reduction. IWEP is being implemented in co-operation with the Federal Ministry of Education and national and regional partners within the nine regional states and two city administrations in Ethiopia. The general objective of this study was to assess the roles played by the IWEP in addressing the needs of women through implementing the program activities. The study has used both qualitative and quantitative research methods. The primary respondents of the research consists of 42 purposely selected women beneficiaries of the program. Besides, data were collected from 14 community facilitator, 2 supervisors and 3 concerned government sector representatives. The data were collected through questioner, interview and focus group discussion. The data were analyzed using descriptive texts and descriptive statistics (percentage). The results indicated that the Integrated Women Empowerment Program has delivered three services which are Functional Adult Literacy (FAL), skill training and entrepreneurship support by using different methods of implementation and contributed for women beneficiaries in the operational area. However there is a need on the part of the organization to strengthen its partnership with the government, and broaden its area towards educating women for productive and sustainable progress. Besides, the program of IWEP has to also closely follow up and monitor whether the implementing partner is in alignment with the programs approach rather than following the organizational ideologies.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

Ethiopia is ranked 64 out of 86 countries in the 2012 Social Institutions and Gender Index. Ethiopia is also ranked at 174th place out of the total of 187 countries (UNDP, 2012).

Ethiopian women traditionally have suffered socio-cultural and economic discrimination and have had fewer opportunities than men for personal growth, education, and employment (Abate, 1991). According to Central Statistical Agency report (CSA, 2007), the numbers of never school attended females were higher than males. This proves fewer opportunities of girls to go to school and partly a result of most families' preference of educating male over female children.

According to the analytical report on urban employment unemployment survey 2011, overall in Ethiopia the male population employment was higher than the female (CSA, 2011). The survey also showed that the illiterate & literate females who are unemployed were higher in number than the males in Ethiopia.

However, it is acknowledged that educating and empowering women has a strong potential to stimulate community development, combat poverty and improve familial

living standards. In light of this, DVV International which is the major donor of the program, in partnership with the Ministry of Education instituted the *Integrated Women's Empowerment Program (IWEP)* in 2006.

The IWEP emerged out of the realization that adult educational programs that prioritized both literacy and livelihood skills training and support were more effective in empowering and transforming the lives of the poor than programs that focused exclusively on basic literacy education. It aims to empower adult women through an integrated approach to functional literacy, livelihoods and business skills training. Accordingly, the IWEP aims to:

- Make education more accessible to disadvantaged adult women in order to contribute to the National Adult Education Strategy in combating the scourge of illiteracy in the country;
- Empower socially disadvantaged women and their families through integrated literacy and life skills training as well as entrepreneurial support;
- Enable women to become more productive and enterprising through livelihood or vocational skills training;
- Enable women to be self-reliant in order to reduce their social vulnerability by engaging them in income generating activities and
- Empower women to participate more actively in community development and in the education of their children.

The program requires specific and innovative implementation approaches and modalities to bring about the integration required for its success and sustainability. The following are some of key activities at the community level.

- Forming Woreda Steering Committees and Technical Teams and signing Memorandums of Understanding;
- Selection of Women Group Facilitators;
- Establishment of Centre Management Committees;
- Establish and equip learning centers for groups to meet;
- Conduct market assessment and analyze the results in order to plan for relevant skills training to be conducted;
- Train facilitators and experts and provide business skills training with literacy in an integrated manner to women groups;
- Provide Business Development Support Services (BDS) to women groups on regular basis to assess success of business, market linkages, etc.
- Based on IWEP's criteria provide access to start-up capital through different mechanisms and approaches, e.g. Self-Help Group Approach, Cooperatives, etc.

The program is being implemented in six regional administrative states: Afar, Addis Ababa City Administration; Tigray; Oromia; Amhara and the Southern Nations, Nationalities and People's Region (SNNPR) with total target groups of 31,000 women.

In Addis Ababa, DVV international is working with eight nongovernmental organizations working on woman affairs.

Though there are different approaches implemented to meet the needs of women in Ethiopia including IWEP; various studies have showed that significance improvements are not yet achieved. Therefore, trying to study the challenges & opportunities of different program approaches would be of great importance for further designing and implementing of programs which will address women's basic needs.

This study attempts to contribute to the knowledge base by exploring the roles played by the Integrated Women's Empowerment Program in addressing the needs of the women.

1.2. STATEMENT OF THE PROBLEM

In Ethiopia, the socio economic roles of men and women differ significantly. Women disproportionately bear the burden of poverty. In addition to support they provide in agriculture and livestock production, women are responsible for all household chores. This is mainly the result of the gender-based division of labor, characteristic of many traditional societies, and exacerbated by the poor state of the environment and the lack of appropriate technology.

Only 18 percent of the populations have access to clean water. Fuel wood and cow dung remain the main sources of domestic energy for 95 percent of the Ethiopian population.

Women in rural areas, therefore, spend a large part of their day (15 - 18 hr a day) collecting water and searching for fuel wood (Sandhaas, 2008).

The huge majority of the Ethiopian women have not benefited from organized education, neither formal schooling nor any non-formal alternatives. The net enrollment ratios of males were greater than females in urban as well in rural areas of Ethiopia (CSA, 1994). Although a few women with higher education have found professional employment, most hold low-paying jobs. According to the federal government employees of 2012, those employees who are getting a salary more than three thousand birr per month are 76% and 24%, male and female respectively.

Few Studies (Tadelle, 2011; Edris, 2010) has attempted to deal with the role of nongovernmental organization in addressing the needs of women. The researcher focus is on the nongovernmental organization's role not on the approaches or programs used by the NGOs to alleviate the problems. Only a relative handful of studies have assessed the roles played by different program approaches to address the needs of women.

Therefore, absence of adequate research works made on the field as opposed to the importance of learning about different program approaches, make me study the role of IWEP.

Accordingly, this study will show the important factor elements in integrated women empowerment program which might help program designer to come up with further designing and implementation strategy in addressing the needs of women.

Accordingly, the question to be answered in this research includes:

1. Has the Integrated Women's Empowerment Program met the actual needs of women?
2. How do women beneficiaries perceive the approach of IWEP?
3. Which methods of IWEP have been successful in addressing the needs of women and which methods have not been successful?
4. What were the opportunities and challenges faced by IWEP?
5. What are the ways forward in order to make the program helpful?

1.3. OBJECTIVES

The general objective of the study is to assess the roles played by the Integrated Women's Empowerment Program in addressing the needs of women through implementing the activities.

The study also intends to achieve the following specific objectives:

- ✚ To identify the perception of women beneficiaries towards the Program
- ✚ To identify the actual methods used by IWEP
- ✚ To identify the opportunities and challenges of IWEP, and show if there is any drawbacks on the measures taken by IWEP; and

- ✚ Finally, based on the study to suggest on how IWEP has contributed in meeting the needs of women in the target areas.

1.4. SIGNIFICANCE OF THE STUDY

As stated on the previous pages women are facing a serious problem in Ethiopia. So, this study dealing with the work of IWEP in addressing the needs of women would be of great importance to any of governmental or nongovernmental organization working on related problems. The following are some of the significances of the study.

- ✚ This study is going to have an importance of showing program designer & implementer to come up with a greater extent of designing and implementation strategy in addressing the needs of women.
- ✚ It can also be used as an input for the development of national women policies and contributes for any government or nongovernment organization working on women affair through showing the actual needs of women.
- ✚ Moreover, the study could also serve as a spring board for anyone interested to do further study on the subject matter.

1.5. DELIMITATION OF THE STUDY

This study is delimited to the beneficiaries of Integrated Women's Empowerment Program found in Woreda 02, Yeka sub city, Addis Ababa. It limits its scope focusing on one of the organization which was implementing the integrated women

empowerment program in Woreda 02, Yeka sub city of Addis Ababa named Vision New Life Development Association.

Therefore, it is explicable that generalization of the roles played by Integrated Women's Empowerment Program cannot be made by studying only one of the project areas where the program is implemented; however, it will serve as a springboard in making further studies.

1.6. ORGANIZATION OF THE THESIS

This study is structured under five chapters. The first chapter gives a brief description regarding the introduction of the topic, statement of the problem, research question, objective & significance of the study and delimitation of the study. The second chapter describes the important related literature review. The third chapter presents and describes the process and methods used in conducting the study. It describes the study design, the sample size, tools of data collection, data processing & analysis as well ethical considerations. The fourth chapter concerned with the presentation of major findings and interpretation of the data. Finally, chapter five puts the summary and recommendation based on the finding of the study.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2. Empowerment

From the desk review, consensus was hard to find. It appears that the concept of women's empowerment has changed over time from economic and financial empowerment to a broader concept including psychological, socio-cultural, relational, legal and political factors. Most writers agree that freedom of action and choice is essential and that empowerment is a process. There is even less agreement on the measuring of empowerment and the proper indicators to be used. Most writers agree that women's empowerment has many aspects. To look on the different aspects of empowerment, it is important to define related concepts like gender and gender inequality.

Gender is a social construct that defines what it means to be a man or a woman in a given society. Gender often prescribes roles for men and women, dealing with division of labor, responsibilities and rights. These roles vary by culture and may change over time (Alleman, 2010). In societies, gender structures have the potential to produce institutionalized inequalities between men and women (i.e. gender inequality). One approach to challenge gender inequality is through women gaining power through a process of women's empowerment. Therefore, empowerment is understood as

transformatory in that it has the potential to challenge societal inequities, such as conditions rooted in gender inequality (Kabeer, 2005).

While empowerment is a constructive approach for addressing gender inequalities in society and enabling women to achieve desired outcomes, it is essential to realize other factors that may inhibit or hinder this process. Gender inequalities are often exacerbated by additional factors that limit women's power. These factors may include class or caste, ethnicity, wealth, age and cultural values (Mosedale, 2005).

Poverty, in particular, is one factor that needs to be greatly considered, especially in developing country contexts. An essential element of empowerment is the ability to realize alternative choices. When people are impoverished, they are unable to meet their basic needs, and therefore, often lack the means or resources to do so. Additionally, in societies where gender inequality is heightened, poverty impacts women disproportionately, making it harder for women to embark on the empowerment process (Kabeer, 2005).

Another critical factor to consider is the gender norms of the society. In many cultures, gender roles are often entrenched and accepted as an uncompromising reality or God-given (Mosedale, 2005). Cultural values may even deny that such inequalities exist or that they are unjust. In such a context, women in subordinate roles are likely to accept their positions and not question those in power (Kabeer, 2005). That is why in some societies, women do not question their secondary claims to household resources or their exposure to violence, thereby, undermining their own wellbeing. Some may

argue that this kind of acceptance reflects their not only their own choice, but also the kind of choices women make, as some choices serve to reinforce women's subordinate and often powerless roles. Power over someone cannot only happen through coercion and force, but it can also happen through consent and complicity (Ibid).

Therefore, in looking at women's empowerment, it is essential to look at gender relations and how power relations between the men and women are constructed and reproduced (Mosedale, 2005).

The concept of empowerment has historical foundations in several collective struggles for social justice, such as the Protestant Reformation, Quakerism, Jeffersonian democracy, capitalism, and the black-power movement. In the mid-1980s, the notion of women's empowerment emerged as a way to challenge patriarchy. And, in the 1990s, the term was broadened from thinking of it as collective process to also understanding it as an individual process of self-transformation (Batliwala, 2007).

At the 1995 Fourth World Conference in Beijing, women's empowerment was introduced to an expanded audience of state actors and governments. The signatories of the conference pledged to advance women's empowerment worldwide (UN women). Their vision of women's empowerment stressed on three main fundamentals:

- It was a socio-political process;
- Power was the critical to empowerment; and
- The process promoted shifts in political, social, and economic power between and across individuals and groups (Kabeer, 2005).

2.1. Dimension of empowerment

2.1.1. Economic empowerment

Economic empowerment seeks to ensure that people have the appropriate skills, capabilities and resources and access to secure and sustainable incomes and livelihoods. And such kind of empowerment can be the result of literacy, improved involvement and position of a person in decision making.

2.1.2. Human and social empowerment

Empowerment as a multidimensional social process that helps people gain control over their own lives. This is a process that fosters power (that is, the capacity to implement) in people, for use in their own lives, their communities and their society, by being able to act on issues that they define as important (Page and Czuba, 1999).

2.1.3. Political empowerment

The capacity to analyze, organize and mobilize. This results in the collective action that is needed for collective change. It is often related to a rights-based approach to empowerment and the empowering of citizens to claim their rights and entitlements (Piron and Watkins, 2004).

2.1.4. Cultural empowerment

It is the redefining of rules and norms and the recreating of cultural and symbolic practices (Stromquist, 1993). This may involve focusing on minority rights by using culture as an entry point.

2.2. The need for empowerment

The need for empowerment is that those who have been denied the ability to make strategic life choices have to acquire such an ability to make their free choices (Kabeer, 1999). When we look at the concept of empowerment, to be empowered one must have been disempowered. So, it is relevant to speak of empowering women, because women, as a group, they are disempowered relative to men.

Therefore the need for empowerment is because of the fact that women have been denied of their many rights as a human being and also they have been refused to recognize their own free choices to make their own decision in their life.

Consequently, different approaches are being implemented to meet the felt needs of women and empower them to make their own free choices. The following are some of the approaches which have been implemented through times.

2.3. Different approaches to meet the needs of women

2.3.1. Women in Development (WID):- The WID approach aims to integrate women into the existing development process by targeting them, often in women-specific activities.

Women are usually passive recipients in WID projects, which often emphasize making women more efficient producers and increasing their income. Although many WID projects have improved health, income or resources in the short term, because they did not transform unequal relationships, a significant number were not sustainable. A

common shortcoming of WID projects is that they do not consider women's multiple roles or that they miscalculate the elasticity of women's time and labor. Another is that such projects tend to be blind to men's roles and responsibilities in women's disempowerment/empowerment (UNESCO, 2003).

2.3.2. Gender and Development (GAD):- The GAD approach focuses on intervening to address unequal gender relations which prevent inequitable development and which often lock women out of full participation. GAD seeks to have both women and men participate, make decisions and share benefits. This approach often aims at meeting practical needs as well as promoting strategic interests. A successful GAD approach requires sustained long-term commitment (UNESCO, 2003).

The biggest difference between WID and GAD is that WID projects traditionally were not grounded in a comprehensive gender analysis. The GAD approach is gender-analysis driven. There is definitely a need for women-specific and men-specific interventions at times. These complement gender initiatives. Research shows that the success of both sex-specific and gender activities are directly linked with the depth of the gender analysis that informs them (Ibid).

2.3.3. Strategic (Gender) Interests: Interventions addressing strategic gender interests focus on fundamental issues related to women's (or, less often, men's) subordination and gender inequities. Strategic gender interests are long-term, usually not material, and are often related to structural changes in society regarding women's status and

equity. They include legislation for equal rights, reproductive choice, and increased participation in decision-making (Maxine, 1985).

2.3.4. Gender-responsive objectives are program and project objectives that are non-discriminatory, equally benefit women and men and aim at correcting gender imbalances (UNESCO, 2003).

2.3.5. Gender-mainstreaming is another approach which is process rather than a goal. Efforts to integrate gender into existing institutions of the mainstream have little value for their own sake. We mainstream gender concerns to achieve gender equality and improve the relevance of development agendas. Such an approach shows that the costs of women's marginalization and gender inequalities are born by all (Ibid).

(UN ECOSOC, 2002) describes gender mainstreaming as:

“the process of assessing the implications for women and men of any planned action, including legislation, policies or program, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and program in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality”.

Therefore there are lots of other approaches which have used to intervene & meet the needs of women in different parts of the world and the above listed are not exhaustive lists of the approaches used.

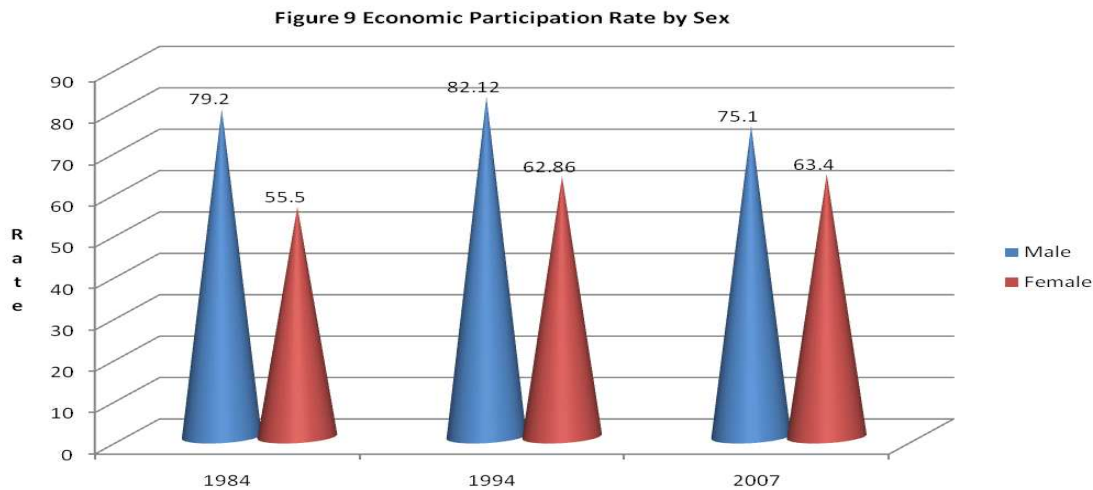
2.4. Women's condition in Ethiopia

According to the Population and Housing census Statistical Report of 2007 the percentage of male and female population are almost similar with percentage distribution of 50.5 and 49.5 respectively.

According to Central Statistical Agency report (CSA, 2007), the numbers of never school attended females were higher than males. This proves fewer opportunities of girls to go to school which results in high illiteracy rate of women and partly a result of most families' preference of educating male over female children.

Different studies indicated the low status of women in developing countries in general and in Ethiopia in particular (Almaz, 1991; Hirut, 2004; Mukuria et al., 2005). Lack of access to productive resources such as land; lack of access to education, employment opportunities, basic health services, and protection of basic human rights; low decision making; violence and harmful traditional practices are some of the indicators of the socioeconomic marginalization of women in the country.

When we look in to the economic participation rate by sex, there is a huge difference in the economic participation of males and females in Ethiopia, in the last three census periods of 1984, 1994 and 2007 which is showed clearly by the next figure, which in turn tell us about the low economic participation of women in the country.



Source: - Population and housing Census Statistical Report 1984, 1994 & 2007

Besides, the percentage of Federal government employees by sex in 2012, the proportion of male employees is 62.1% while the proportion of female employees is 37.9%. The number of female is less than the number of male by 24% (CSA, 2012), which is because of the following aspect stated.

From her birth, an Ethiopian female in most families is of lower status and commands little respect relative to her brothers and male counterparts. As soon as she is able, she starts caring for younger siblings, helps in food preparation, and spends long hours hauling water and fetching firewood. As she grows older, she is valued for the role she will play in establishing kinship bonds through marriage to another family, thereby strengthening the community status of her family. She is taught to be subservient, as a disobedient daughter is an embarrassment to her family (Pathfinder International Ethiopia, 2007)

Low status characterizes virtually every aspect of girls' and women's lives. Given the heavy workload imposed on girls at an early age, early marriage without choice, and a

subservient role to both husband and mother-in-law, girls and women are left with few opportunities to make and act on their own decisions (Ibid).

From the government of Ethiopia the National Policy on Women, introduced in 1993, was the first policy that is specifically related to the affairs of women. The objectives of the policy include facilitating conditions conducive to the speeding up of equality between men and women so that women can participate in the political, economic and social life of their country on equal terms with men; ensuring that their right to own property as well as their other human rights are respected and that they are not excluded from both the enjoyment of the fruits of their labor or performing public functions and participating in decision making (Jelaludin et al., 2001). Besides, there are also different programs and projects which have been implemented to improve the quality life of women in Ethiopia.

2.5. Integrated Women's Empowerment Program (IWEP)

2.5.1. Background and Description of the Program

Over the past few decades, Ethiopia has instituted various educational program including the universal, free and compulsory primary education program (for children under 15 years); the *Technical Vocational Education and Training Program* (TVETP, for out-of-school youth and adults), and the *Basic Adult Non-formal Education (or Adult Literacy) program* in an effort to make education more accessible to all and thus to combat

illiteracy; promote development, poverty reduction and social transformation. However, in spite of these concerted efforts, the rate of adult illiteracy in the country remains alarmingly high, particularly among adult women. More than 60% and 75% of the total adult population and adult female population, respectively, was functionally illiterate and unskilled (UNESCO, 2003/7).

The high rate of functional illiteracy among adult women is partly a result of most families' preference of educating male over female children; economic and cultural barriers which prevents girls and women from accessing education; the lack of concerted political support necessary for the sustainable implementation of existing adult literacy education program and the inability of existing adult education program to address women's basic livelihood needs since most continue to prioritize basic literacy over livelihood skills training and support. In light of this and recognizing that a holistic, livelihood-oriented approach to adult education is more appealing to adult women due to their familial responsibilities as well as the fact that educating women has a strong potential to stimulate community development, combat poverty and improve familial living standards, DVV International in partnership with the Ministry of Education, the Royal Netherlands Embassy (RNE) and various other NGOs instituted the *Integrated Women's Empowerment Program (IWEP)* in mid-2006.

IWEP aims to develop, test and implement a comprehensive approach to empower poor women and their households in selected areas of all regions of Ethiopia and

thereby contribute towards poverty reduction. To this end, IWEP strives to promote an integrated approach that combines three traditionally separate components namely functional adult literacy education, livelihoods skills/non-formal vocational training and entrepreneurial support (business training and economic support via small scale credit, grants, etc). At the same time the newly established models and structures are expected to form the basis of an adult education system with special emphasis on women in the country and contribute to the National Adult Education Strategy of Ethiopia (IWEP, 2010). IWEP is being implemented in co-operation with the federal Ministry of Education and a great number of national and regional partners within the nine regional states and two city administrations of Ethiopia. These partners, also called intermediaries, consist of Government (related Bureaus and “Woreda” offices such as Education, Women Affairs, Agriculture, TVET and Trade and Industry), NGOs, Women’s Associations, CBOs, etc. across sectors (horizontal) and the federal structures of Ethiopia (vertical) (Ibid).

Funds have been provided since mid 2006 by the Royal Netherlands Embassy for a period of 5 years. Negotiations and preparations with the federal government and different Ministries have taken some time until a bilateral agreement could be signed in March 2008 with the Ministry of Education (MoE) and IWEP’s actual implementation started in June 2008 when staff was recruited. The next two tables describe IWEP at a glance (IWEP, 2010):

Table 1: Description of IWEP program

<p>What is the Program about?</p>	<ul style="list-style-type: none"> ✚ Literacy Education, Skills Training and Entrepreneurship Support for Poor Women. ✚ Developing, testing and implementing a comprehensive nationwide approach to empower women and their households. <p>(Funded by the Royal Netherlands Embassy (RNE))</p>
<p>Where is it implemented?</p>	<p>Ethiopia: All nine regions and two city administrations.</p>
<p>When/Duration?</p>	<p>Five Years (Ending 2011)</p>
<p>Who/Target Group?</p>	<ul style="list-style-type: none"> ✚ 31 000 Women and their Households ✚ Women’s Group facilitators, CSTC/VTC Coordinators and Instructors, FAL and Reflect Facilitators, etc. ✚ Staff of Intermediaries/partners (Government at federal, regional, Woreda and kebele levels, NGOs, CBOs, Women’s Associations)
<p>Why/Rationale?</p>	<ul style="list-style-type: none"> ✚ Overwhelming evidence of the relationship between literacy and poverty reduction, especially for women. Educating women has a strong impact on their own and their families’ lives. ✚ The need to integrate literacy with livelihoods and skills components.

IWEP has 7 Result Areas which contributes to the achievement of the overall Project Purpose and ultimately the Goal. These are depicted below. Of key importance is the

fact that IWEP is supposed to develop a model of women empowerment which can be replicated by various stakeholders after the pilot phase.

The focus is therefore not on reaching large numbers, but rather the development of methodologies, approaches and frameworks that can assist role players to empower and improve women’s livelihoods in an integrated manner.

Table 2: Goal, purpose and results of the IWEP program

Overall Goal	Poverty situation among women and their households in poor areas improved and vulnerability reduced.
Project Purpose	A comprehensive nation-wide approach to empower women and their households in selected poor areas of all regions of Ethiopia is developed, tested and implemented.
Results	<ol style="list-style-type: none"> 1. Strategy for linking financial and institutional strengthening with literacy and skills training for women is developed, piloted and available. 2. Staff from RWAB, WDIP, REB, women member groups and intermediaries are oriented and/or trained. 3. Appropriate curricula, training, teaching and learning materials are developed, translated into relevant languages and available. 4. Women are enabled through livelihoods skills/non-formal vocational training to become more productive. 5. Poor women have acquired skills in reading, writing and numeracy, integrated with practical knowledge and skills (FAL) 6. Economic conditions of women and their households are improved through financial support. 7. Monitoring and evaluation system is established and functioning.

The above-mentioned result areas elaborate on all the outputs to be achieved during the program’s implementation. However three key components remain the essence of

IWEP, namely functional adult literacy (through methods such as FAL and Reflect), skills training (non formal and vocational) and entrepreneurship support (business skill training and access to finance through saving schemes, small scale credit, grants, etc.). These components are not new as ingredients of women empowerment programs, the challenge however is to deliver them in an integrated manner to the target group namely adult women (IWEP, 2010).

2.5.2. Program Principles and Implementation Approach

- Integration and Participation,
- Partnership and Collaboration,
- Inter dependence between different role players/ partners,
- Cluster Approach,
- Micro-Meso-Macro Levels phased Approach: Geographically and program components,
- Synergies & Different Methodologies for learning,
- Capacity Building & Technical Support to partners,
- Pilot and Model Development (Documentation of best practices⁰ through reflective practice and learning),
- Ownership and sustainability and,
- Contribute to AE Strategy and Policy Development in Ethiopia evidence based policy influencing (IWEP, 2009).

2.5.3. Program Implementation: Approaches and Methodologies

As noted above, the IWEP has three major components, namely functional adult literacy, skills training and entrepreneurship support (business skill training and access to finance through saving and loan schemes, small scale credit, grants, etc.). The program thus requires specific and innovative implementation approaches and modalities to bring about the integration required for its success and sustainability. To this end, the following key activities are often undertaken during the institutionalization of the program at the community level (IWEP 2009):

- Forming Woreda Steering Committees and Technical Teams and signing Memorandums of Understanding;
- Selection of Women Group Facilitators;
- Establishment of Centre Management Committees;
- Training of Women Group Facilitators in Literacy (FAL/Reflect);
- Establish and equip learning centers for groups to meet;
- Conduct situation analysis, baseline study and learner assessments;
- Conduct market assessment and analyze the results in order to plan for relevant skills training to be conducted;
- Contract service providers/technical partners to provide skills training for women groups;

- Train facilitators and experts and provide business skills training with literacy in an integrated manner to women groups;
- Provide Business Development Support Services (BDS) to women groups on regular basis to assess success of business, market linkages, etc.
- Based on IWEP's criteria provide access to start-up capital through different mechanisms and approaches, e.g. Self-Help Group Approach, Cooperatives, Revolving Credit, Matching Fund, etc.

2.5.4. Teaching-Learning Approaches and Methods

As emphasized above, the IWEP has three integrated skills training components: functional adult literacy, livelihood skills training and entrepreneurship skills training and support. Accordingly, the program employs various participatory and gender-sensitive teaching-learning methods in order to ensure that each component is delivered efficiently. The component specific teaching-learning methodologies are highlighted in turn: (IWEP, 2009)

Literacy Teaching-Learning Methodologies

The IWEP primarily employs the Functional Adult Literacy (FAL) and REFLECT teaching-learning methodologies or approaches in its literacy classes. Although both approaches are in essence having a functional element and focus on literacy, there are some differences which make the different methodologies more suited for different

groups. FAL is a more structured approach that follows a certain curriculum with specific materials, while REFLECT can be designed to directly focus on the local issues of the groups and combines the literacy with the other elements such as income generation activities (IGA) and development activities in an integrated manner. FAL refers to a situation where literacy is integrated with the everyday activities that people are engaged in, in order to motivate adult learners to attend literacy classes regularly and apply what they have learned in their immediate environment (Ibid).

Livelihoods Teaching-Learning Methodologies

Similarly, specific REFLECT and gender-sensitive teaching-learning methodologies have been developed and contextualized the IWEP's livelihoods/vocational and entrepreneurship skills training and support program component. In addition, training manuals have been developed and translated for:

- Market Assessment,
- Business Skill Training (Also integrated with Literacy and Numeracy); and
- Business Development Support Services (Ibid).

In order to ensure efficiency and effectiveness, experts have been engaged to provide technical vocational skills and business development training and support to participants. In addition, the IWEP also relies heavily on institutional partners' practical working experiences and practices with Self Help Groups (SHG) and / or Cooperatives

to provide participants with technical Business Development Support Services including training and support to establish and manage group (women's revolving) savings and credit schemes; income generating activities as well as access to business start-up capital from IWEP's Women's Entrepreneurship Fund (IWEP 2010).

In order to ensure effective teaching / training and learning, the IWEP has also assisted partners in material development and to date the following training manuals and learning materials have been developed and translated into Amharic, Tigrigna and Oromifa languages (IWEP 2010):

- FAL Curriculum Framework;
- FAL Curriculum Guide;
- FAL Writers' Manual;
- FAL ToT Manual;
- FAL Facilitators' Guide;
- Reflect ToT Manual;
- Reflect Facilitators' Guide;
- Integrated FAL/Business Skill Facilitator Guide; and
- Integrated Reflect/Business Skill Facilitator Guide.

2.5.5. Challenges encountered by the program

In spite of progress being made in many areas of the program's implementation, challenges such as the following exist (IWEP 2010):

- ✚ Regional Bureaus of Education and Women Affairs do not always co-operate as desired and lack commitment towards the Program. Commitment and co-operation amongst Woreda level government partners seem to be higher.
- ✚ Although NGO partners generally have better implementation capacity than their government counterparts, they are not always used to work in an integrated implementation modality such as IWEP's. Cooperation with a donor who is at the same time a technical partner also brings tension and IWEP continuously has to strike a balance between maximizing NGO partners' individual implementation approaches while at the same time ensuring that the program will reach its objectives. IWEP's partnership strategy and approach is therefore the key factor in the program's success or failure.
- ✚ The Program's sustainability is challenged by the fact that many government and NGO partners' willingness to co-operate only on a per diem based and top-up of salary approach. IWEP's efforts to embed the program in the institutional operations of its partners remain challenging, especially in the case of Government partners.

CHAPTER THREE

3. METHODOLOGY

This chapter describes the process and methods used in conducting the study. It describes the study design, the sample size, tools of data collection, data processing & analysis as well ethical considerations.

3.1. Study design

In undertaking this research, a descriptive study was carried out to assess the roles played by the Integrated Women's Empowerment Program in addressing the needs of women. For this purpose both qualitative and quantitative data were collected. These data were collected from both primary and secondary sources through the use of interview, questionnaire, and focus group discussion.

For the reliability and validity of data, the researcher selected respondents which form adequate cases to undertake the research, by using purposive sampling method. Accordingly, the respondents were women beneficiaries who are organized in to 14 cooperatives by the program, community facilitators (CFs) of the project, supervisors who are monitoring the CFs. Besides, concerned government sector representatives who are working in collaboration with the implementing organization of Vision New Life Development Association were also included.

Therefore, primary data were collected from the above stated respondents and secondary data were collected from evaluation reports and progressive monitoring reports done by the organization and consultancies. Based on the collected data, the analysis was made by using descriptive analysis and simple statistics.

3.2. Universe of the study

The study were undertaken to assess the roles played by the Integrated Women Empowerment Program in addressing the needs of the women who are residents of Yeka sub city of Woreda 02, Addis Ababa. These women are the beneficiaries of Vision New Life Development Association, one of the implementing partners of the program.

Therefore the geographical boundary of this research limited its area within the Woreda 02 of Yeka sub city, Addis Ababa. Accordingly, women beneficiaries of the project were comprised the universe of the study. The total numbers of the beneficiaries are estimated to be around 385. Besides the target beneficiaries, data were collected from 14 community facilitator, 2 supervisors and 3 concerned government sector representatives, to make the data tolerably reliable.

3.3. Sample

Purposive sampling methods were used to undertake the study. The researcher identified the major stakeholders who were participants of the study and at the same time who were involved throughout the implementation of the program.

Therefore, the primary respondents of the research consists of 42 women beneficiaries who are organized under 14 cooperatives of the IWEP. Among the 42 women beneficiaries, 14 are used to conduct the focus group discussion and the remaining 28 were participants of the questionnaire survey. The other respondents were 16 staffs of the organization, of which 14 are community facilitator and the remaining two are supervisors.

Finally, 3 concerned government sector representatives from the Woreda education bureau, women, children & youth affair bureau and bureau of micro finance small enterprise were included in the study. Totally the study considered an estimation of 61 purposely selected respondents to undertake the research.

3.4. Tools for data collection

Primary data were collected by using the following data collection tools.

3.4.1. Questionnaire

Questionnaires were developed by the researcher based on the objective and research questions of the study. Two sets of questionnaire was designed in English and translated in to local language, Amharic so that respondents can easily comprehend and respond to the questions. The questionnaires comprised both open ended and close ended questions. The first set of the questionnaire were distributed for the 28 women target beneficiaries of IWEP and the second set were distributed for the 16 staffs of Vision New Life Development Association.

The questionnaire was handled by data collectors under the supervision of the researcher and the data collectors were briefed about the objective of the research in order to gain well-matched data.

3.4.2. Focus Group Discussion (FGD)

Among the 42 selected women beneficiaries, 14 women beneficiaries served to conduct two focus group discussions by arranging them in to two groups, having equal number of participants.

3.4.3. Interview

Interview checklist were prepared and an in-depth interview were conducted with 3 concerned government sector representatives from the Sub city education bureau, women children & youth affair bureau and bureau of micro finance small enterprise, who were working in collaboration with the implementing organization of IWEP. The checklist included the basic themes that the study planned to focus at and guide the discussion with respondents selected. Regarding the secondary data, it was collected from evaluation reports of IWEP, and monitoring progress reports of integrated women empowerment program.

3.5. Data processing and analysis

The data collected from primary and secondary sources were structured categorically, and chronologically, and reviewed continually in order to achieve the research objective. The study undertakes mixed research methods with major emphasis on qualitative and then quantitative study approach as supplementary.

The qualitative data is presented through using brief descriptive texts, & self explanatory tables, and then these data were analyzed by using descriptive analysis. Moreover, the quantitative data were presented using statistical figures like percentages and frequencies. Triangulation is seen as enhancing validity and hence confidence in the research findings (Jackson, 1995, Pyke & Agnew, 1991). So, the results of the qualitative findings were triangulated in the discussion part of the report to enrich the findings.

3.6. Ethics in research

The information which was collected for the purpose of the study was based on explaining respondents about the rationale for conducting the study and informed consent were obtained for each data collection activity. Accordingly, the researcher's initial concern was ensuring the consent of respondents to contribute for the study through their participation. Besides, the respondents' confidentiality is assured, meaning their name or any identifying information is not going to be mentioned in any circumstances.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF DATA

This chapter is concerned with the findings of the study based on the data collected through questionnaire, focus group discussion and interview from beneficiaries of IWEP, staffs of the program and concerned government sector representative who have been working with the program of IWEP. The chapter is organized in terms of the themes which the study pointed out in its specific objectives as well in the research questions. Accordingly the themes which the chapter focuses are the type of services given by the program, the actual methods used by IWEP, perception of woman beneficiaries towards the program of IWEP, the opportunities and challenges of IWEP.

4.1. Demographic Information of Respondents

Table 3 Respondents' sex

Sex of the respondents	Beneficiaries of IWEP	IWEP Project staff	Government staff	Frequency	Percentage
Female	42	14	1	57	93.4
Male	0	2	2	4	6.6
Total	42	16	3	61	100

The sex composition of the respondents is summarized in table 3. Accordingly the majority of the respondents 57 (93.4%) are female, of which 42 (68.8%) are beneficiaries of IWEP since all the beneficiaries of the program are women, then 14 (22.9%) are staffs of the IWEP program and the remaining 1 (1.7%) is staff of concerned government sector representative. From the sex composition of the staffs of IWEP program all the community facilitators are female and the remaining two supervisors are male. So, majority of the staffs are women and as per the IWEP implementation guideline, it is mentioned that female community facilitators are more preferred than male since all women have some common understanding among each other; women beneficiaries are more comfortable when dealing with female staffs rather than male. This proves that the program has achieved on hiring female community facilitators who works closely with the women beneficiaries as per planned by the program initially.

Table 4 Respondents' age

Age group	Beneficiaries of IWEP	IWEP Project staff	Government staff	Frequency	Percentage
20-30	12	15	1	28	45.9
31-40	24	0	2	26	42.6
41-50	3	1	0	4	6.6
51-60	3	0	0	3	4.9
Total	42	16	3	61	100

As shown in the table 4, the majority of the respondents 54 (88.5%) are within the age limit of 20 - 40, and the remaining 7 (11.5%) are in between the age of 41 - 60. The majority of the IWEP beneficiaries 24 (57.1%) lie between the age limit of 31-40, which supports the literature's idea which is IWEP's program expected to form the basis of an adult education system with special emphasis on adult women in the country and contribute to the National Adult Education Strategy of Ethiopia.

Table 5 Respondents' marital status

Marital status	Beneficiaries of IWEP	IWEP Project staff	Government staff	Frequency	Percentage
Single	5	10	1	16	26.2
Married	32	5	2	39	64
Widowed	3	0	0	3	4.9
Separated/Divorced	2	1	0	3	4.9
Total	42	16	3	61	100

As can be seen in table 5, the majority of the respondents 39 (64%) were found to be married, 16 (26.2%) are found to be single and the remaining 6 (9.8%) are in the marital status of widowed and separated/divorced.

Table 6 Respondents' educational background

Educational status	Beneficiaries of IWEP	IWEP Project staff	Government staff	Frequency	Percentage
Illiterate	22	0	0	22	36.1
Read and write	3	0	0	3	4.9
Primary education (1-8)	12	0	0	12	19.7
High school (9-12)	5	4	0	9	14.7
Higher level achieved	0	12	3	15	24.6
Total	42	16	3	61	100

The educational level of the respondents of IWEP beneficiaries shows their status of education before the intervention of the program. As it can be seen in table 6, among the respondents of IWEP beneficiaries, the majority 22 (52.4%) are illiterate. This implies that the program of IWEP gives emphasis mostly on those women who are illiterate. Accordingly, it is hardly possible for the significant proportion of illiterate women to fully benefit from all the services provided by IWEP, the program initially engages itself in delivering the basic literacy skills for its beneficiaries to enable the women to write some records, keep financial transaction documents, take notes while taking trainings and so on. This is because saving schemes, credit and skill training schemes and other

related services given by the program of IWEP require some minimum level of literacy, so the basic reason why the program initially engages its service by delivering the functional adult literacy is in order to promote the beneficiaries' capability of making effective use of all the available services provided by IWEP. Regarding the educational status of respondents of the IWEP project staff, the majority 12 (75%) has achieved higher level of education. It implies that the project staffs have the capability to implement the program in a professional manner. Finally, concerning the respondents of concerned government sector representatives, all the 3 staffs are from higher educational backgrounds.

Table 7 Respondents' household size

Household size IWEP beneficiaries	Number of children		Other dependent		Total HH size	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
0	4	9.5	8	19.0	12	14.3
1-3	16	38.1	28	66.7	44	52.4
4-6	20	47.6	5	11.9	25	29.7
7-9	2	4.8	1	2.4	3	3.6
Total	42	100	42	100	84	100

According to the findings of the study, 44 (52.4%) & 25 (29.7%) constitute as having from 1-3 and 4-6 number of children and other dependents in their household respectively. Similarly, table 7 shows the magnitude of the household size of the respondents of IWEP beneficiaries who are included in the study. Consequently, the 42 women beneficiaries have responsibility of administering the livelihood of their own children as well their dependent family members. In the same manner, it can be described as each women share a burden of two dependent member of her family on average, even though the distribution of dependents among the women may vary in the actual household size. Therefore as it is mentioned in the project guideline of the implementation program (IWEP, 2009) the area which is covered by the program is overcrowded so that the implementation of the IWEP can contribute in helping the beneficiaries to support their children as well their dependent family.

4.1.2. Occupational status of the respondents

Table 8 Respondents' occupational status

Occupation of IWEP beneficiaries	Frequency	Percentage
Petty trade	14	33.3
Daily labor	21	50
Selling local beverage	6	14.3
Pension	1	2.4
Total	42	100

All the data showed in table 8 is before the intervention of the program of IWEP. Among the respondents, the majority of women beneficiaries before the time of joining the IWEP program 21 (50%) are dependent on daily labor and the other 14 (33.3%) are engaged in petty trade. The remaining 6 (14.3%) and 1 (2.4%) are managing their livelihood through selling local beverage and pension respectively. Consequently, the data implies that the majority of the women do not engage in an occupation where there are reliable and recognized income earnings. It can be expressed as that most of the women who are in the area are mostly engage themselves in different household chores rather than engaging themselves in a place where they can be paid on monthly basis. Therefore, as indicated in the literature review of (IWEP, 2009), the IWEP program helped the poor women to go out and work by themselves in order to generate income on a regular basis. Besides, this implies that the focus area of the program is mostly on those women who are vulnerable and who are getting very low level of income as it is mentioned in the implementation guideline of the program of IWEP.

4.2. Respondents' by the year of joining the program

Table 9 Respondents' year of joining the program

Beneficiaries year of joining the program	Frequency	Percentage
June, 2010	21	50
October, 2011	21	50
Total	42	100

The IWEP program has two batches of beneficiaries as it can be seen in the above table. From the respondents of the beneficiaries 21 (50%) are among the first batch and the remaining 21 (50%) are from the second batch. From the interview that I have undertaken with the concerned government sector representative, equal numbers of women beneficiaries are selected for the first and second batch of the program of IWEP since they have started to work in collaboration with the program from its start in 2010. This also implies that the program has been working in close collaboration with the concerned government sector from its initial steps up to the final stage as it is mentioned in (IWEP, 2009) implementation guideline.

4.3. Basic services delivered by IWEP program

Regarding the services delivered for the beneficiaries who are included in the IWEP program, the following findings were revealed. Based on the questionnaire which is distributed for the beneficiaries of IWEP, all the respondents have mentioned three services which they have received from the program of IWEP. These services mentioned by the beneficiaries are functional adult literacy, skill training and entrepreneurship support. The same response is also mentioned in the focus group discussion, and in the questioner distributed for the project staffs of implementing organization. Besides, the findings of interview which is undertaken with the concerned government sector representatives also reveals the three services which is

given by the previous respondents. Consequently, the findings proves that all the services which are mentioned in the literature part of the IWEP implementation guideline (IWEP, 2009) as well in other related materials of IWEP, are also available in the actual implementation of the program.

4.4. Methods used to deliver the services

Regarding the theme of the methods used to deliver the services of IWEP, the findings from the questionnaire distributed for beneficiaries of IWEP, staffs of the project and interview with the concerned government sector as well the focus group discussion disclosed similar answers which are mentioned below. To make a clear understanding of the methods, it is divided in to three section based on the three services which is delivered for the beneficiaries of IWEP program in the operational areas.

One of the services which are delivered by the program of IWEP is the functional adult literacy; to deliver this service, the following methods which are listed below have been mentioned by all the respondents 61 (100%) of the survey:

- ✚ Selection of women group facilitators
- ✚ Forming women groups
- ✚ Establish and equip learning centers for groups
- ✚ FAL and Reflect

The second service is skill training, and to deliver this service, the following methods have been mentioned by all the respondents 61 (100%) of the study including the response of concerned government sector representative:

- ✚ Non formal skill training
- ✚ Grouping of women based on their choice
- ✚ Vocational training based on the grouping

The third service which is given by the program of IWEP is the entrepreneurship support and to deliver this service similar response is given by all the respondents 61 (100%), the methods mentioned are:

- ✚ Business skill training
- ✚ Finance through saving scheme
- ✚ Small scale credit
- ✚ Grants

Therefore the methods which are mentioned by the respondents of the study are also in alignment with the methods mentioned in the literature part (IWEP, 2009) of the study.

4.5. Perception of respondents' towards the IWEP

4.5.1. Effectiveness of the methods in delivering the services

Table 10 respondents' opinion towards the effectiveness of one of the methods

Methods in delivering the service	Beneficiaries of IWEP	IWEP Project staff	Government staff	Frequency	Percentage
Effective	8	0	3	11	18.0
Not effective	34	16	0	50	82.0
Total	42	16	3	61	100

To assess the effectiveness of the methods used by IWEP, respondents were asked to indicate their opinion. Of the sample respondents, all 61 (100%) indicated that the methods which were used to deliver the services of functional adult literacy and skill training by the program of IWEP were effective while the methods which were used to deliver the service of entrepreneurship support only 11 (18%) have agreed the method was effective while the remaining 50 (82%) indicated that the methods which is used to deliver the service of entrepreneurship support is not effective as shown in table 10. Those who disagree on the effectiveness of the method indicated the following points to demonstrate their points.

- ✚ Regarding the support of entrepreneurship support, the grant was released in groups and all group members are not equally motivated for work which hinders women's progress and consequences for group disagreement. The respondents mentioned that the IWEP program does not necessarily release the grant through groups but it is the implementing partner's preference to do so.

4.5.2. Effectiveness of the overall program in meeting the needs of women

To assess the effectiveness of the overall program, respondents were asked to indicate their perception towards the program. Accordingly all 61 (100%) have agreed that the program was effective in addressing the needs of women in the operational area. Saying so they have put the following reason:

- ✚ Women who are not able to read and write began to try reading, writing as well calculating simple mathematics.
- ✚ Women who are only performing household chores began to participate in outside activities and earn their own income even though the grant which is released by the program was small amount.
- ✚ Women have gained different skills in how to manage their living.

As it is indicated in the literature review of (IWEP, 2009), the IWEP program is designed with appropriate curricula, training, teaching and learning materials which are

translated into relevant languages and made available. Therefore, the effectiveness of the program is a result of the way the program is designed and implemented in a comprehensive manner.

4.6. Opportunities of IWEP program throughout the implementation

According to the beneficiaries of IWEP, project staffs and concerned government sectors representative, all the respondents 61 (100%) agreed that the IWEP program have gained opportunities to implement its program in a comprehensive manner. The following are the opportunities which are mentioned by the respondents:

- ✚ School cooperation to make the study centers available
- ✚ Governments cooperation throughout the implementation of the project
- ✚ Availability of market places for all the groups from the government
- ✚ Availability of implementing agencies who works in close collaboration with the community.

Therefore this implies the strength of IWEP partnership with different partners, as it is indicated in the literature review of (IWEP, 2009).

4.7. Challenges faced by IWEP program throughout the implementation

Throughout the implementation of the program, all respondents 61 (100%) have agreed that the program has been facing challenges to implement its program in the operational area, the challenges which is mentioned by the respondents and from the secondary data review are the following:

- ✚ Though the government has contributed a lot, it was not always cooperative as desired.
- ✚ The Implementing partner's less commitment to the IWEP's strategy and approaches, which hinders the program from achieving its objective.
- ✚ The market place which is given for the women beneficiaries being with no infrastructures like electricity, water and so on which hinders the progress of the women beneficiaries.

The stated challenges of the program also confirmed the midterm review of (IWEP, 2010) which is made by the consultants of IWEP program.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The huge majority of the Ethiopian women have not benefited from organized education, neither formal schooling nor any non-formal alternatives. The net enrollment ratios of males were greater than females in urban as well in rural areas of Ethiopia (CSA, 1994). In light of this a number of different programs have been implemented to improve the education level of women and their livelihood. Integrated Women Empowerment Program (IWEP) is one of a comprehensive nation-wide approach to empower women and their households in selected poor areas of all regions of Ethiopia which is developed, tested and implemented.

Accordingly, this study is initiated to show the important factor elements in an Integrated Women Empowerment Program which might help program designer to come up with further designing and implementation strategy in addressing the needs of women. The general objective of the study was to assess the roles played by the Integrated Women's Empowerment Program in addressing the needs of women through implementing the program activities. The study has used both qualitative and quantitative research methods. The primary respondents of the research consists of 42 purposely selected women beneficiaries of the program. Besides, data were collected from 14 community facilitator, 2 supervisors and 3 concerned government sector representatives, to make the data tolerably reliable. The data were collected through

questioner, interview and focus group discussion. The data is presented using brief descriptive texts, self explanatory tables, frequencies and percentage and then these data were analyzed by using descriptive analysis.

The findings of the study showed that the IWEP program have delivered three services which are functional adult literacy, skill training and entrepreneurship support by using methods of selection of women group facilitators, forming women groups, establish and equip learning centers for groups, FAL and Reflect, non formal skill training, grouping of women based on their choice, vocational training based on the grouping, business skill training, finance through saving scheme, small scale credit and grants. The findings also showed that the methods used to implement the program are effective and productive.

5.2. Conclusion

The study has the objective of assessing the role of the IWEP in addressing the needs of women. It also focused on the type of services which are delivered for the beneficiaries and methods used by the program, and effectiveness of the overall program towards the beneficiaries of those women who are included in the program.

The findings of the study indicated the following points:

- ✚ The types of services which are received by the beneficiaries of the program are Functional Adult Literacy (FAL), skill training and entrepreneurship support.

Most of the beneficiaries of IWEP program have had positive changes in different spheres of their lives as a result of the services provided by the program.

- ✚ The program proved many accomplishments and achievements made towards the beneficiaries, women who are not able to write and read began to do so, the program provided women a chance to participate in their own business rather than always accomplishing household chores and the beneficiaries of women also gained different skill trainings which are essential to lead their livelihood in a successful manner. The program of IWEP being comprehensive in its strategy contributed to a diversified progress in women's lives.
- ✚ Most of the methods or the methods which is used to deliver the services of FAL and skill training were effective. While one of the methods used to deliver the services of entrepreneurship support which is releasing grants in a group was not effective to maintain women's progress to run their own business as desired.
- ✚ The basic reason for the achievement of the program is the result of its implementation mechanism to work with related government sectors, national and regional partners in close collaboration.

5.2. Recommendation

The study recommends the following issues to be taken in to action so as to bring a better and efficient outcome from the program of IWEP.

- ✚ One of the identified major constraints of the women beneficiaries is lack of infrastructure in the market place or premise. The program of IWEP has achieved in receiving the land for the women groups from the concerned government sector. But most of the market places which are received from the government lack basic infrastructure like electricity, water and so on. Therefore IWEP program should strengthen its relation with the concerned government sectors and exert continuous effort to facilitate the availability of the basic infrastructure in the market places which contributes for effective progress of its beneficiaries.
- ✚ The other constraint identified by the study is less commitment of the implementing partner's to IWEP's strategy and approaches which hinders the program from achieving its objective. Therefore, the program of IWEP has to closely follow up and monitor whether the implementing partner is in alignment with the programs approach rather than following the organizational ideologies.
- ✚ In relation to the above idea, the IWEP program does not oblige the women beneficiaries to receive the services of entrepreneurship support to be delivered in groups. And one of the ineffective methods which the study finds out is the release of grant in groups. Accordingly, this method might consequence in obstructing the objective of the program from achieving its objective in a successful manner. Therefore the program of IWEP has to carefully follow whether the methods used are in accordance with the program or not.

✚ From the findings mentioned in chapter 4, the majority of the beneficiaries of IWEP are illiterate. And since education is the key for any aspect of development, the program of IWEP has to strengthen and broaden its area towards educating women for productive and sustainable progress.

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Annexes

The role of Integrated Women Empowerment Program (IWEP)

IGNOU graduate school of social work

Annex I. Questionnaire for women beneficiaries of IWEP

This questionnaire is prepared by a student of social work at IGNOU to understand the roles played by the Integrated Women Empowerment Program (IWEP) on women beneficiaries who are living in the operational area of the program. The researcher would very much appreciate your genuine answers to the following questions and your participation is entirely voluntary. Your name and household members will not be written in this document and you are not required to answer any question without your consent. All answers will be kept private and confidential.

Personal Information

Questionnaire code: _____

✚ Age: _____ Sex: _____

✚ Sub city: _____ Woreda: _____

✚ Marital status

a) Married b) single c) widowed d) separated

✚ Number of dependent children: _____

✚ Number of other dependent in the family:_____ Total:_____

✚ Educational background

a) Illiterate b) able to read and write c) primary education

d) High school e) higher level achieved

✚ Occupation:_____

When did you become a member of IWEP?

a) 2010

b) 2011

General Information

1. What kind of services have you received from IWEP?

a) Functional adult literacy b) Skill training c) entrepreneurship support

d) All e) Other _____

2. What methods were used by Integrated Women Empowerment Program while delivering the functional adult literacy?

a. Selection of women group facilitators

b. Forming women groups

c. Establish and equip learning centers for groups

d. FAL and Reflect

- e. Other _____
 - f. All
3. Among the methods used by IWEP to deliver the functional adult literacy which one was successful? And if you have chosen an answer for this question, please state the reason for its successfulness?
- a. Selection of women group facilitators
 - b. Forming women groups
 - c. Establish and equip learning centers for groups
 - d. FAL and Reflect
 - e. Other _____
 - f. All

Reason: _____

4. Among the methods used by IWEP to deliver the functional adult literacy which one was unsuccessful? And if you have chosen an answer for this question, please state the reason for its unsuccessfulness and your alternative idea?
- a. Selection of women group facilitators
 - b. Forming women groups.
 - c. Establish and equip learning centers for groups
 - d. FAL and Reflect

e. Other _____

f. All

Reason: _____

5. What methods were used by IWEP while delivering the skill training?

a. Non formal skill training

b. Grouping of women based on their choice

c. Vocational training based on the grouping

d. Other _____

e. All

6. Among the methods used by IWEP to deliver the skill training which one was successful? And if you have chosen an answer for this question, please state the reason for its successfulness?

a. Non formal skill trainings

b. Grouping of women according to their choice

c. Vocational training based on the grouping

d. Other _____

e. All

Reason: _____

7. Among the methods used by IWEP to deliver the skill training which one was Unsuccessful? And if you have chosen an answer for this question, please state the reason for its unsuccessfulness and your alternative idea?

- a. Non formal skill trainings
- b. Grouping of women according to their choice
- c. Vocational training based on the grouping
- d. Other _____
- e. All

Reason: _____

8. What methods were used by Integrated Women Empowerment Program while delivering the entrepreneurship support?

- a. Business skill training
- b. Finance through saving scheme
- c. Small scale credit
- d. Grants
- e. Other _____
- f. All

9. Among the methods used by IWEP to deliver the entrepreneurship support which one was successful? And if you have chosen an answer for this question, please state the reason for its successfulness?

- a. Business skill training
- b. Access to finance through saving scheme
- c. Small scale credit
- d. Grants
- e. Other: _____
- f. All

Reason: _____

10. Among the methods used by IWEP to deliver the entrepreneurship support which one was unsuccessful? And if you have chosen an answer for this question, please state the reason for its unsuccessfulness and your alternative idea?

- a. Business skill training
- b. Access to finance through saving scheme
- c. Small scale credit
- d. Grants
- e. Other: _____
- f. All

Reason: _____

11. In relation to functional adult literacy, do you think that the component met your needs?

a) Yes

b) No

12. If your answer is yes/no for the above question please give explanation or reason for saying so and your alternative idea.

13. In relation to the skill training, do you think that the component met your needs?

a. Yes

b. No

14. If your answer is yes/no for the above question please give explanation or reason for saying so and your alternative idea?

15. In relation to the entrepreneurship support, do you think that the component met your needs?

a. Yes

b. No

16. If your answer is yes/no for the above question please give explanation or reason for saying so and your alternative idea?

17. Among the components used by the Integrated Women Empowerment Program which are appropriate and practical for you? If you have chosen an answer for this question, please state your reason.

- a. Functional adult literacy
- b. Skill training
- c. Entrepreneurship support
- d. Other:_____
- e. All

Reason: _____

18. Among the components used by the Integrated Women Empowerment Program which are not appropriate and practical for you? If you have chosen an answer for this question, please state your reason.

- a. Functional adult literacy
- b. Skill training
- c. Entrepreneurship support

d. Other: _____

e. All

Reason: _____

19. Do you think the component of functional adult literacy made any difference in your life?

a) Yes

b) No

20. If your answer is yes/no for the above question please give explanation or reason for saying so and state if you have any alternative idea?

21. Do you think the component of skill training made any difference in your life?

a. Yes

b. No

22. If your answer is yes/no for the above question please give explanation or reason for saying so and state if you have any alternative idea?

The role of Integrated Women Empowerment Program (IWEP)

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Annex II. Focus Group Discussion for Women Beneficiaries of IWEP

DIRECTION: For each of the following questions, you are requested to discuss in your group and to provide precise answer. Your participation is entirely voluntary and you should be assured that all your responses will be kept confidential and used only for the purpose of the study.

1. What are the components or the services you have received from IWEP?
2. What are the methods used by IWEP while implementing its components to address the felt needs of women in the operational area?
3. Do you think the methods used by each component were constructive and practical for you? How?
4. Do you think that the components which were implemented by the program met your felt needs? How?
5. Would you say you are satisfied with the methods used by the approach of IWEP? If so, how?
6. Would you say you are not satisfied with the methods used by the approach of IWEP? If so, how?

7. Do you think that IWEP have made any difference in your life? If so, state the differences you came up with?
8. If you have any idea to recommend on IWEP's approach in addressing the felt needs of the women in the Woreda, please state.
9. Is there any support from the implementing partner or the government sector offices, state the supports you have gained.
10. If there are any challenges or opportunities throughout the implementation of IWEP, please discuss and state exhaustively.

THANK YOU!!!

The role of Integrated Women Empowerment Program (IWEP)

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Annex III. Questioner for project staffs (supervisors and community facilitators)

This questionnaire is prepared by a student of social work at IGNOU to understand the roles played by the Integrated Women Empowerment Program (IWEP) on women beneficiaries who are living in the operational area of the program. The researcher would very much appreciate your genuine answers to the following questions and your participation is entirely voluntary. Your name and household members will not be written in this document and you are not required to answer any question without your consent. All answers will be kept private and confidential.

✚ Age: _____ Sex: _____ position: _____

✚ Marital status: _____

✚ Educational background

- a) Grade 12 complete
- b) Certificate or Diploma achieved
- c) Degree
- d) Higher

1. What are the services given for the beneficiaries of women in the operational area by IWEP?

2. While implementing the approach of IWEP, what were the methods used by each component in addressing the needs of women?

3. Do you think that the methods used by each component were successful or not? How?

4. Do you think that the components implemented by IWEP approach made any difference in women's life? How?

5. Do you think that the approach of IWEP were constructive and practical for the beneficiaries? How?

6. Do you have your own alternative idea or recommendation which might make the approach of IWEP more successful in meeting the felt needs of the beneficiaries?

a) Yes

b) No

7. If your answer is yes, please state the ideas you have.

8. Is there any support from the government sector or implementing partner throughout the implementation period of IWEP?

a. Yes

b) No

9. If your answer is yes for number 8 please state the supports received.

10. If there are any challenges and opportunities faced while implementing the program, please state.

11. Would you say the IWEP have met the goals it intends to achieve?

a) Yes

b) No

12. If your answer is yes/no please give the reasons for saying so.

THANK YOU!!!

The role of Integrated Women Empowerment Program (IWEP)

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Annex IV. Interview for concerned Woreda officials

This interview is prepared by a student of social work at IGNOU to understand the roles played by the Integrated Women Empowerment Program (IWEP) on women beneficiaries who are living in the operational area of the program. The researcher would very much appreciate your genuine answers to the following questions and your participation is entirely voluntary. Your name and household members will not be written in this document and you are not required to answer any question without your consent. All answers will be kept private and confidential.

✚ Name of the sector office: _____ Position: _____

✚ Sub city: _____ Woreda: _____

✚ Age: _____ Sex: _____ Marital status: _____

- 1) When did you begin to work in collaboration with IWEP?
- 2) What are the components or the services of IWEP approach which is delivered for the Woreda women beneficiaries?
- 3) Do you think that the components used by the IWEP approach are appropriate for the Woreda women beneficiaries? How?

- 4) Do you think the methods used to implement these components were successful and appropriate for the women in the Woreda? How?
- 5) Do you think the components of IWEP have brought any difference in the lives of women beneficiaries? How?
- 6) Do you think that IWEP have contributed in addressing the needs of women in the Woreda? How?
- 7) If there is any idea that you would like to incorporate to make the IWEP approach meet the felt needs of women in the Woreda please state.
- 8) Is there any support from your sector office delivered for IWEP while implementing the program?
- 9) If there are any opportunities and challenges of IWEP please state them?

THANK YOU!!!