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**VAN HALL
LARENSTEIN**
PART OF WAGENINGEN UR

**“Prospects and challenges of women focused income generating activities”
The case study of Ganta afeshum Woreda, Tigray, Ethiopia
Integrated Women Empowerment Program (IWEP)**



**A Research Project submitted to Van Hall Larenstein University of Applied Sciences in Partial
Fulfillment of the Requirements for the Degree of Master of Development Management,
Specialization in Rural Development and Food Security**

By

Mebrahtom Alemayoh Legese

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Mebrahtom Alemayoh Legese
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DEDICATION

This thesis is dedicated to all my family especially my mam w/ro Abrhet Kifle and my lovely son Jonathan Mebrahtom.

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LIST OF ABBREVIATION AND GLOSSARY OF KEY TERMS

| | |
|---------------|---|
| ADLI | Agricultural Development Led Industrialization |
| CSA | Central Statistics Authority |
| DFID | Department for International Development |
| DVV | German Adult Education Association and Institute for International |
| FAL | Functional Adult Literacy |
| FGD | Focus Group Discussion |
| GAD | Gender and Development |
| IFAD | International Fund for Agricultural Development |
| IGA | Income Generating Activity |
| IWEP | Integrated Women's Empowerment Program |
| MFIs | Micro Finance Institutions |
| NGO | Non – Government Organization |
| SLOT | Strength Limitation Opportunity Threat |
| PRA | Participatory Rural Appraisal |
| SHOAT | Sheep and Goat |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| WAT | Women Association of Tigray |
| WCED | World Commission on Environment and Development |
| WDIP | Women's Development Initiative Project |
| WID | Women in Development |
| MoE | Ministry of Education |
| WEO | Woreda Education Office |
| Birr | Refers to Ethiopian Currency Unit equivalent to 100 cents denominations |
| Zone | A sub-unit of a regional state |
| Woreda | district |

ABSTRACT

In Ethiopia, particularly in the northern part, Tigray region, majority of women are illiterate and live in poverty. They have neither access to credit nor the minimum marketable skills training to earn a living. This situation is more elaborate in female headed households which constitute more than half of the rural households. To alleviate this problem among poor women, a local non-governmental organization, Women's Association of Tigray (WAT), is implementing multifaceted poverty reduction programs in collaboration with the DVV international/IWEP, in which literacy integrated livelihood skill training that could enable poor women to engage in various income generating activities (IGA's) is taking place in four woreda/districts of Tigray, namely: Ganta-Afeshum, Raya-Azebo, Tahtaykoraro and Were Lekhe. In line with this, the purpose of this study was to analyse the prospects and challenges of the income generating activities of the poor women in relation to access to credit, market assessment, livelihood and business skill training of the program. It focused on the livelihoods skills training and entrepreneurial support (business training and economic support via small scale credit, grants, and self-initiated savings) for empowering poor women, in IWEP project area in Tigray with specific reference to Gantafeshum Woreda, specifically Mugulat kebele/tabia. Both qualitative & quantitative survey methods were employed. As indicated in a special edition DVV international, 2008, No.1, the Integrated Women's Empowerment Program (IWEP) is among the international development agencies in Ethiopia involved in women's empowerment. IWEP is a bilateral agreement with the ministry of education (MoE) in particular, and a nationwide pro-poor program within Ethiopia's overall development strategy to empower poor women and their households by combining three traditionally separate areas: Functional adult literacy education (FAL), Livelihoods skills training or non-formal vocational training, (based on the needs identified), and Economic support via small-scale credits, grants, saving and basic business training. As study samples, women beneficiaries of the project, respective sector office representatives and IWEP project personnel's were included in the study. Of the respondents, 25 women project beneficiaries filled questionnaires, while Focus Group Discussion were held with women groups, sector office stakeholder representatives and IWEP staff. In addition to this, secondary data were collected from relevant organizations and pertinent documents. Consequently, descriptive statistics like frequencies and percentages were employed to analyze the data. The result of the study indicates that even if there are some changes in the livelihood of the poor women at the end of this project, there are some problems related to the income generating activities (IGA) of the poor women involved. Some of the problems are shortage of revolving fund (only covered 28 beneficiaries out of 250 targeted women), lack of training for the beneficiaries and the facilitators/teachers. Based on these findings, the researcher calls to find other financial sources to cater for those who are have not received for the fund, and to integrate the program activities with other stakeholders to empower the poor women.

Key terms: Income generating activities, business skill training and access to credit

CHAPTER ONE: INTRODUCTION

This section comprises background of the study, justification of the study, statement of problem, objectives of the study, research questions, definition of concepts, and organization of the thesis.

1.1. Background of the study

Ethiopia is found in east Africa bordered by Eritrea, Somalia, Djibouti, Sudan, South Sudan and Kenya. It has a population of 73.9 million and land area size with 1.12 million square kilometer (CSA, 2007). The agrarian economy of Ethiopia accounts for about 40% of the country's GDP, 60% of its exports and employs at least 80% of the population (World Bank, 2006). It is divided into 9 regions and two special administrative counsels. Tigray is one of the regions found in the northern part of Ethiopia with a population of 4.8 million (CSA, 2007).

Women in Tigray region account about 51% of the population (CSA, 2007), several studies conducted in Tigray on various socioeconomic and livelihood situations of women pointed out those women to be the least advantaged and vulnerable group of the society. Women's business competitiveness in Tigray is limited as a result of which they become economically weak and vulnerable. This is partly due to the absence of enough women focused support services and socioeconomic norms and values like livelihood skills training, access to finance, information and basic education that could foster their socioeconomic status (WAT, 2007).

Gender inequality is also common phenomenon in developing countries like Ethiopia, the magnitude of which is even worse in regions such as Tigray for various reasons including the low level of economic condition, low access to education for women, and most importantly the religious and cultural influences, many of which do aggravate gender disparity and inequality. The situation in Ethiopia can be explained by the multidimensional problems faced by women, which are reflected in the differences on historical and social roots of the number of socio-economic indicators between men and women (Plan for Accelerating and Sustainable development to End Poverty-PASDEP, 2006). As stated in the National Regional State of Tigray Five Year Strategic Plan (2006-2011), it is estimated that 61% of the rural women are landless, and only 22% of them are in food security packages (Tigray Bureau of Finance and Economic Development- BoFED, 2006).

In alleviating the problem of poor women, the Women's Association of Tigray (WAT) is implementing multifaceted poverty reduction programs in collaboration with the government and NGOs. These government agencies include: Education, Agriculture, Trade and Industry, Women Affairs; and NGOs like Women's Associations. They play their own respective roles in the course of

implementing the three components of the project (German Adult Education Association and Institute for International-DVV International, 2008). In fact, feasibility and market assessments are carried out for the respective localities, which may include sheep and goat production and fattening, dairy cow production, poultry production, honey production, horticulture, pottery and others, (Women Association of Tigray-WAT, Project Profile, 2007).

As indicated in a special edition DVV international, 2008, No.1, the Integrated Women's Empowerment Program (IWEP) is among the international development agencies in Ethiopia involved in women's empowerment. IWEP is a bilateral agreement with the ministry of education (MoE) in particular, and a nationwide pro-poor program within Ethiopia's overall development strategy to empower poor women and their households by combining three traditionally separate areas: Functional adult literacy education (FAL); Livelihoods skills training; and Economic support via small-scale credits, grants, saving and basic business training. The project is implemented in five Regional States (Afar, Tigray, Amhara, Oromya, Southern Nations Nationalities Peoples) of Ethiopia and in Addis Ababa City, in 37 Woredas targeting about 31,000 women, out of which 4000 women are targeted in four Woredas of Tigray Regional State (Ganta-Afeshum, Raya-Azebo, Tahtaykoraro and Were Lekhe) with 1000 women from each woreda.

1.1.1. Recruitment Criteria for beneficiaries

According to DVV international/IWEP, there are certain criteria's to be fulfilled before considering for the WAT credit program. Some of the major ones are:

- If she has no any debt taken from any financial institutions
- Clearly understand and accept the DVV international/IWEP program
- Readiness to implement the feasible income generating activities like house construction for poultry
- The poorest of the poor are given more priority
- Priority is given to women headed households

1.1.2. Procedures of the loan disbursement

Credits are given to the poor women in cash and normally paid back also in cash to a revolving fund that ensures future access to credit. As an integral part of credit schemes, the project inspires saving schemes amongst individuals or groups before taking loans. Developing saving schemes helps to provide a safe place to save as well as to build a credit culture by the people. Local saving habits and the level of trust should be carefully assessed before introducing saving schemes.

The loan was delivered from DVV international/IWEP to the regional WAT in accordance to the cooperation agreement. Accordingly, the regional WAT has transferred the fund allocations to each zonal WAT has transferred the fund allocations to each zonal WAT office so as the finances of the respective offices would transfer them in to the IWEP targeted woredas. The woredas then

transferred the money to the kebeles women's cooperatives associations following the completion of the legalization process by the woreda cooperative office.

The interest rate was decided to be a minimum of 9% while the regular WAT loan is at around 12%. The generated income from the interest is to be revolved with in the women's cooperatives association. The woreda cooperatives office is responsible for providing technical support for the women cooperative associations.

1.1.3. Procedures of legalization of the women cooperatives

The legalization of the women cooperatives was made following the establishment of the women groups and official request of the women to the cooperatives office. Then the woreda cooperatives office provided training to the elected members of the associations. Different steps were followed to provide them a legal status including issuance of legal certificate. In some woredas, the cooperative have opened well-established offices with hired accountant/managers, who can provide technical assistance on a day basis.

1.1.4. Major problems of women in Tigray region

According to Tigray Region Bureau of Finance and Economic Planning and Development (2006), some of the major problems of women in the region are described as follows:

i) Economic

Women's do not have the opportunity to participate in different economic activities like access to agricultural inputs and credit services. Moreover they have limited skill and knowledge to engage in different income generating activities to bust their income. Most of the women are not secured their food security; this is because of low agricultural productivity resulted by land degradation.

ii) Socio-cultural

The health and educational (elementary, secondary and tertiary education) services given to women are limited. This makes them to be more illiterate, have limited job opportunities and not to be competitive to get job easily in the market. They have high burden to work daily home activities like fetch water, collect firewood, prepare food, look after children and others. The society has no awareness and acceptance the importance of education for women in improving their livelihood such as increase income and family planning. HIV/AIDS, early marriage and Female General Mutilation (FGM) are also socio-cultural factors for women.

iii) Political

Women's living in the region is not aware about the family law and their rights. And they don't have the opportunity to participate in politics that will favor and solve their problems, this is due to lack of leadership capacity.

1.2. Justification of the study

According to the midterm review conducted in 2011 showed there is a problem in the third component of the program and its integration with the other components, i.e. the package of economic support via small scale credits, grants and basic entrepreneurship/business training. The selected poor women were suffering a lot of problems like access to credit and business skill by the time they started income generating activities. IWEP is interested to know the prospects and challenges related to the Income Generating Activities (IGA's) on the ground in relation to access to credit, business skill training and market assessment.

Hence the outputs of the study will be used as inputs to DVV international/IWEP, microfinance institutions found in the region, development agents, women's affairs and women's Associations in designing financial products and training schemes to be more accessible and effective to the poor women.

1.3. Problem statement

Women's business competitiveness is limited as a result of which they become economically weak and vulnerable. This is partly due to the absence of enough women focused support services like livelihood skills training, access to finance, information and basic education that could foster their socioeconomic status. (DVV international, 2011)

It is clear that IGA's is a key concept for sustainable food security (Action Against Hunger, 2009). Income generation can help to overcome food insecurity when economic factors are a fundamental cause of food insecurity and when food is available in local market but lack of money is the main difficulty faced by the vulnerable population. An IGA is any activity that generates income for the family; the activities can include agriculture, livestock rising, fishing, post-harvest processing and services. Income generating programs are directed towards an economic focus, and aim to increase the cash available to the family, improve the local economy, and strengthen the livelihood strategies so that the population is less vulnerable IGA can be supported through training, improving access to productive assets and increasing sales channels. It is important to take into account that micro credit can be a means to improve the IGA of the vulnerable population, but it is not a goal in itself. Alone it cannot resolve the problems faced by the poor (Ibid).

According to Wolday (2003) the delivery of credit has been as one of the antipoverty tool for the development of programs. This is because it helps unemployed became employed, thereby increasing their income and consumption. He farther emphasizes that improving credit access to the poor also facilitates economic growth by easing liquidity constraints in production, by providing capital to start up new production or adoption of new technologies. Within the area of food security access to credit aim to help poor women to cover their basic needs and food needs through implementing or improving income generating activities. Fantahun (2000) also underlined that the provision of credit services to the poor women in the rural economy is believed to alleviate poverty, increase the income of credit recipients, create employment, and reduce dependency and latter development.

Some of IWEP targeted wordas started IGAs by obtaining loans to the IGA. The targeted women were mobilized into groups which were subsequently strengthened to enable them to access the loans and they received training on business development skills. Based on the midterm review report of the project, some women are benefiting from the project with an increase in income.

However, the targeted poor women are facing different problems related to access to credit to start the IGA's and business skill training. Moreover, majority of the poor women are not involved in the IGA, this may be because of the limited amount of funds allocated for IGA and other problems.

1.4. Objective of the study

The study aims to increase knowledge by assessing the prospects and problems in income generating activities of the poor women in order to identify possible solutions and for better future interventions.

1.5. Research questions

1.5.1. Main research question

What are the prospects and challenges of targeted poor women engaged in income generating activities related to access to credit and business skill training?

1.5.2. Sub research questions

- How income generating activities affect men and women?
- What are the problems of the IGA targeted women faced access to credit?
- What are the problems the targeted women faced related to IGAs business skill training?
- What are the problems related to selection of IGA's based on market assessment?

1.6. Outline of the thesis

This thesis is divided into five chapters. The first chapter describes the introduction part of the study which includes background of the study, justification of the study, statement of problem, objectives of the study, research questions, definition of concepts, and outline of the thesis. The second chapter discusses on different literature review of the study. The third chapter focuses on research design and methodology. The fourth chapter describes the results and discussion followed by the fifth chapter which describes conclusion and recommendation.

CHAPTER TWO: REVIEW OF LITERATURES

In this section, review of related literature is presented with due consideration to the problem under investigation. Topics and sub-topics with the context of the research questions are discussed.

2.1 Conceptual Framework

IWEP encapsulates three important concepts as part of its women empowerment strategy namely: adult literacy, livelihoods skills training and economic support /access to finance for better livelihoods of poor women (DVV International, No.2, 2008). The diagram below aims to show the integration and the overlap between the three key components and its relevance for the target group, women. It also provides a framework to determine various 'entry points' for the design of the program. It is for example possible to start the program with existing groups already engaged in literacy or with small business and savings and credit schemes, and incorporate the other elements at a later stage when women are ready. Alternatively, completely new groups can integrate all three components right from the start (DVV/International: IWEP Project Profile, 2008).

In this research, particular emphasis will be given to the third component of the program, i.e. economic/entrepreneurship. To make things clear it is good to conceptualize the income generating activities of women within the IWEP context as follows.

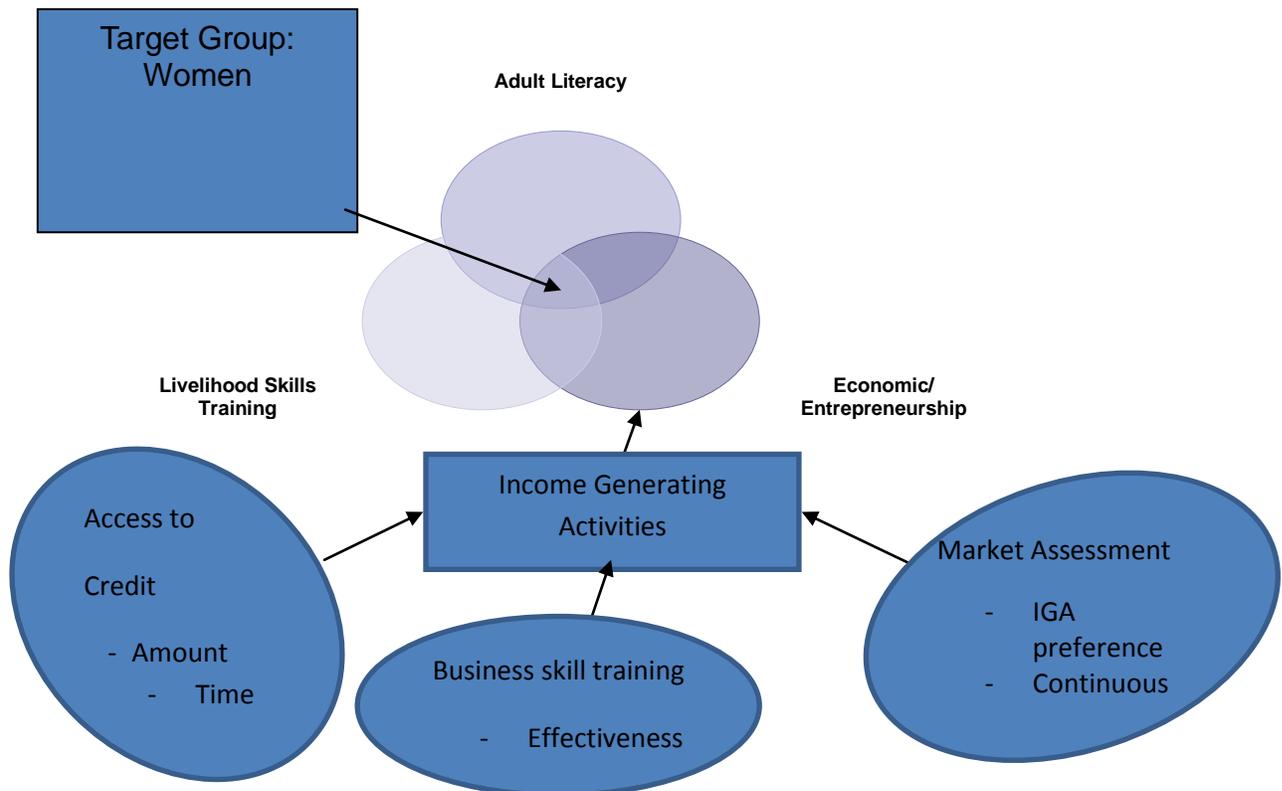


Figure1: Conceptual Framework

2.2 Livelihood concepts and Livelihood framework

Livelihood concept was introduced for the first time in the world Commission on Environment and Development (WCED) introduced forum in 1987. In the report, the definition of livelihood was set with a core concept of sustainable livelihood security. With a modification to the WCED definition, (Chambers & Conway 1992:6) proposes a definition of livelihood.

‘A livelihood comprises the capabilities, assets (including both material and social resources) and activities required for a means of living. A livelihood is sustainable when it can cope with and recover from stresses and shocks and maintain or enhance its capabilities and assets both now and in the future, while not undermining the natural resource base’.

According to Chambers & Conway (1992) livelihood combines the central concept of capabilities, equity and sustainability where all are the means and end of livelihood. In the concept of livelihoods approach the approach is people centered where it used the household level is a unit of analysis. They argue that poverty reduction, or development activities should be focused at as a base at household level and goes to micro and macro level. Asset in this approach is divided in to two: the tangible (resources and stores) and intangible (where claims and access which provide material and social means) (Chambers & Conway 1992:8).

The other definition which is given by Ellis (2000) excludes the concept of capabilities and sustainability. On the other hand it gives a more emphasis on social relations and also institutions. According to (Ellis 2000:10) livelihood is defined as follows: “A livelihood comprise the assets (natural, physical, human, financial and social capital) the activities, and the access to these (mediated by institutions and social relations) that together determine the living gained by the individual or household”. It is defined as the process by which rural households construct an increasingly diverse portfolio of activities and assets in order to survive and to improve their standard of living (Ibid).

In both definitions given by Chambers & Conway (1992) and Ellis (2000), the central point is they all trying to be pro- poor and to putting asset as a main factor for people’s livelihoods or development. The definition adopted by Ellis (2000) from Chambers & Conway (1992) definitions gives a more and strong emphasis on access and also considered the importance of social relations and institutions in defining access.

In Ethiopian context Food security is defined as, in its most basic form, as access by all people at all times to the food required for a healthy life. Access to the needed food is necessary, but not a sufficient condition for a healthy life (FAO, 1996). It has three major components: availability, access and utilization (Haddad, 1997; Kifle and Yoseph, 1999). Food availability refers to the need to produce sufficient food in a way that generates income for small-scale producers while not depleting the natural resource base, and to the need to get this food into the market for sale at prices that consumers can afford (Haddad, 1997). According to Kifle and Yoseph (1999) availability is basically the household’s capacity to produce the food it needs. The second component relates to people’s ability to get economic access to this food. Economic access is typically constrained by income. If

households cannot generate sufficient income to purchase food, they lack an entitlement to the food. The third component concerns an individual's ability to use food consumed for growth, nutrition, and health. In an environment lacking clean water, sanitation, child care, and health facilities, the ability to use food to promote health and nutrition will be impaired (Haddad, 1997).

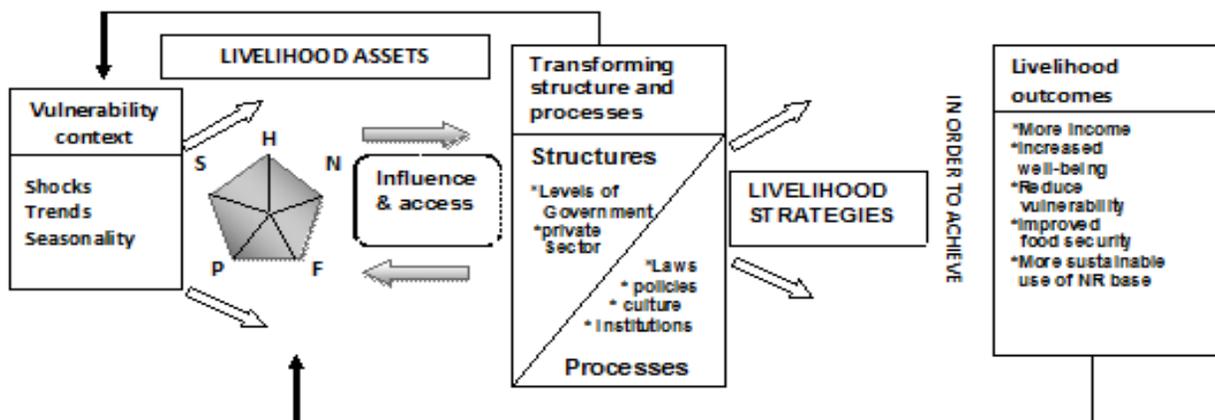


Figure 2: Livelihood framework analysis (DFID 1999)

Source: Adapted from DFID, 1999.

Key: H = Human Capital, S = Social Capital, N = Natural Capital, P = Physical Capital, F = Financial Capital

The main elements of the livelihood framework include:

- Livelihood assets or resources: what people have and are entitled to or can access;
- The vulnerability context
- Transforming structures and processes, also referred to as policies, institutions and processes (PIP)
- Livelihood strategies: the activities, decisions, choices people make to generate the means for household survival and long term well-being.
- Livelihood outcomes or goals: the nature and quality of life resulting from the livelihood strategies pursued

The livelihood framework attempts to explain in a holistic manner the way poor people generate a living. The assumption is that people are endowed with and/or have access to a range of livelihood resources that they draw upon to enable them undertake a variety of activities in the process of livelihood generation. In this process people strive to meet a range of livelihood outcomes

(consumption and economic, material and non-material) while at the same time responding to arising opportunities as well as unforeseen challenges and events. The decisions that guide the activities undertaken or strategies used are partly driven by people's own preferences and priorities. They are also influenced by the vulnerability context (shocks, trends, seasonality) within which the people live, which also influences access to resources. In a similar manner, the structures, institutions and processes (PIPs) that are part of the external environment also influence the type of choices individuals make to generate a livelihood (Farrington et al. 1999).

The adoption of different livelihood strategies is meant to result in desirable outcomes such as food and income security, the security of incomes, strengthened resource base, improved wellbeing (health, self-esteem, respect, sense of control, and maintenance of cultural assets), reduced vulnerability and sustainable use of natural resources. Outcomes are related to security, including the level and stability of income and degree of risk, and to environmental sustainability, including soil quality and biodiversity (Ellis 2000).

According to DFID (1999) the term livelihood strategies are defined as the range and combination of activities and choices that people make in order to achieve their livelihood goals, including productive activities, investment strategies, reproductive choices, etc. These choices are reflected in the way that people use their assets and as such are an important part of household behavior, while determining well-being. Livelihood strategies are composed of activities that generate the means of household survival and are the planned activities that men and women undertake to build their livelihoods (Ellis, 2000). Livelihood strategies include: how people combine their income generating activities; the way in which they use their assets; which assets they chose to invest in; and how they manage to preserve existing assets and income (DFID 2001).

Livelihood outcomes are the achievements of livelihood strategies, such as more income, increased well-being, reduced vulnerability, improved food security (e.g. increase in financial capital in order to buy food) and a more sustainable use of natural resources (Scoones, 1998).

2.3 Concepts of Income generating Activities

An IGA is any activity that generates income for the family; the activities can include agriculture, livestock rising, fishing, post-harvest processing and services. Income generating programs are directed towards an economic focus, and aim to increase the cash available to the family, improve the local economy, and strengthen the livelihood strategies so that the population is less vulnerable. IGA can be supported through training, improving access to productive assets and increasing sales channels (Action Against Hunger, 2009)

Income generation can help to overcome food insecurity when economic factors are a fundamental cause of food insecurity and when food is available in local markets but lack of money is the main difficulty faced by the vulnerable population. As shown in the figure below, Income Generating Activities are a key concept in sustainable food security (Ibid).

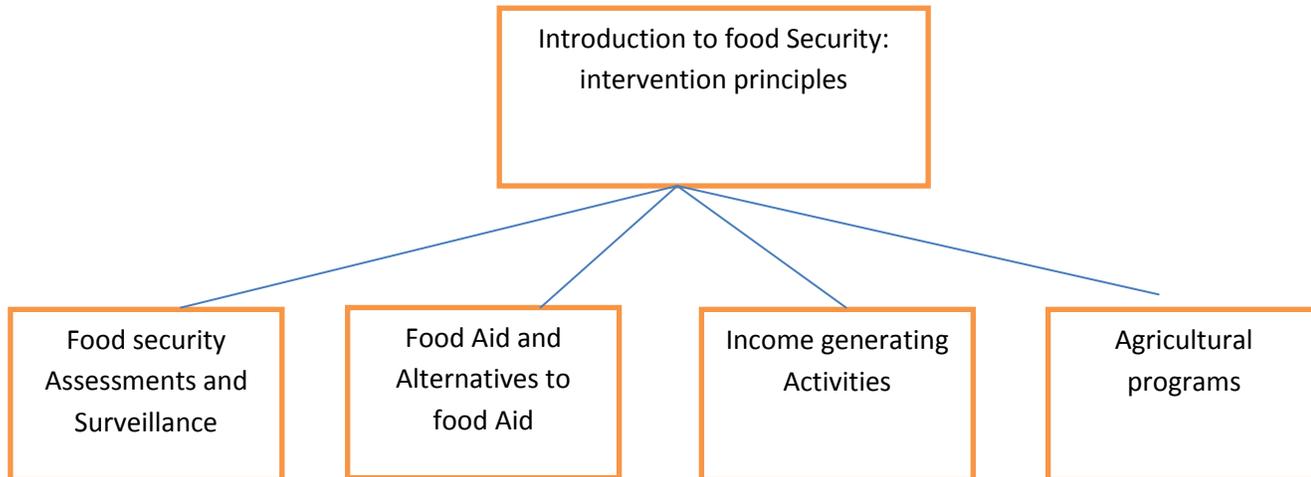


Figure3: Integrating of Food security and income generating activities

Source: Action Against Hunger, 2009

2.4 Market Assessment

It is clear that market is part of our daily life; therefore the formal and informal markets are important for vulnerable population to sell their products, offer labor, finance their activities and obtain their basic needs such as food (Action Against Hunger, 2009).

The project, DVV International/IWEP, prepared its own market survey manual to conduct a research in each targeted woreda/district before engaged in any income generating activities. The assessment has been done before the products goes to the market. Assessing the context, appropriateness and feasibility of IGAs are part of the market assessment manual.

According to DVV International/IWEP (2008), there are different tools used during the market assessment. I tried to describe each of them in brief here below, and the market assessment road map is also annexed (annex E) at the end of the paper.

Tool -Resource Flow & idea generation

This PRA tool is used to supplement the market overview. It is conducted on the day of post market overview. A Resource Flow helps to study the flow of resources (outgoing and incoming) in a given area. This exercise helps to understand the economy of that specific area in terms of inflow and outflow of Resources. It is also used in relation to idea generation where the community including the women groups will come up with a number of income generation activity idea based on the resource flow.

Tool – Idea generation through Brainstorming

Idea Generation which is already started with the women will now be done with sectorial experts through brainstorming. Idea generation through brainstorming is a traditional technique for generating ideas/solutions for a given problem. In our case, the problem is the identification of potential economic sub sectors, goods/ services and products in a given area for increasing the income of the poor especially women. Hence the facilitator for brainstorming should trigger the participants with the following or a better question: “which economic sub-sectors are more attractive for our district economic growth and generate more income and employment for the poor especially women?”

Facilitation of an idea generation brainstorming session:

Initially, the facilitator should make sure that all necessary materials like flipchart and markers are prepared beforehand as this session should take place in a workshop situation. The facilitator is free to choose whatever technique to use as found more appropriate to ensure maximum participation of all. However, we suggest that after having discussed the issue at hand and posing the above triggering question:

- The participants stand in a circle.
- Choose one participant to write ideas or the facilitator herself could right.
- The facilitator stands as part of the participants initially and throws a small ball to one of them by suggesting one possible sub-sector (the ball should be prepared beforehand).
- The participant which received the ball should say one possible sub-sector and throw the ball to any of the participants in the circle. This process continues until ideas dry up within the given time span.
- The selected participant or the facilitator herself keeps on writing the ideas on the chart

Tool – Brain storming on possible goods/services within the respective subsector

In the previous step, selection of sub sectors is done where now in this step the selected sub sectors will be analyzed further to identify possible goods/services which need to be selected as to the context of IWEP’s beneficiaries. These specific goods/services are the ones that IWEP would like to promote for the women to engage in as their income generating activities if proven feasible. Hence the available goods/services within each selected sub sector should be identified by involving more discussion and analysis.

Tool – Matrix Scoring

At this stage a quantitative ranking and scoring technique will be applied and each one of the preferred good/service which made it to this step would be subject to a ranking of 1 to 5 with respect

to the following criteria (like women friendly, government priority, capital, coverage, etc) where the ones with highest weighted scores would pass to the next step.

This step is done in two groups where the first group comprises of the women whereas the second group comprises of the experts. Both groups will analyze the list of preferred/attractive goods/services where they will be given the same criteria to analyze and come up with the ranks.

Tool - Matrix scoring by Experts

With regard to the group of experts, it is advisable to have facts which could possibly be explained by an expert of the sub-sector possibly who participates from beginning to end of the screening process as his/her expertise input has a great importance for a better outcome.

Tool - Matrix scoring / ranking by women groups

A matrix scoring exercise in this particular case can be used to compare and study the merits and demerits of various goods and services against a set of criteria and make the right choice. It is useful to study the women's preferences and opinions from their point of view. A matrix is prepared with different items represented in rows, and the criteria by which to assess these items, represented in the columns (or vice versa) while matrix ranking gives an indication of relative preference only, matrix scoring in addition, quantifies these preferences. Scoring can be done using stones/grains/seeds. Scoring can be out of a fixed maximum.

How to conduct Matrix scoring / ranking by women groups

- Have a round of introduction with the respondents, explain to them the purpose of the exercise
- List the above selected goods/services
- Facilitate them to keep related symbol for each item on the ground
- Discuss on the list of criteria that are already agreed in plenary
- Ask them to keep the products on one side (X axis) and the criteria for comparing these items on the other side (Y axis)
- Tell them to discuss and keep scores by using stones or sticks depending upon the importance they would like to give variable against each criterion. For e.g. if the type of the product or service is extremely demanded (as one criteria), they may give it a score of 8 or 9. If it is less demanded 3 or 4 points. If it has no demand it may be given 1 or 0 points so on.
- Sit and do detailed analysis and record the reasons for their preferences

Mapping and Quantification of the selected products/services value chain

In the previous chapter, relevant sub sectors are identified and selected and also their respective products are also identified and selected. Having list of prioritized goods/services that are sifted out in sub sector analysis workshop or from secondary data reviews, the demand and supply for the selected products has been assessed through customer survey, market observation and supplier's

survey. By now experts have made recommendation on the feasibility of the goods/services if the women engage in. However as a product/service from production to sale passes through different steps, it is important to know on which stage should the women involve and become profitable.

This chapter will deal with the analysis of the selected goods/services chains by using value chain mapping and value chain quantification which are parts of Value Chain Analysis and also a PRA tool which is IGA mapping. The mapping and quantification parts will be presented as follows:

Mapping the value chain of the selected good/service

The selected products have a point of production and a point of sale. There is a transaction between different actors for the product to reach for sales from production. Hence mapping the value chain is all about visual illustration of the different segments of the value chain. The tools to be used are value chain mapping with experts and IGA mapping with the women. Details on the steps included in the value chain mapping and IGA mapping are explained as follows:

IGA mapping

This PRA tool can be used with the target women to map the value chain of the selected specific goods/services. The objective is to understand the chain/map of a specific product/ IGA in a particular village/community and the map also depicts the chain of one specific product from the village to its final reach.

Capacity and skill gap assessment of women to implement the feasible products as IGAs

The feasible IGAs for the women to engage in have been identified with the involvement of the women themselves. Before advising the women to practically engage in the activities, the capacity and skill of the women needs to be assessed in consideration of the recommended IGAs. This is for the reason that if the women have any gap in their capacity and skill to engage in the IGAs, this should be analyzed and addressed first. Hence in order to conduct the assessment, Participatory Rural Appraisal (PRA) tools i.e. SLOT Analysis and Ten Seeds Technique will be used as follows:



- Strength:** the women’s available capacity in terms of skill, knowledge, time, resource
- Limitation:** the women’s existing gap in terms of skill, knowledge, time, resource
- Opportunity** – the external factors that are favorable and enabling to the women’s business
- Threat** – the external factors that can threaten the women’s business

2.5 Access to Credit

Microcredit may be defined as the extension of small amount of collateral-free institutional loan (a maximum of Birr 5000 in Ethiopia) to jointly liable poor group members for their self-employment and income generation (Rahman, 1998). The marginal effects on household welfare of the credit limit variable for formal credit, controlling for the credit limit from informal sources as well as the credit demanded from both sources, measure the marginal effects of access to formal credit. Furthermore, by controlling for both the level of access to credit and the amount of credit demanded from formal and informal sources, the changes in welfare outcomes due to changes in the formal credit limit variables can be separated from those due to the substitution effects that arise when formal and informal credit are substitutable to some degree. Similarly, the direct effect of access to credit (that is, the effect of merely having access to formal credit) is separated from the indirect effect that arises when households exercise their options to borrow.

Microfinance institution in Tigray region, Ethiopia

According to Wolday (2003), Ethiopia has a favorable macro policy environment and regulatory framework to promote sustainable micro finance activities.

Micro finance Institutions (MFIs): These are credit and saving institutions established in accordance with the Proclamation No. 40/1996. Realizing the need for micro finance services, the government of Ethiopia issued a micro finance law in 1996. The main objective of the micro finance institutions is the delivery of financial services (providing micro-loans, micro-savings, micro-insurance, money transfer, etc.) to a large number of productive but resource-poor people in rural and urban areas, including micro and small entrepreneurs in a cost-effective and sustainable way. The interventions of the micro finance institutions, at the end of the day, should make positive and measurable impact on the lives of the poor. A total of 21 micro finance institutions exist up at present in Ethiopia. From 21 microfinance institutions found in Ethiopia only one is found in Tigray region, i.e. Dedebit micro finance institution. The central objective of these financial institutions is to provide credit and saving services to the poor. That is, the loan policy by which these institutions are governed enforces each financial institution to give preference to the applications of rural and urban communities engaged in microeconomic activities whose cash requirements are small. Therefore, the loan extended to any single borrower by a licensed institution should not at any time exceed five thousand birr.

2.6 Credit constraint, access to credit, and participation

According to Getaneh (2006) microfinance can potentially reduce vulnerability by helping micro entrepreneurs diversify their sources of household income, increase their savings, expand their options for credit, and improve household money management. It also plays a protective role by helping to accumulate physical assets, increase expenditures on housing, and strengthen women's role in collaborative economic decision making.

Any borrower, however credit worthy, faces a limit on the overall amount he or she can borrow from any given source of credit. This maximum amount, arising from the limits to the resources of potential lenders, is independent of the interest rate that can be charged and the likelihood of default.

Furthermore, due to the possibility of default and the lack of effective contract enforcement mechanisms, lenders have the incentive to further restrict credit supply even if they have more than enough to meet a given demand and a borrower is willing to pay a high interest rate.

Whether income increase is based on loans for individual micro-enterprises or on group-based income generation projects, its appropriateness as a strategy for poverty reduction in the case of the poorest people is questionable (Susan and Rogaly, 1997).

Farm households' access to formal credit has been difficult due to high transaction costs, risks of small-scale lending and lack of collateral (World Bank, 1989).

The situation has not been different in Ethiopia. Formal financial institutions have not developed to expectations and/or have hardly reached the rural populations (Teresa, 1997).

Meehan (2001) concluded that the provision of financial services to the poor has a crucial role to play in providing household food security and alleviating poverty.

2.7 Micro-enterprise Services for Growth and Poverty Alleviation in Ethiopia

Having identified and recognized poverty as the main socioeconomic constraint of the societies of Ethiopia, the government and private initiatives are working together to reduce poverty and to meet the target set by UN Millennium Development Goals by 2015. There are many policy reforms and practices adopted by the government to meet the targets and thereby to improve the living standard of its people. Some of the reforms include, reforms from command to market economy to comply with donor and crediting institutions, capacitating the private sector, poverty reduction strategy, specifically sustainable development and poverty reduction programed(2002) have mainly formulated to realize the development objectives of the country . Here since the main emphasis is on poverty reduction, the strategy is founded around four pillars: Agricultural Development Led Industrialization(ADLI), establishing justice and civil service reform, decentralized governance and empowerment, and capacity building in public and private sectors. Under the framework of ADLI, rural microfinance is included as an important means to enable finance mechanism to poverty reduction. According to Honohan(2004) government institutions and NGOs who engaged in various activities such as education, health, nutrition, gender issues, natural resource management and so on have used microfinance to approach to the targeted beneficiaries as entry point to mobilize the people and meet their demand for activities around poverty reduction.

Why target women?

Some of the key arguments why women need priority to access to microenterprises service are :

- ❖ Gender inequalities in developing countries society prohibit women from economic benefiting (Mayoux, 2005). As a result the gender discriminated people remain poor, relatively slower economic growth, poor governance and low quality of life. The perceived solution to lift up women from such living is through enabling them to get access microfinance services. By providing working capital, technical training so as to exploit women`s productive capacity to fight poverty and gain economic rewards.

- ❖ Other argument is that women are perceived poor and weaker by the rest of the society and they don't get entitlements, hence creating access microfinance enables them to make better living.
- ❖ Because of women take prime role in leading the family of one's household; transforming women means transforming the whole family's life. Thus, investing in improving women's life has a multiple benefits and thereby magnify the impact of institutions engagements.
- ❖ Looking at some proponents of women targeting underlined that women have demonstrated the efficiency and sustainability of repayments and cooperativeness with microfinances.

Therefore, targeting women to get access to microfinance is robust way of empowering women to get rid of poverty, gender equality and poverty reduction in a country.

2.8 Approaches for Micro-finance credit

There are two approached based on perspectives on micro-credit, Targeting Principles and Operational Modalities (Getaneh, 2006).

- THE GROUP GUARANTEE LENDING MODEL (GGLM)

From the micro finance institutions point of view micro-credit are seen as the vital mechanisms in the approach of poverty alleviation. The arguments followed are because of the poor segment of society lack material or financial collateral, they have been discriminated from the very formal financial institutions that deliver credit services, even if governments try to solve the problem by offering subsidy schemes, the subsidy schemes are not sustainable. In fact, there are local money lenders who exceedingly priced the credit, the consequent of such lack of capital keep the poor not to utilize their labor and other physical resources. Hence, the importance of getting finance through micro-credits altogether with easy producers, quick disbursement, regular repayment arrangements is viewed as important features to poverty reduction. The explanation of capital to poverty reduction has to do with enabling of activities that enhance livelihood such as exploiting the available resources such as household skills to generate surpluses, involving in diversified and risk mitigating activities to cope up seasonal shocks. In the case study, since the scope of the loan is limited to reach all the needy households, targeting and prioritizing some vulnerable parts of the society is important, as result women are mostly victim of the poverty and specifically food insecure, thereby malnutrition.

The project committed to encouraging women to start some business activities so as to improve their bargaining power within the household through enhancing their economic capacity.

Looking at the operational Modalities, demand-driven, quality lending to engagements that m that maximize gain to beneficiaries are the elements to keep good quality of portfolio and thereby to achieve the desired objectives. Thus, the micro-credit institution always commits to follow diversified lending products in harmony with their conditions such as loan size, repayment period, repayment frequency, collateral, transaction cost, etc., while without affecting the contextual circumstances of the poor.

In the case study, providing the loan in group has been successful methodology, as it overcomes some barriers such as collateral, limited literacy, lack of skills, and lack of money management. Furthermore, enhances communication among the people, social networking, ability to make speech in public gatherings, learning among the members and to others etc. Other outcomes gained from the group lending project were increasing loan repayments, group lending.

- **THE WDIP “SELF-HELP GROUP” APPROACH**

Women’s Development Initiative Project (WDIP) project is mainly aimed at empowering women who are economically poor and destitute, but who can run potential business if they get the necessary support and thereby to play decisive role locally and nationally. The approach followed to encourage women in this case was that the targeted women encouraged to come up with their business proposal. The business proposal were evaluated and selected on the basis of their pragmatic feasibility, organized in to homogenous groups and got training on various business operations, gender, family planning, environmental and other social issues.

Working with majority of the rural society who have low experience on the positive impact of access to crediting institutions and loan for business, most of the people don’t want to borrow money. To overcome this challenge a self-help-group methodology helps greatly to integrate microenterprise services, credit and saving services, skill training, business development and advice. The self-help-group provides better to approach the poor in comparison to the existing microfinance approaches. The self-help approach micro credit provide many outcomes such as asset creating to reduce vulnerability, balanced income and consumption women build self-esteem, empowered to own and control asset, knowledge etc. (Zaman, 2001). However, the implementation of IGAs is highly constrained because of inherent lack of institutional flexibilities of formal financial institutions to give credit to the rural poor women (Ibid).

2.9 Gender Analysis Matrix (GAM)

It is better to see here the impact of the project in relation to gender. Gender Analysis Matrix (GAM) is a system helps to identify the impact of the development intervention for both men and women (Parker, 1993). The technique used in this tool is community based and analyze gender differences and community assumptions about gender.

GAM has some basic principles, these are:

- All requisite knowledge for gender analysis exists among the people whose lives is the subject of the analysis
- Gender analysis does not require the technical expertise of those outside the community being analyzed, except as facilitators
- Gender analysis cannot be transformative unless the analysis is done by the people being analyzed.

Basically there are four levels in analyzing the project using GAM: women, men, household and community as a whole. The analysis started by considering and discussing each project objectives in terms of how it impacts on men's and women's labor practices, time, resources, and other socio-cultural factors, such as changes in social roles and status.

2.10 Women's Empowerment

Empowerment is a difficult term to define because there are many trade-offs among many dimensions of empowerment. A generally accepted definition is thus not yet available because there are many indicators of empowerment. In this study the major indicators of empowerment are bargaining power, control over resources, decision making at household level, and self-image and self-confidence (Tesfay, 2003). Generally it refers to women's direct and indirect control over all activities and choices of their family. Therefore it refers to the improved status of women at household and community levels (Ibid).

As stated in DVV/ International (No.2. 2008), empowerment is a key to eradicate extreme poverty and hunger. Empowering women is one of the most sustainable and promising strategies of reducing poverty in developing countries. Educating and training women and make them literate is the most successful way of empowerment. Relentless efforts have been put to empower poor women for decades by governments and non-government development agencies to address women's needs and their exclusion from the benefits of development. In doing so different approaches have been practiced, and it moved from Women in Development (WID) to Gender and Development (GAD) and from targeting to mainstreaming and empowerment. It is obvious that most of these approaches contributed their respective roles. In fact, it doesn't mean that they are free of challenges and drawbacks, but these can inform the strategy of approach that follows (DVV/ International, No.2. 2008).

Women Empowerment: Resources, Agency and Achievements

Empowerment is an implicit, if not explicit, goal of a great number of microfinance institutions around the world (Getaneh, 2006). The concept of empowerment has been the subject of much intellectual discourse and analysis. For the purpose of this discussion, the conceptual framework expounded by United Nations is a useful starting point (United Nations 2001). Empowerment is defined as the process by which women take control and ownership of their lives through expansion of their choices. Thus, it is the process of acquiring the ability to make strategic life choices in a context where this ability has previously been denied (Kabeer, 2004). According to Kabeer (2004), changes in the ability to exercise choice can be thought of in terms of changes in three inter-related dimensions which make up choice: resources which form the conditions under which choices are made; agency which is at the heart of the process by which choices are made; and achievements, which are the outcomes of choices.

2.10.1 Empowering Women through Literacy

Empowering women is one of the most sustainable and therefore promising strategies of reducing poverty in developing countries including Ethiopia (DVV/international, 2008, No.1). It could be defined as a mechanism by which people, organizations, and communities gain mastery over their own affairs. Despite the differing concepts and combinations of methods, most experts agree that the most successful means of sustainably empowering women in developing countries is to educate and train them, in other words, to make them literate. Such women are more likely to seek medical care, send their children to schools, economically more productive in respect of horticulture, income generating and small and petty business (Ibid). Literacy program really helps the poor women to manage their livelihoods and income generating activities (IGAs) (Ibid)

There is overwhelming evidence on the relationship between literacy and poverty reduction and the crucial role literacy is playing particularly for women. Thus, “the overwhelming goal of reducing poverty by 2015 will not be achieved unless governments and the international community act on the powerful connections that exist between improved livelihoods and the acquisition of basic literacy skills (ibid).

2.10.2 Empowering Women through Livelihoods Skills Training

This also has a bearing on vocational and livelihood skills training. The mastery of reading, writing and calculation help to improve the livelihoods of people who are exposed to. A livelihood comprises the capabilities, assets (both material and social resources) and activities required for a means of living (DVV international, 2008). Livelihoods and skills training in particular need to be tailored to the current socioeconomic demand of rural people with special emphasis to poor women (IFAD, 2011).

2.10.3 Empowering Women by Accessing to Credit, Grants and Savings

As Mayoux (2006) states, from the early 1970s, women’s movements in a number of countries have identified credit to be as a major constraint on women’s ability to earn an income. Therefore, it has been recognized that accessing poor women to sources of credit could help strengthen the struggle to problems of poverty alleviation. Many women’s development programs of the developing countries have included credit and savings as a means to improve the livelihood conditions of poor women and their families (Ibid). For instance, particular emphasis was given to the problem of women’s access to credit at the first International Women’s Conference in Mexico in 1975. This was taken as part of the emerging awareness of the importance of women’s productive role both for national economies, and for women’s rights (Ibid).

The trend of accessing poor women to microfinance as a means of livelihood earnings is still strongly persisting. This is also further confirmed in detail in Tesfay Aregawi (2003) those accessing poor women to microfinance services in the developing countries including that of Ethiopia is taken as a means of improving their livelihoods and alleviating the problem of poverty at large. And, hence, women’s economic, social and political empowerment could be ensured (Ibid).

2.11 Approaches to Adult Literacy in Empowering Poor Women

The Oxenham Model

Oxenham et.al (2002) distinguishes five- categories in some cases with minor distinctions:

1. Literacy as a prerequisite and preparation for training in livelihood or income-generation activities. Training in a livelihood is the longer term aim, but people are encouraged not to start training in a livelihood until they have first mastered reading, writing and calculating sufficiently to cope with the livelihood's operating and development requirements. There is a planned progression between the two.
2. Literacy followed by separate livelihood or income-generation activities. Learning literacy is regarded as a self-standing and worthwhile aim in itself and is undertaken first. Thereafter, training is offered in either livelihoods or some form of income-generating activity. There are no systematic connections between the two components.
3. Livelihood training or income generating activities leading to literacy. In this sub category, groups start out learning to develop a business but come to recognize that their progress will be frustrated, unless they learn to calculate more comprehensively, record their income and outgoings and read their records. The content of the illiteracy and numeracy grows out of the livelihood and income generation.
4. Livelihood and income-generation activities and literacy integrated. In this sub-category, training in a livelihood and instruction in literacy and numeracy begin simultaneously, often with the content of the literacy derived from or influenced by the livelihood.
5. Literacy and livelihood and income-generation activities taking place in parallel but separately. Programs under this sub-category recognize the importance of both components, start both simultaneously, but omit to develop any systematic connections between them. The first two sub-categories fall within literacy-led programs, the third and fourth fall within livelihood-led programs, while the type of programs of the fifth sub-category would depend on their origins and emphasis.

CHAPTER THREE: RESEARCH METHODOLOGY

This section at large comprises the research methodology. It comprises site selection and description of the study area, Sampling sites and respondents, the research strategy, and data collection and analysis.

3.1 Site selection and Description of the study area

The Tigray Regional State is located in the northern part of Ethiopia which is subdivided into seven zones including Mekelle - the capital, and 46 administrative woredas or districts. The study area is located in eastern part of the Regional State of Tigray, Ethiopia. The site of the study area is located in one of the Woredas of the Eastern Tigray Zone administration and capital city of the eastern zone, called Gantaafeshum. The topography of the woreda is characterized by hills and valleys with pick Mountains and valleys and high variation in slope. Like other parts of the region, most of the people living in the woreda are highly engaged in agriculture, mainly in crop production and animal rearing. The central town of the woreda is located about 120 KM north of the regional capital Mekelle. The topography of the woreda is characterized by hills and valleys with pick Mountains and gorges and high variation in slope. The altitude varies from around 1829 meter to 2353 meter in the highlands. The area is highly conducive for honey production and Cactus. The annual average rainfall is between 450 and 500mm. However, the distribution of the rain is limited to three months (June, July and August) and gets more unreliable in June. It has a total of 71,314 inhabitants (CSA, 2008). The plan to do the field work for this study is conducted in one kebele, i.e. Mugulat. It is 20 KM far from the capital, Gantaafeshum.

The Eastern Zone of the region is crop dependent area with the most fragmented land, which is highly degraded. In addition to the frequent shortage of rainfall, the soil is also less fertile. Consequently, the Eastern zone is among the priority list that deserve intervention by the regional government and other non-governmental organizations.

From the four administrative woredas (Gantafeshum, Raya-Azebo, Tahtaykoraro and Were Lekhe), Gantafeshum is purposely targeted for the very reason that the researcher has found it more accessible, and his previous exposure to the woreda in undertaking development programs in collaboration with stakeholders. Besides, the four woredas are believed to be similar in their socioeconomic contexts in general and the situation of poor women in particular, in which the result of the study may relatively similar in all the project woredas of the region.

The map of Tigray regional state, project woredas and study site indicated in Figure4 here below.

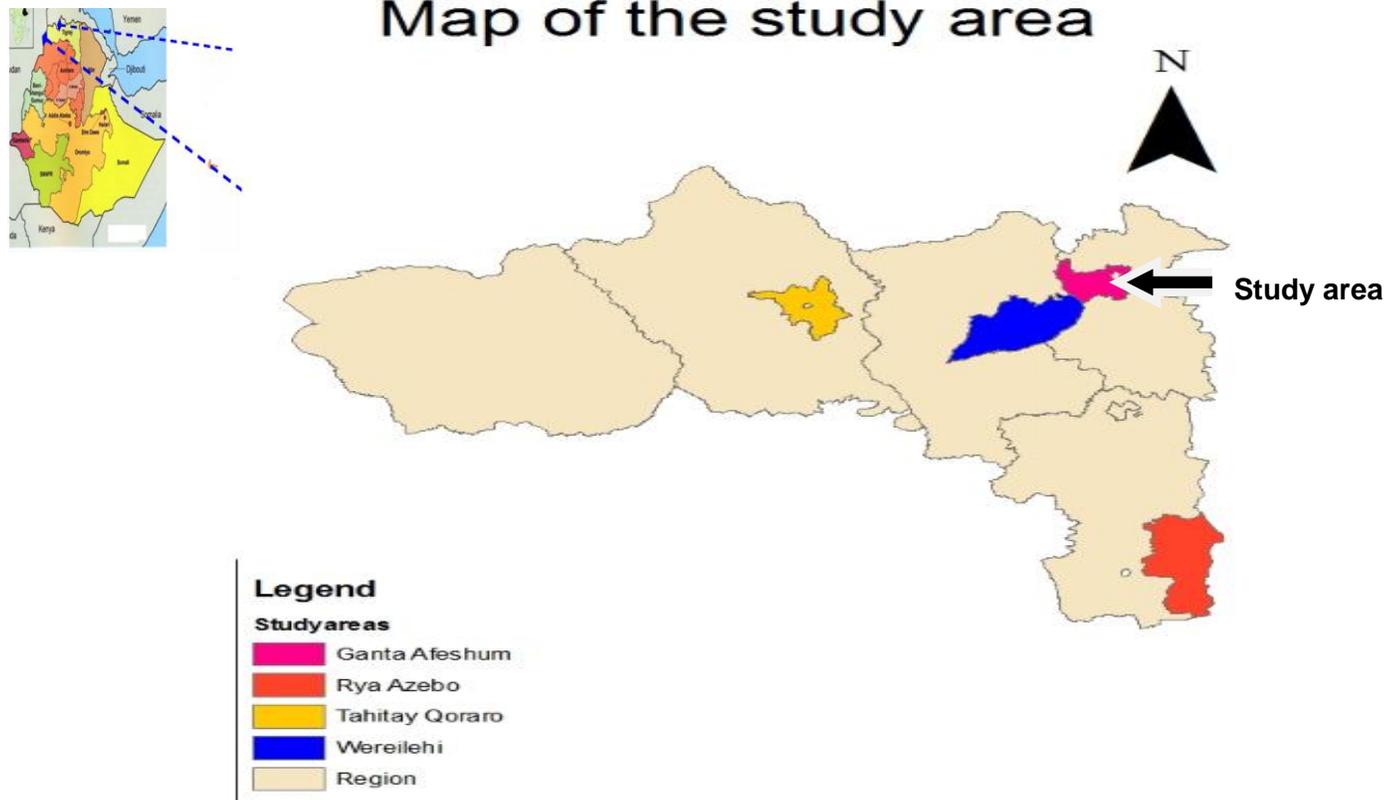


Figure4: Map of Tigray Regional State and study area

Source: REST, GIS Unit, 2011

3.2 Data Type and Source

In this research both quantitative and qualitative data types were employed. Quantitative data has been collected from the sample targeted women through the use of questionnaire. Similarly, qualitative data types were gathered using the data collection instruments' these were focus group discussions (FGD) and observation for supplementing the information gathered using questionnaires.

The study used two types of data sources: primary and secondary. The secondary data were gathered from publications, documents, and reports on women's empowerment. The primary data were obtained through questionnaire and from FGD.

Two focus group discussion of 20 participants in two women groups and 10 participants in one men group were contacted in the district to get more in-depth information about the issue at stake. A total of 25 women beneficiaries were selected using random sampling from list for collecting data through questionnaire (see annex A). The questionnaires were prepared in English and for clarity and convenience purpose, they were translated into local language i.e. Tigrigna.

3.3 Research Design

The research has both qualitative and few quantitative approaches based on data collection from case studies and survey. In a qualitative approach regarding case studies, the research aims to gather an in-depth understanding about the prospects and challenges of income generating activities. A survey was also done for women beneficiaries to gather information concerning the issue at stake. The whole research work took a total of three months. A desk study was conducted in the month of June and early weeks of July while the actual field work to collect the data for the study was carried out from third week of July to second week of August in the year 2012. Data analysis, findings and write up were done after second week of August till the second week of September.

The following diagram described the research framework started from desk study ends by recommendation.

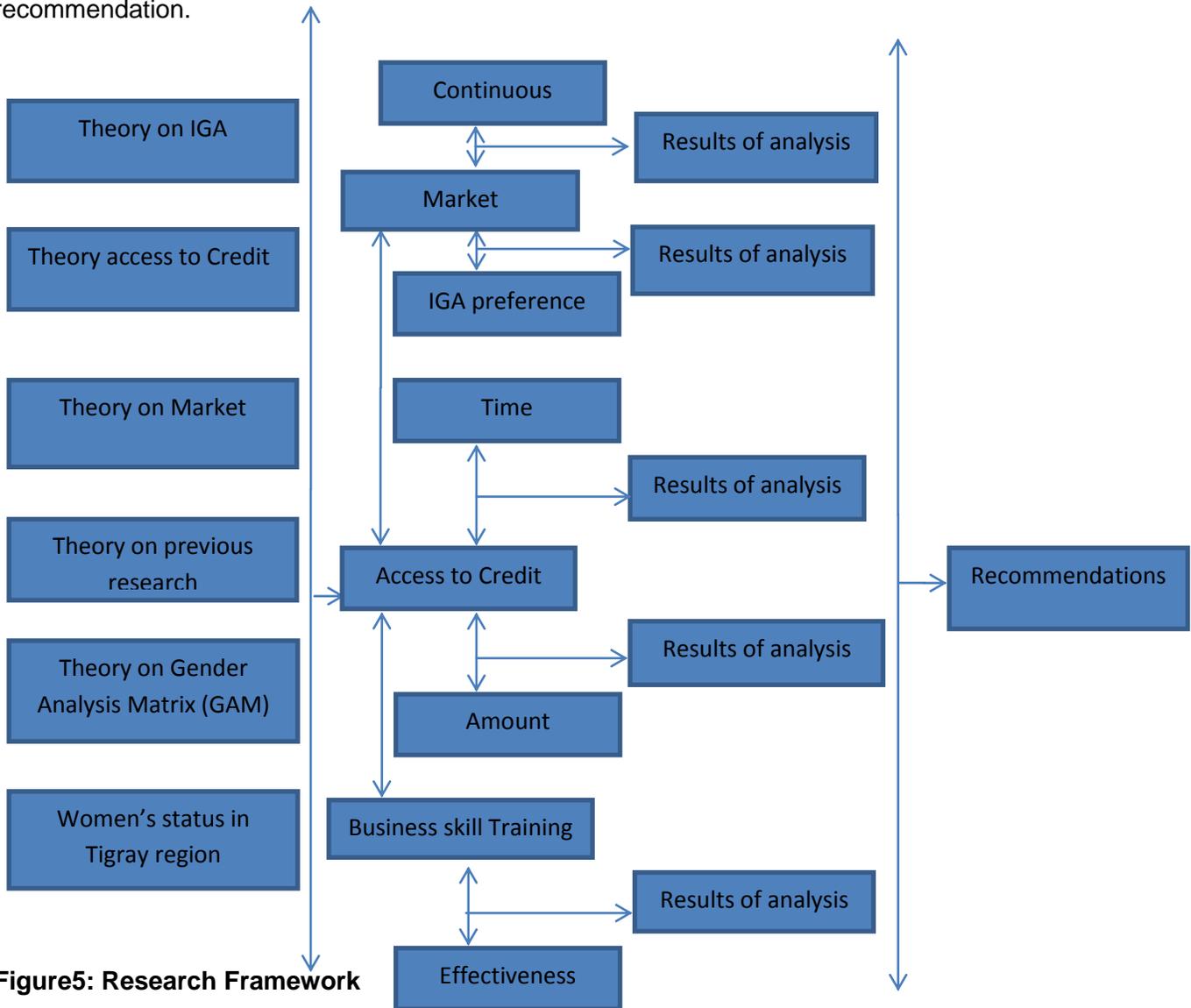


Figure 5: Research Framework

3.4 Data collection instruments and Analysis

For gathering relevant data for the study, questionnaires, focus group discussions, and observation and document analysis were employed. Both descriptive and content analysis is used for analyzing the collected data. Focus group discussions are used with men's and women's groups separately in the same district. The two women groups: the already started IGA and non-starters. The three focus group discussion has included DVV international/IWEP woreda focal person, two District experts- Education and Cooperative experts, Regional coordinator, and Head of Tigray women Association (see annex B); women project beneficiaries (see annex C) and men group (see annex D).

Gender Analysis Matrix (GAM) is also used for analyzing how women, men, household and community are affected positively and negatively by the income generating activities from the focus group discussions with both men and women.

The following table illustrated the method of data collection, type and number of respondents.

Table1: Respondents breakdown

| Method of Data Collection | Type of Respondent | Number of Respondents | Remark |
|----------------------------------|--|------------------------------|---|
| Questionnaire | Target Beneficiaries | 25 | The two groups are: group that IGA's and group hesitant started yet Experts are from education and agricultural office |
| Focus group discussion | 1st group- women beneficiaries | 10 | |
| | 2nd group -women group hesitate started | 10 | |
| | 3rd group- Experts, leader, focal person and coordinator group | 5 | |
| | 4th group-men | 10 | |

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1 Introduction

In this section, the collected data were presented, analyzed and interpreted. Once the research data have been collected using different type of data collection tools and procedures as described in the previous chapter, the next step was to analyze those data. It generally consists of presentation of the statistical results obtained, illustrated tables and figures, detail descriptions of the interview, focus groups discussion, and document review results and the possible implications of the results to the research topic. The collected data, then, were analyzed using different statistical tools and the various qualitative techniques, and interpreted with respect to relevant literature.

All the 25 questionnaires were filled and returned from the respondents. The focus group discussion with woreda focal person, regional coordinator, woreda experts, women and men group have been done properly. As part of data organization, the collected data in the form of interview, focus group discussions, and documents were put into a readable form ready for analysis.

Finally, the data were processed and the outputs were given in the form of simple descriptive statistics such as frequency tables and percentages, etc. The data were described in a narrative form and interpreted.

4.2 IGA selection of respondents

In analyzing the IGA preference of respondents, most of the respondents chose their IGA's based on the participatory market assessment conducted in the area. The amount of money given for the beneficiaries for the startup capital ranges from birr 750 to 3000 depending on their IGA preferences. The following table2 described the preference of IGA's by the respondents and the startup capital taken from the project.

Table2: IGA's preference of respondents

| IGA preference | Women beneficiaries | | Amount of credit per person (birr)* |
|------------------|---------------------|----------------|-------------------------------------|
| | Number | Percentage (%) | |
| beekeeping | 12 | 48 | 2000 |
| Shoat fattening | 7 | 28 | 2000 |
| Dairy production | 4 | 16 | 2000 |
| Petty trading | 2 | 8 | 1500 |
| Total | 25 | 100 | |

Source: Sample IWEP project beneficiaries of Mugulat, July 2012,

*1 euro=22.46 Ethiopia birr (22/08/2012)

In assessing the preference of IGA of respondents, the result shows that 12 (48%) of the respondents out of the total 25 respondents chose beekeeping, 7 (28) chose shoat fattening, 4 (16%) chose dairy production and 2 (8%) chose petty trading. This reveals that majority of the respondents engaged in honey bee production. It may be because the place is conducive for honey bee production and the startup capital is limited to engage in other income generating activities.

In all target woredas the women's were saving with a minimum 10 birr and maximum 50 birr per month. Even if it is very small, the transferred fund for the startup capital was distributed among the established women groups based on the principle and procedures set by the regional screening committee, in which an agreement has been entered on the administration of the fund between WAT and the women group's cooperatives. In this case only women participating in the entrepreneur support are saving money but those who are not getting a loan were unwilling to participate in saving activities.

A minimum of 9% interest rate was established and later will be distributed to women beneficiaries in all targeted woredas. When we compare the interest the 9% interest rate with other micro credit institution like Dedebit micro credit institution has an interest with 18%, this is a fair relatively fair rate.

The amount money allowed for each beneficiary is determined based on the IGA preference. For this a startup capital of minimum birr 750 and maximum birr 2000 depending and based on the type of IGA per individual had been distributed in the form of loan. The amount of money given for each beneficiary is not enough to run the income generating activities properly. This is mainly because of the inflation and the targeted beneficiaries are poor so they don't have money to add from their own sources and start the income generating activities.

4.3 Access to Credit

In all targeted woredas the women were saving with a minimum birr 10 and maximum birr 50 per month in each woreda. Even if the monthly saving by poor women is very small, the transferred fund for the startup capital will be distributed among the established women groups based on the principles and procedures set by the regional screening committee. The agreement has been entered on the administration of the fund between WAT and the women cooperatives. A minimum of 9% interest rate was established that later on will be distributed to women beneficiaries in all the targeted woredas.

Table3: Total amount saved in each kebeles

| S.N | Woreda | Number women start saving | Amount saved (Birr) | Remark |
|-----|--------------|---------------------------|---------------------|--------|
| 1 | Bzet | 209 | 44,521 | |
| 2 | Hagereslam | 195 | 40,525 | |
| 3 | Hadnet | 211 | 32,850 | |
| 4 | Mugulat | 179 | 32,653 | |
| | Total | 804 | 140,548 | |

Source: IWEP report, December 2011

Based on the table above, the report for July 2012 indicated that majority of the women (179 out of 250) started saving (birr 32,653) to get loan but only 28 beneficiaries out of 250 targeted women got the credit already and the rest are in the waiting list of the project.

The limited amount fund released from the project was affected the number women participating in the project and finally increases the number of dropouts.

The following table4 illustrates the number of dropout and number of women beneficiaries in the Ganta afeshum woreda in four tabia/kebeles.

Table4: number of dropout from 2009-2011

| Tabia/Kebele | Total women targeted | Number of women beneficiaries | Total women dropouts | Remark |
|---------------------|-----------------------------|--------------------------------------|-----------------------------|---------------|
| Hagereselam | 250 | 41 | 62 | |
| Hadnet | 250 | 45 | 31 | |
| Bizet | 250 | 23 | 52 | |
| Mugulat | 250 | 28 | 42 | |
| Total | 1000 | 137 | 187 | |

Source: IWEP report, December 2011

To focus on Mugulat the assessment from table3 indicated that the total women dropout from the year 2009 to 2011 is 42. This is mainly because of the following reasons: delay in revolving fund, lack of credit and training. All this makes them to leave the project after exhaustively finished their patience. There is a big difference between demand of the revolving fund to start the IGA and the actual fund available.

It further indicated that in kebele Mugulat only 28 (11.2%) of the respondents are so far able to get credit; otherwise the remaining 222 (88.8%) didn't get the credit. Similarly, as per the IWEP Report (2011) from the *woreda* IWEP coordinating office, the initial plan at *woreda* level was to address 500 women beneficiaries out of 1000 targeted women but the actual achievement of the *woreda* so far is that only 137 (27.4%) of them have got credit. In fact, during the FGD, this issue was seriously raised and discussed. Most of the participants argued that the project should uniformly create access to credit for all the women so that the intended women's increase in income using IGA could be successful to the desired level. Even the participants of the focus group discussion disclosed that those who did not get access to credit, they were not interested to take part in the related project activities until unless they got credit. Thus, there is a plan by IWEP project that all the remaining women beneficiaries will get the opportunity, but still now majority of them are waiting the credit. This is happened because only limited amount of funds is allocated by the project for the startup capital.

Creating access to credit is one of the prior objectives of women's empowerment in the IWEP project. As Mayoux (2006) states, from the early 1970s, women's movements in a number of countries have identified lack of credit to be as a major constraint on women's ability to earn an

income. Therefore, it has been recognized that accessing poor women to sources of credit could help strengthen the struggle to problems of poverty alleviation. Many women's development programs of the developing countries have included credit and savings as a means to improve the livelihood conditions of poor women and their families. The NGO managing the IWEP project, the local government and the women groups themselves could be the sources of credit. According to Zeman (2001), the credit programs have played valuable roles in reducing the vulnerability of the poor, through asset creation, income and consumption smoothing, provision of emergency assistance, and empowering and emboldening women by giving them control over assets. The operationalization of IGAs is severely constrained due to inherent institutional rigidities of formal financial institutions to give credit to the poor women (Ibid).

It is important also to recall that the response from the respondents showed that there are some women beneficiaries who did not get access to credit. The report of June 2011 also confirmed that there are some women still in the waiting list of the project.

The sources of the money are from the IWEP project, the Woreda administration and from the saving of the self-help groups. Based on the market assessments conducted by the IWEP project, the women in different tabias have been involved in different IGAs.

The time span for the loan repayment period depends on the type of IGA that a beneficiary is engaged in. Thus, for those who are involved in poultry production, for instance, begins in three months' time after the loan is taken, and for those who are involved in dairy production starts in thirty months' time.

However, 100% respondents have complained that the amount of loan they have received has proved to be incompatible with the prevailing market purchasing power of the Birr. With the credit given to each beneficiary, she can't able to buy the intended amount to start the IGA. This is because the purchasing power of Ethiopia currency (birr) is declining from time to time.

Thus, they are not in a position to perform their IGAs, and are demanding for increasing the loan amount. The regional coordinator for the IWEP project has recognized this problem and is planning to revise and adjust the amount of loan so as to meet the dynamic market conditions.

The following table, table5, showed the amount of fund ready for credit and inefficient utilization of for 2010/11 budget year.

Table5: Budget utilizations of each kebeles

| S.N | Tabia/Kebeles | Money ready for credit (birr) | Unused fund (birr) | Remark |
|-----|---------------|-------------------------------|--------------------|--------|
| 1 | Hagereselam | 50,000 | 30,314 | |
| 2 | Hadnet | 50,000 | 36,294 | |
| 3 | Bizet | 50,000 | 20,953 | |
| 4 | Mugulat | 50,000 | 31,000 | |
| | Total | 200,000 | 118,561 | |

Source: IWEP report, December 2011

As seen in table4, each kebele has taken revolving fund birr 50,000 from the project aimed to distribute to the beneficiaries in the budget year 2010/11. Even if the amount of fund allocated to IGA is very limited but there is also inefficient utilization of the fund for the already allocated funds. Additional birr 43,500 is allocated by the woreda administrative office for next year (2011/12). This indicated that there is a possibility of searching source funds from governmental and non-governmental organizations. Table4 also shows the mismanagement of funds in each kebele/tabia. For example in kebele Mugulat birr 31,000 is not used in the academic year of 2010/11. This amount of money can cover additional 10 poor women those who didn't take loan from the waiting list.

According to Getanesh (2006) the self-help-group approach provides integrated microenterprise services, not just credit and saving services, but also skill training, business development services as well as other advises. This provides an opportunity for poor women to utilize the credit they are provided in a most effective and efficient manner.

In this case the training given to the self-help group must include sufficient knowledge and skills to deal with the organizational and technical issues related to various aspects of the IGAs and management skills. Therefore, the training expected for self-help group must deal with formation and structure, their roles and responsibilities, and account-keeping and financial management. This will help them to increase their awareness and to have good financial management.

4.4 IGA selection of beneficiaries based on market assessment

The following table6 illustrates selection of income generating activities of beneficiaries based on market assessment. The market assessment followed by the project was participatory in its nature. All the beneficiaries are participated in the selection process using different tools like resource flow and idea generation, matrix scoring and SLOT analysis. The market assessment road map (annex E) helps to follow the step by step process to select the feasible IGA.

Table6: selection of IGA based on market assessment

| Number of beneficiaries | Response | |
|--|----------|--------|
| | Yes | NO |
| Engaged in their first preference and market assessment | 25 (100) | 0 (0%) |

Source: Sample IWEP project beneficiaries of Mugulat, July 2012

As seen in table6, all of the respondents, 25(100%) are engaged on their first preference and chose based on market assessment. This helps the beneficiaries to be more effective in the income generating activities because the market is studied before participating in IGA.

Based on the result shown in table6, their preference was kept based on the market assessment research conducted in the area. According to DVV International/IWEP (2008), there are different tools used in the process of market assessment.

However, the market assessment is done only once by the project; so this will create a problem for the beneficiaries to be not more competitive in the market. This is mainly because the dynamic of market situation throughout the year makes them to change their IGA's accordingly. Some women's members have broad interest to be involved in various activities. For instance there were some women who were interested in making changes on the type of planned skill training and engage in other IGA's not listed from the market assessment results. However, based on the agreement the changes should have to be in line with the market assessment research results. Women participating in IGA were not adequately informed of new market opportunities in which competition was high. In order to promote the viability and sustainability of their business, it would be strategic to identify innovative products and services in which the women could become involved, giving them a competitive advantage as they develop their existing businesses or establish a new business. To ensure that their businesses can develop, the women need support in identifying new market opportunities, in accessing other credit opportunities and in marketing their products and services.

4.5 Economic benefits of income generating activities for the poor women

Getaneh (2001) is also stated Special focus is given to women as they are the ones who most suffer from all kinds of poverty and deprivation, and at the same time improvement in women's income can have immediate impact on household poverty and nutrition.

As stated also in the Sandhaas (2008), one of the major objectives of the project is to empower poor women and their households by providing functional literacy and livelihood skills training plus a package of economic support. Those women are expected to benefit from increased self-reliance, self-confidence, and their enhanced status in the family and community, and thus the poverty situation of these women and their households are improved and their vulnerability reduced.

In doing so, the target women have been participated in different IGAs based on the participatory market assessment. As a result, the types of IGAs women involved in the project tabia includes: Honey bee production, dairy production, petty trade and Shoat production.

The benefits of the IGA component for the women means much more than simply and economic intervention. Primarily, the targeted women were selected to be the poorest of the poor but capable of working some activities and enthusiastic for some kind of change. Accordingly, an appropriate IGA was selected in accordance to the market assessment and to the need/interest of the women targeted for that particular business. To this end, most women have experienced better performances in their respective IGAs, some registered double to tripled incomes compared to the amount of loan taken to run the IGAs. In addition to the income acquired, the engagement in the IGA has provided the women an employment opportunity and a situation where they created strong bondage with the likeminded women in order to discuss their problems. This means that apart from the economic empowerment, it has created social cohesion. Moreover, the women groups have in the process to establish a legal cooperative association. They start saving some amount of money on a monthly basis.

The income gained from this project has played a great role in the livelihood of the poor women. According to Scoones (1998) Livelihood outcomes are the achievements of livelihood strategies, such as more income, increased well-being, reduced vulnerability, improved food security (e.g. increase in financial capital in order to buy food) and a more sustainable use of natural resources (Scoones, 1998).

I can summarize the socioeconomic benefits of income generating activities at individual, household and community level mentioned by the respondents as follows:

At Community level

- Acting the targeted women as a model for other women to share their experience
- To change the attitude of the community by showing the participation of women in income generating activities
- Helps to create cooperatives at community level, this helps to increase their bargaining power

At household and individual level

- Helps for the participation of women for functional adult literacy
- Develop culture of saving
- Buying a lot of items for their household
- Improving in eating balance diet
- Increase business skills
- Gaining experience how to manage their income efficiently and effectively
- Develop confidence at home on deciding everything
- Increased household income

Despite the promising achievements resulted on the socioeconomic efforts for women's empowerment at all levels, there are challenges observed in the process of implementation and the results achieved so far; to mention some:

- Some beneficiaries of the project do not access to project loan, and hence, were not ready to attend the literacy program.
- In line with this, the facilitators/teachers do not have integrated knowledge since the nature of the project requires integrated approach.

- It is realized that there is shortage in the amount of loan distributed to women beneficiaries due to money inflationary problem that hinder their performances in their IGAs involvements.
- The result indicates that majority of the respondents are female headed households. This may have its clear indication that it may not be an easy task for such women and their families to liberate themselves from poverty.

4.6 Focus group discussion Results

The FGD was intended to collect qualitative data so that information gathered through the other data collection tools is strengthened. In doing so, guide for FGD on relevant issues and questions were prepared by the researcher with due consideration to the objective of the study and the roles of the sector offices/stakeholders in the process of implementation. Each stakeholder expert's representative was requested to respond accordingly and further explain any feeling in this regard. The participants of the FGD were representatives from different offices of Gantaafeshum Woreda: Education, Agriculture and Rural Development, Trade and Industry, Women's Affairs, Women Association, and IWEF regional coordinator and focal person. In addition to this, two women groups and one men group were participated in the focus group discussion to dig out the information that was missing in the questionnaire.

Above all every sector office has its own respective roles in contributing towards the empowerment efforts. Besides, the issue of integration and harmony towards a common goal is another important point.

To begin with, the Woreda Education Office (WEO) is mainly concerned with the literacy program. Every activity revolving around literacy falls on the WEO, which include selection and training of the facilitators in collaboration with local communities, provision of educational materials and periodic supervision to the teaching learning process. Unlike the traditional approach of the literacy program which was exclusively focused on reading and writing, emphasis is given on how to integrate literacy with livelihood activities so that literacy becomes functional. Functional Adult Literacy (FAL) program really helps the respondents to manage their livelihoods and income generating activities. (DVV/international, 2008, No.1). It enables adults to consciously perform IGAs, improve productivity and administer micro credits, savings and revolving funds.

Upon the market assessments conducted by the IWEF project, the women project beneficiaries have been engaged in different IGAs like dairy production, goat and sheep production, and petty trade. Here, the need for the woreda Agricultural and Rural Development Office is indispensable. Different experts in different field of studies and extension workers are participating in supporting the IGAs taking place by the women beneficiaries. Even as the facilitators explained, they sometimes teach in classes for the theoretical parts of the functional adult literacy (FAL) texts on relevant topics, for instance production of livestock and vegetables. The issue of integration is taking place though it needs further improvement. Similarly, experts from the Trade and Industry are also contributing their respective role like for instance training women beneficiaries in business skills; cooperative experts are also responsible in organizing the self-help group for saving and train women on record keeping,

in fact upon the initiative of the women groups themselves. With regard to the Women Affairs Office and Women Association, they are responsible in mobilizing and beneficiary selection process. The beneficiary selection criteria includes: illiterates and semi-illiterates of adult women, poor, and priority to female headed households.

The problems observed in the area of IGA include, the less amount of fund allocated in the revolving, which cannot enable the women to run their IGAs as a result of financial constraints. In addition some IGAs tend to be seasonal, that the women need to diversify to other type of business. Hence, whatever a given business/IGA is profitable; it need to be sustainable and should be able to generate adequate income to sustain the livelihoods of the women. In some cases there has been a continuous drought occurrences that halted the prosperity of most of the businesses related to agriculture. The business skill training provided to the women has enabled them to open their eyes for better management of their business including the accounting of their income and expenditure, understanding the major inputs of their IGAs, understanding of the value chain of their IGAs.

It was also further explained by the representative of the WEO that the offices for Women Affairs and Women Association play significant roles in persuading women participants to permanently attend the literacy classes.

According to the group discussants, successes perceived so far among others as a result of the project include the following:

- Skills training: trained in different IGAs and business skill training, but needs refreshment.
- Economic support: credit helps women engage in IGAs and change their economic life, improve saving, each woman participant of the self-help group for saving has her own private saving record book.

In the process of implementation there are also some challenges forwarded by the participants of the group discussion:

- Drop outs from the literacy classes due to lack of access to credit though convinced through time; but those who get credit access are better
- IGAs chosen based on market assessments were changed by some members of the project without consultation of the coordinators.
- Capacity problem in utilizing the fund/credit.
- There are no enough budgets for trainee's per diem and refreshment. They gave them a per diem of birr 10 (0.45 euro) per day per person.
- Disapproval of the credit in the male headed household
- There is a delay of budget for the IGA. Sometimes it takes more than a year after releasing the budget.
- Scarcity of fund for revolving fund; only very limited of poor women have got the access
- Low amount given for IGAs example, Birr 2000 for dairy cow is very low, which is very incompatible to the current price that needs improvement.
- Membership in the self-help group cooperative for saving is not allowed for men though there is a demand. According to the cooperative expert the law for cooperatives allow for everybody

regardless of sex discrimination. Here lies the conflict. On the other hand the IWEP coordinator argues that the objective of the project is women's empowerment and if men are allowed to be members, the traditional gender based male dominancy will take the lead, and hence, empowerment will be at risk.

- Members are not allowed to get other credit from other packages. This may limit their financial access and participation in different IGAs.

The participants of the group discussion have recommended among others the following points in remedying the drawbacks and/or strengthening the program:

- Increases credit amount with due consideration to the nature of the IGA a woman engaged in. This can be done by creating a smooth environment and system for the different cooperatives to take loans from different sources like World Bank and other big financial institutions.
- More budget is allocated for the administrative aspect so some of the budget should shift to IGA
- Provide continuous skills livelihood trainings and business skills training to women beneficiaries. Otherwise, as clearly suggested by Tesfay (2003), they may not be successful while utilizing with the credit they have been accessed.
- Capacity building to stakeholders mainly on the issues of integrating literacy with other livelihood activities.
- Accommodate all women participants of the project to credit accesses.
- Scaling up and replication of the project to other kebeles/tabias.
- Record keeping support since the women have already engaged in different remunerative IGAs and organizing themselves in self-help groups for saving.
- Experience sharing to other woreda, regions for the beneficiaries and experts of the sector offices who are directly participating in extension supports to the women.
- Continuous capacity building to facilitators/teachers and tune them to the notion FAL with due consideration to the livelihoods of the women
- The market is dynamic so there should be continuous market assessment at least every year. This helps the beneficiaries to adjust their IGA's based on the new situation.

Gender Analysis Matrix result

According to Parker (1993), GAM used to analyze by discussing each project objective in terms of how it impacts on men's and women's labor practices, time, resources, and other socio-cultural factors, such as changes in social roles and status.

The result of Gender Analysis Matrix results was summarized in the following table as follows:

Table7: Gender Analysis Matrix

| Project Objective | To empower women through income generating activities: provision of credit to start business, skill training, economic support | | | |
|--------------------------|--|----------------------|---|---|
| | Labor | Time | Resources | Culture |
| Women | + New business skill acquired | - Need time to learn | + Increase in come - Diverting the loan to others | + increase women participating + Greater self esteem |
| Men | + Get job opportunity | - Time burden | + Selling more items - competing to get the credit service | + create awareness about gender equality |
| Household | + Women are more skilled + Children's are getting follow-up | + sharing workload | + More income for the family | + breaking gender inequality - family instability |
| Community | + More model women in the community + Wealth increase in the community | | + Greater cash flow in the community | + Develop saving culture + Develop culture of working together in cooperatives |

Source: Gender Analysis Matrix of kebele Mugulat, July 2012

Table6 presented the summery of gender analysis matrix in such a way that how the project objectives has an impact (both positive and negative) on men's and women's labor practice, time, resources, and other socio-cultural factors, such as changes in social roles and status.

The (-) and (+) signs indicated the positive and negative impacts of the project respectively. For example, positive impact of labor practices on women and women are acquired new business skills and get job opportunity respectively. And negative impact of time, for women they need more time to learn, and for men they have time burned as a result of when women engaged in other businesses. Sometimes microfinance programs may have a negative effect on the life of women in terms of increased work overload or reduced contribution of male income to the household.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the findings, analysis and observation, the following conclusions were derived.

- In promoting the income generating activities to benefit women cannot be considered in isolation of literacy classes.
- Even if there is shortage fund for the IGA, there is also mismanagement for the already allocated budget. The entire budget is not distributed to beneficiaries on time.
- The amount of money given for the beneficiaries for the startup capital ranges from birr 750 to 3000 depending on their IGA preferences.
- The income generating activities are benefiting the poor women at household level, men, community in such way that increases income, creating job opportunities; develop saving culture, business skill training and women participation.
- The IGA preferences of the beneficiaries are kept their interest based on their market assessment. Because of the dynamic nature of the market, it is not continuously assessed the market to adjust their IGA's preference based on the new situation on the ground.
- The result of the research revealed that some women were not initially happy to attend the literacy classes without getting financial support from the project.
- It has been observed that in most of the households family members are participating in IGAs although critical financial shortages have been prevailed. These scarcities of fund for revolving fund shown very limited beneficiaries have got the access to credit. Even the loans given to the beneficiaries are not based on reality to start the income generating activities.
- The facilitators/teachers are not capable enough to teach the beneficiaries by integrating FAL with business skill training. This is mainly because of lack of capacity building given to facilitators by DVV international/IWEP.
- The budget allocated for IGA is too small as compared to budget for administrative aspects.
- There are no continuous livelihood and business skill trainings to women beneficiaries; this makes them not be successful utilizing with the credit they have been accessed.
- Income generating activities run by women are more vulnerable and their sustainable impact in the long run and possibility of being transformed to big cooperative seems to be limited by their skills and knowledge of business, and other technical support. This is because their capacity is limited to manage their cooperatives and compute with other competitors.

5.2 Recommendation

Based on the above conclusions and findings, it could be helpful to forward the following recommendations:

- Poor women's are participating in different socioeconomic empowerment IGAs, it is obvious that the women are in need of access to financial sources such as: grant, saving and credit. In doing so, some of the beneficiaries of the project have got loan in the form of revolving fund. The amount is found to be incompatible with the types of IGAs women would like to engage in and the existing real purchasing power of the birr. Thus, the amount of fund requires to be improved that could be compatible with the type of IGA to be engaged in, in consultation with the respective parties so as to meet the demand.
- The facilitators /teachers are not supporting the practical aspects of IGAs. The role of experts from the sectors in the field of different disciplines in supporting the program is crucial. Therefore, the issue of integrating literacy with other development components needs the IWEP coordinating office to further design effective approaches. I can suggest in this regard that facilitators could be recruited from different field of studies perspectives to be supported by short term relevant trainings to build their capacities.
- There are also some other participants of the project who did not totally get access to the revolving fund due to shortage of project fund. This may negatively influence the literacy program and their economic empowerment aspect. The Project could arrange for other means of credit provision in consultation with other stakeholders.
- There is a remarkable move on the issue of saving for self-help group, in which almost all the participants of the project have become members. Members are developing the culture of saving and are prospecting to expand their IGAs. This component of the program could be further expanded and transferred to the level of local saving and credit cooperative that could have a meaningful contribution to the women's empowerment effort.
- The IWEP project should have to integrate with other micro finance institutions (MFIs) to increase the accessibility of credit to the poor women.
- There should a continuous market assessment in each targeted woredas by the IWEP project. This will help to modify the already selected IGA's based on the real situation.

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ANNEXES

Annex A. Questionnaire for women project beneficiaries

Dear respondents:

I'm conducting a research entitled, Prospects and challenges of women focused income generating activities: A Case Study of the IWEF Project in Ganta afeshum woreda. This questionnaire is meant to collect data for the partial fulfillment of master degree in Development Management specialized in Rural Development and Food Security at Van Hall Larestein, the Netherlands. As a beneficiary of the IWEF project, you are kindly requested to fill out this questionnaire by the help of the researcher and facilitators. We both can benefit a lot from the research outcomes directly or indirectly.

Please be assured that I will honor the confidentiality of your responses. Your cooperation is highly appreciated.

1. Are involved in IGA's a/Yes b/No

2. If yes, how did you and your family benefit from this IGA?

_____.

3. What is your first choice in IGA? _____

4. Are you involved in your first choice? a/Yes b/No

5. If yes, is your preference of IGA based on market assessment? a/Yes b/No

6. How much you took loan from the project? _____

7. What are your problems related to access to finance-in terms of time and amount?

_____.

8. What are your problems related to business skill training?

_____.

9. What other problems you face in your IGA?

10. _____

_____.

Annex B. Checklist for focus group discussion (Regional coordinator, woreda experts, WAT leader, IWEF focal person)

1. What are the problems women faces in IGA?
 - Access to finance- time and amount of money
 - Their preference of IGA- whether based on market assessment or no
 - Business training
2. What do you recommend to solve these problems?
3. How income generating activities affects men and women in the society?
4. Any additional remarks

Annex C. Checklist for Focus group Discussion (women group)

What are the prospects of using IGA's?

What are the problems women faces in IGA?

Why and how these problems happened

- Access to finance- time and amount of money (system to get the loan, sources, repayment of the loan, interest rate, etc.)
- Their preference of IGA- whether based on market assessment or no
- Business training
- How income generating activities affects men and women in the society?
- Why dropout of beneficiaries?

Annex D. Checklist for Focus group Discussion (men group)

- What is your feeling for women involved in income generating activities?
- What are the prospects of using IGA's? Individually, household and community level
- What are the challenges women's faces in IGA?

Annex E. Market Assessment

| Market Assessment Process | | |
|--|---|---|
| Steps of the process | Tools | Result of each step |
| Phase I. Identification and selection of sub sectors | | |
| Step 1: Preliminary Identification of relevant potential sub sectors | Desk review | Potential sub sectors and their respective goods/services are preliminarily identified from secondary data, by observing the market and business transactions and also the inflow and outflow of resource into and out of the town. Based on the information gathered by desk review, market observation and resource flow, experts and target groups brainstorm and by idea generation a list of potential sub sectors and their respective goods/services is done. |
| | Market Overview | |
| | Resource Flow | |
| | Idea Generation through Brain Storming | |
| Step 2: Categorization of relevant potential sub sectors | discussion at a plenary | Goods and services mentioned in the preliminary identification are categorized into their respective sub sectors. Where by now, no. of sub sectors are listed for selection. |
| Step 3: Selection of relevant potential sub sectors | Tool 1 – Pair wise ranking | Sub sectors are compared with regard to criteria and finally the sub sectors are listed as to their priority. |
| Phase II. Identification and selection of specific products with in the selected sub sectors | | |
| Step 1: Identification of specific goods/services within the selected sub sector | Tool – Brain storming on possible goods/services within the respective sub sector | List of goods/services are identified from selected sub sectors |
| Step 2: Selection of goods/services within the selected sub sector | Tool 1– Matrix Scoring Too 2 –Ranking | Goods/services are prioritized in two groups i.e. experts groups and women groups and finally agreed upon list of prioritized goods/services are done. |
| Phase III. Identification of demand and supply of selected product (good/service) | | |
| Step 1: Identification of demand and supply of selected good/service (from Customers side) | Tool 1 – Consumer survey through focus group discussion Tool 2 – Market Observation and analysis Tool 3 - business buyers' survey through questionnaire | Demand and supply of the selected goods/services and also other goods and services is assessed from consumers, business buyers and by observing the business transactions |

| | | |
|--|---|---|
| Step 2: Identification of demand and Supply of selected good/service (from supplier's side) | Tool – Supplier survey through questionnaire | Demand and supply of the selected goods/services and also other goods and services is assessed from suppliers of the goods/services |
| Step 3: Recommend feasibility of the good/service | Tool – Summarizing questions | Recommendation of the feasible goods/services is done. |
| Phase IV - Mapping and Quantification of the selected goods/services value chain | | |
| Step 1: Mapping the value chain of the selected product /service | Tools – IGA mapping / value chain mapping | Value chains of the selected product channels are mapped. |
| Step 2: Quantification of the value chain of the selected product/service | Value Chain Quantification | Value addition and the profitability of the operators on each segment of the chain are identified. |
| Phase V. Capacity and skill gap assessment of women to implement the feasible products as IGAs | | |
| Step: Capacity and skill gap assessment of women | Tool 1– SWOT Analysis Tool 2 – Ten seeds Technique | Capacity and skill gap of the women is assessed with regard to the recommended IGAs |
| Phase VI. Final Recommendation of the feasible IGAs | | |
| Step: Final Conclusion and Recommendation | Tool – Conclusion and Recommendation points | The final goods/services for women to engage in are recommended. |

Source: DVV international/IWEP market assessment Manual, 2009

Annex F. some pictures taken in field work



Experts, Leaders and coordinator in FGD



Filling questionnaires



Target beneficiaries in FGD



Target beneficiaries in FGD