



BoCAED 2013

An Integration Framework:

Sharing experiences from the Integrated Women's Empowerment Programme (IWEPP) in Ethiopia to bring stakeholders together across sectors and tiers of government, including civil society.



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Integrated Women's Empowerment Programme (IWEPP)

Presentation Contents



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Ethiopian Context



- Multi-ethnic, multi-lingual and multi-cultural nation
- Population 78 Million plus: 55% above age of 15
- 84% Rural and 26% Urban Population
- 20,451,706 Illiterate Adults
- One of the poorest countries with 38,7% living below the poverty line
- Predominantly agrarian economy
- Training status of urban population: 20,4% trained (with proof of certificate or diploma)
- Three-tiered federalist system of government: 9 Administrative regions and 2 City Administration
- Decentralised governance system

The IWEP Target Group

- Poor, illiterate and unskilled
- Aged 20-55+
- Often household heads
- Taking care of multiple family members
- Suffer shocks and stresses
- Engage in daily labour where possible to secure food
- Live in poor conditions
- Limited opportunities to get out of poverty



Overview of IWEP



Technical Skills Training



Literacy



31,000 Women



Entrepreneurship Support

- Business Skills Training
- Business Development Support
- Access to start-up capital/savings

Integration Framework

Elements → Levels of Integration ↓	Functional Literacy	Technical Skills training	Entrepreneurship Support •BST/BDS •Start-up capital & savings scheme
Conceptual Linkages			
Policy and Strategy			
Institutional Integration			
Program Design/ Implementation			
Impact at target group level (M&E)			

Conceptual linkages/Elements



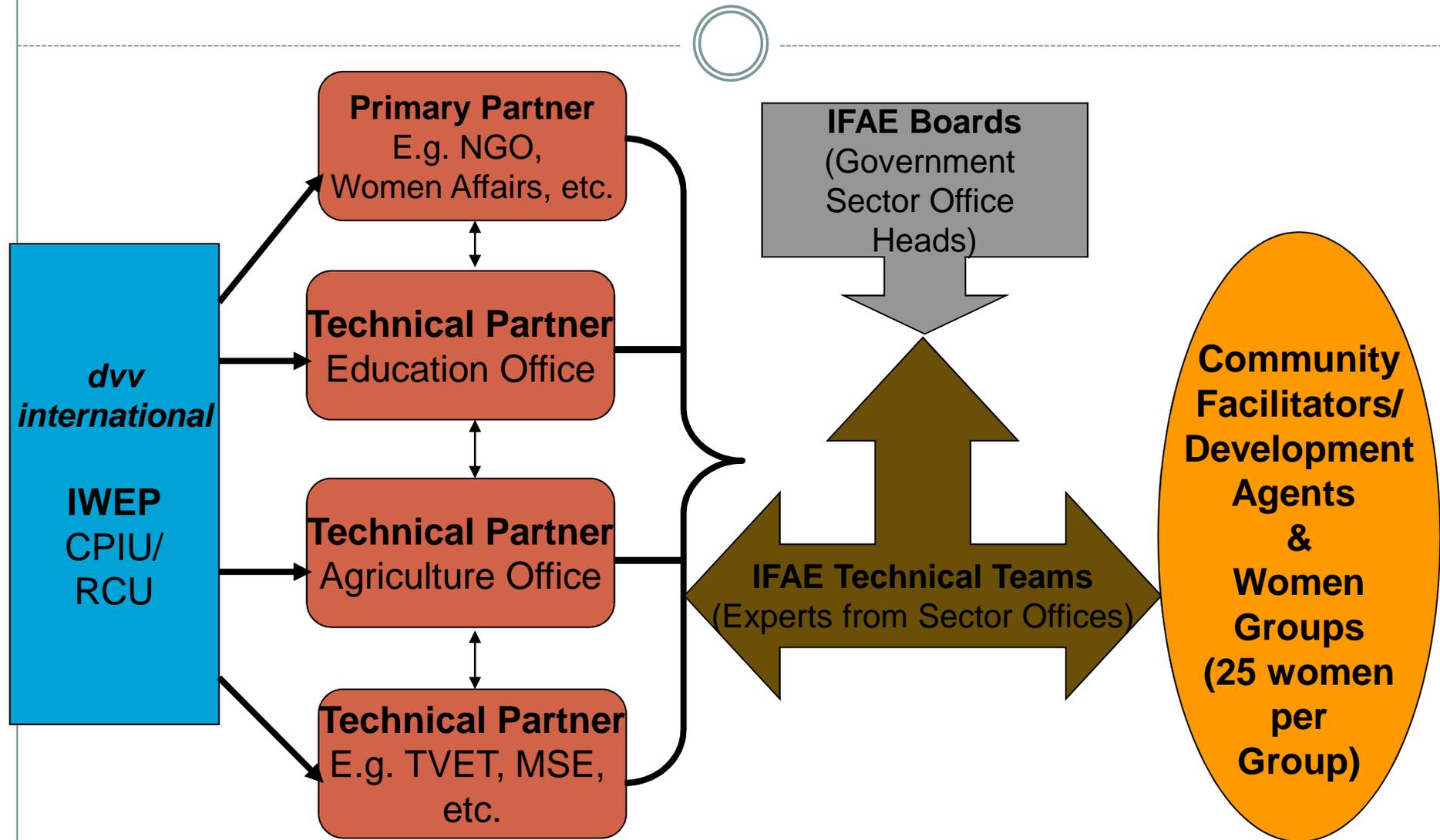
- Vocational training only one element in the overall informal sector development process.
- Design support packages according to the target group needs.
- IWEP:
 - Functional Literacy/Numeracy;
 - Business Skills Training;
 - Business Development Support Services;
 - Technical skills training based on market assessment and TG interest; and
 - Access to start-up capital coupled with savings scheme
- Ensure Service Providers understand concepts and programme.
- Integrate all elements e.g. Business Skills Training with Literacy and Numeracy – also savings and loan system.

Policy and Strategy



Policy/Strategy/Guidelines	Entry Points/Synergy
Education Sector Development Program (ESDP IV): 2014/2015	<ul style="list-style-type: none">• Establish a link between adult literacy, livelihoods and skills training to complete learning continuum.• Acknowledge the need for different role-players and service providers.
TVET Strategy (2008)	<ul style="list-style-type: none">• Acknowledge public, private and NGOs as service providers.• Formal and non-formal TVET as well as informal training.
National Adult Education Strategy (2008)	<ul style="list-style-type: none">• Emphasize the participation with multiple stakeholders from govt. sector offices and NGOs.• Need for adult education system and structures.
National Policy on Women (1993)	<ul style="list-style-type: none">• Coordination and mainstreaming women's issues in all sectors.

Institutional Integration: IWEP Partner Modality



Institutional Integration & Coordination: IFAE Structures, Systems and Roles

Level	Structure	Role/Responsibility
Community /Village (Kebele)	<ul style="list-style-type: none"> Centre Management Committees 	Oversee successful projects at local level.
District (Woreda)	<ul style="list-style-type: none"> IFAE Woreda Technical Team IFAE Woreda Board 	<ul style="list-style-type: none"> Ensure coordination of all adult education programmes at different levels.
Region	<ul style="list-style-type: none"> IFAE Regional Technical Team IFAE Regional Board 	<ul style="list-style-type: none"> Conduct joint planning, budgeting, M&E. Provide integrated technical support.
National/Federal	<ul style="list-style-type: none"> IFAE Board IFAE Technical Team 	<ul style="list-style-type: none"> Ensure reporting from local to higher levels. Create conducive environment for implementation.

Note: IFAE - Integrated Functional Adult Education

Lessons Learnt (Programme Design & Impact)



- Focusing on the target group instead of the sectors offices promotes an integrated approach.
- Working within existing government programmes and strategies maximises programme impact: e.g. BST and BDS provided by Government MSE Offices, etc.
- Transparency and regular dialogue within coordination structures promotes trust and cooperation between government and NGOs.
- Capacity Building approach and building expertise through core teams at all tiers of governance embed the integrated approach within government's working modalities.
- All stakeholders own both successes and failures.
- Coordination structures need orientation and guidance!
- It is a process – sustainability measures should start from Day One!
- An integrated approach can contribute towards poverty alleviation!

Recommendations for Cooperation & Networking



- Design an integrated package & identify relevant stakeholders/role-players.
- Find entry points/synergy in existing government policies/strategies/guidelines/programmes.
- Clarify conceptual linkages and programme design: What do we want to achieve, what can we offer, how can we integrate and work together?
- Consider horizontal and vertical integration and create coordination structures and mechanisms accordingly.
- Remember ‘form follows function’: Design structures based on the need, after clarifying roles and responsibilities.
- Consider technical cooperation as well as cooperation at higher levels for oversight, direction and monitoring.
- Coordination structures should work together for planning, budgeting, implementation and monitoring and evaluation. (Planning and M&E are strong tools for cooperation).
- Select an institutional ‘driver’ for the cooperation effort – but take care of labelling and boxing the process/programme/cooperation.
- Use evidence-based policy influencing to demonstrate lessons from the grass roots at higher levels and use PR as well as site visits to get lessons across.
- Use an action-learning process to refine structures and systems as well as roles/responsibilities.