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WOMEN'S EMPOWERMENT: SUPPORTING
WOMEN'S EMPOWERMENT IN
SUKHBAATAR, MONGOLIA: A Qualitative and
Quantitative Study of Women in Sukhbaatar
Province, Mongolia To Understand The Need for
and Opportunities for Women's Empowerment

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WOMEN'S EMPOWERMENT

SUPPORTING WOMEN'S EMPOWERMENT IN SUKHBAATAR, MONGOLIA

A Qualitative and Quantitative Study of Women in Sukhbaatar Province, Mongolia To

Understand The Need for and Opportunities for Women's Empowerment

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PIM75

A Capstone Paper submitted in partial fulfillment of the requirements
for a Masters of Arts in Service, Leadership and Management
at SIT Graduate Institute in Brattleboro, Vermont.

April 15TH, 2017

Advisor Dr. Karen Blanchard, Ph.D.

WOMEN'S EMPOWERMENT IN MONGOLIA

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DEDICATION

I am dedicating my thesis to
my grandmother and my mother, my sister
the three most important women in my life.

Thank you for inspiring me every day,
teaching me and showing me how to be kind,
care about others and
be strong.

“I am an example of what is possible when girls from the very beginning of their lives are loved and nurtured by people around them. I was surrounded by extraordinary women in my life who taught me about quiet strength and dignity.” - *Michelle Obama*

WOMEN'S EMPOWERMENT IN MONGOLIA

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April 15TH, 2017

TABLE OF CONTENTS

Abstract	Page 2
Introduction	Page 3
Practicum in Mongolia	Page 6
Literature Review	Page 9
Definitions of Women's Empowerment.	Page 11
Components of Women's Empowerment	Page 12
Women's Empowerment Centers.	Page 14
Programs of Women's Empowerment Centers	Page 18
State of Women's Empowerment in Mongolia.	Page 22
Inquiry Design	Page 24
Presentation and Analysis of Data	Page 28
Discussion	Page 36
Bibliography	Page 42
Appendix	Page 44

ABSTRACT

Kofi Annan, 7th Secretary General of the United Nations has said, "There is no tool for development more effective than the empowerment of women." There is growing research focused on women's empowerment in the world representing many different cultures, but that literature does not include Mongolia or much of East Asia. Furthermore, there are many successful women's empowerment centers around the world, but few collections of those centers' best practices. This research hopes to change that.

This is the first women's empowerment research focused on Mongolia using both qualitative and quantitative methods, combined with best practices from women's empowerment centers around the world. This research seeks to understand how women's empowerment is being done successfully, what needs and desires exist in Sukhbaatar province for women's empowerment resources and how those resources might be provided through a center. This research builds upon the work that has been done in the field and attempts to fill in some of the gaps in the literature since these studies have never been done in Mongolia.

The current study examined through interviews and surveys in the field the understanding, opinions and needs of women in Sukhbaatar, Mongolia. The results showed that the vast majority of women surveyed showed a strong desire to have more programs and resources women's empowerment in the province and a center following the best practices outlined in the research could be very successful. This has important implications for the future of the women's empowerment movement and the developing country of Mongolia.

Keywords: Mongolia, women's empowerment, women's empowerment center, women's studies, gender gap, women's education, girl's education.

INTRODUCTION

My personal experience with women's empowerment starts with my life as a daughter, sister and granddaughter born in Mongolia. I grew up in a small town watching my grandmother, mom and older sister, admiring them and learning from them. They were the biggest influences in my life, I didn't really focus on people on television or in movies. The people who mattered most to me were right around me. I also spent my summers in the countryside with my grandmother who was a nomadic herdswoman. I spent all day milking goats, sheep and cows, making milk products, raising baby animals and doing everything my grandmother would do. I did this every summer from when I was two years old until I went to college. In the countryside it doesn't matter how old you are, whether you are two or twenty, everyone has a job and my grandmother is very good at giving jobs to everyone. She is one of my greatest examples of how to empower women. When families would come to her and be very poor, she would offer them some of her animals. "You can take 10 of my goats or sheep," she would say, "but in a few years when they have had lots of babies I want you to give 10 of them back to me." She has helped lots of families this way and even won Herdswoman of the Year from the Prime Minister the very first time the award was ever given.

In Mongolia I grew up under two different types of government. When I was little we had a Communist government and then in 1991 our country became Democratic. This was a challenging time and it was very hard for our community. This happened when I was five years old and our family went from being a working family to being a poor family within one day. Both my parents lost their jobs when they closed the factories in our town.

Growing up I knew that women faced a lot of challenges, especially in our new democracy. Women carried a lot of the weight of their families. They were the first people to go to China to get products to sell. They were the ones who tried to create things and inspire each other. I just watched this but didn't know what was happening. The men would usually sit at home and drink and I just thought this was normal, like it was a tradition. The more I thought about it and talked about it with other people, it helped me realize that this was a choice women were making. The more I talked with other people at SIT I realized that women in Mongolia need more help and support to come together and communicate. Then they can come together and help each other and teach each other. That's why I wanted to study women's empowerment.

I chose leadership as my focus during my time at SIT because when I was working in the public health department we were a leading organization. We taught hospitals and clinics throughout our province how to do good work and help others. When I was working there I noticed that the organization is different depending on the leader we had as Director of the Health Department. When I worked in the department over four years we had three different directors: Badmunk, Erdentuya and Garmaa. It was almost like we had three different organizations, one under each director. Ever since I saw that I have been interested in leadership and trying to understand what kinds of leadership work best and what people like most.

When I started at SIT I started with Foundations and noticed that leadership was right there in my first class. I chose Leading and Managing Social Sector Organizations as one of my core classes and designed an Independent Study on Spirituality and Moral Values in Modern Mongolia as well. During my Service, Leadership and Management coursework I also focused on understanding and discussing issues, theories, and challenges of management and leadership

from international to local levels. Ultimately I wanted to apply these lessons learned during class to strategy within organizations in Mongolia around the topic of women's empowerment. For community development I focused on analyzing power relationships and understanding global structural forces, especially the interconnections of local and global communities. I engaged with my family, friends and colleagues in Mongolia to discuss ways that what I was learning in class applies to what is happening in our community.

I enjoyed bringing real world examples into classroom discussions and presentations during my classes at SIT, like presenting on GLOW (Girls Leading Our World) Camps happening in Mongolia, which I presented on in our Youth Program Leadership course. I also received valuable feedback from my teams in classes, my fellow students outside class and my professors. During my on-campus courses I learned a lot about leadership, empowerment, programming and community development. Starting with Foundations of Service, Leadership and Management I learned about how to develop a team and what it's like to be a team member and a leader. We learned from each other and got to know each other by working on projects together. We all came from different cultures and perspectives but we cared about each other and communicated well as a team. I also learned a lot about how to develop a community. In Foundations I even had a chance to talk about my grandmother in class and present on her and how much I've learned from her.

During Leading and Managing Social Sector Organizations I learned about different organizations and leadership models. In particular I focused on Acumen Fund which raises charitable donations to invest in companies, leaders, and ideas that are changing the way the world tackles poverty. I looked at how they empower communities and train leaders in countries

around the world. This was very helpful for me as I thought about the work we might be able to do in Mongolia. I also had a chance to travel to Jordan during the Social Sector course as well. We visited many different organizations including NGOs and social businesses. We found out how they do the six practices of high impact nonprofits in *Forces for Good* (Crutchfield, 2012):

1. Work with government and advocate for policy change
2. Harness market forces and see business as a powerful partner
3. Convert individual supporters into evangelists for the cause
4. Build and nurture nonprofit networks, treating other groups as allies
5. Adapt to the changing environment
6. Share leadership, empowering others to be forces for good

Practicum in Mongolia

I began college in Mongolia in 2004. I was the first woman in my family to go to the capital city of Ulaanbaatar to study. I attended the Mongolian National University of Education and completed my Bachelors of Science in Psychology in 2008. After I graduated I started working at Health Department as a Public Health Officer in the Fall of 2008. I worked there for four years until June 2012 when I moved to the United States in August where my husband was starting school in Vermont at SIT. He graduated in 2014 and that year I went back to Mongolia to visit for two months. When I spent time with my family and friends in Mongolia that winter I thought a lot about women's empowerment and how I wanted to study more to help people back home. When I came back to Vermont I applied to graduate school at SIT and I was accepted to start in Fall 2015. I completed my on-campus courses in Summer 2016 and then spent the summer and fall with my practicum working with Advance Humanity, a humanitarian consulting

agency and Certified B Corporation. They helped me to go back to Mongolia for three months to work on my women's empowerment project during the summer and then supported me when I came back to America after my time in Mongolia too. My plan was to go to Sukhbaatar province in Mongolia and meet community leaders, community members and people who are working in the health care and business fields to ask their opinion about building a women's empowerment center in my province. This helped me find out who I wanted to interview later and also how doing a survey might work once I knew what I wanted to ask and where I would send them.

In Mongolia we have a very short summer so almost everybody takes the whole summer off for vacation. It was hard to find some of the people that I planned to meet, but I did meet many people and we were able to talk about my ideas together. I grew up in that town and I worked there in the health department for four years after I graduated from university. During that time I worked with many different people on lots of different community projects. That was very helpful for me and helped me find the right people to meet. People know me well in the community and everybody was willing to help me. Women's empowerment is very new in Mongolia so I thought it might be challenging for me to explain what I'm trying to do. But when I talked about it everyone said that we really needed a place that women can come and spend time together and learn from each other. They also said that everybody is so busy with what they are doing that they don't know where and how to start a place like that.

The health department is the lead organization in charge of all of the hospitals in the province including soum (village) hospitals and family hospitals. I was a public health officer and I used to collect all different kinds of information, research data, and reports from all the hospitals. They have the best system to connect with all of the villages. This summer 2016 I

talked with the health department director and several health department workers about my women's empowerment ideas. They said that they really wanted to help me with anything that they could, because they know how important women's empowerment is. The health department director Erdenetuya said they meet so many patients who are struggling with a lot of different challenges, and almost 95% of the doctors, nurses and hospital workers are women, so she sees that we need women's empowerment and it is very important.

When I was there in Mongolia over the summer I talked to all my family including my grandmother, mom, sisters, aunts, friends, relatives, and coworkers about what they think about women's empowerment. I also asked about their opinion of creating a women's empowerment center in my town. As I said it's very new in Mongolia but the surprising thing was that almost everybody understood it and they really wanted it to happen in every day of their lives. It was so much fun to talk with everyone and they gave me so much inspiration. Of course everybody had different types of struggles but they gave me lots of unique ideas too. It made me even more excited about this project.

The more I talked with my classmates and professors from SIT after returning from my practicum I realized that women in Mongolia need more help and support to come together and communicate. Then they can come together and help each other and teach each other. That's why I wanted to continue studying women's empowerment for my capstone paper. In this research I am looking at women's empowerment, what it means in the world, the best practices of centers around the world and what women's empowerment can mean in my province of Sukhbaatar in the eastern steppe of Mongolia. There is no study that has ever been done on women's empowerment in my province and there is no women's empowerment center that has ever been

started in Mongolia. I know this study will be helpful to us and hopefully will help us understand the needs of women in our province and help us create a women's empowerment center in our province as well.

In this research it was my goal to deepen my knowledge about women's empowerment, understand what types of empowerment resources exist for women in Mongolia, develop research on how to build a successful women's empowerment center, better understand issues, theories, and challenges of management and leadership at the international and local level, learn about the needs and opinions of women in my home province related to women's empowerment and learn to become a better researcher through this process including research design, developing research questions, collecting data, and public speaking.

For my research I am focusing on the research question: *what are the needs and considerations for creating a women's empowerment center in Sukhbaatar, Mongolia?* My three sub-questions are: what is women's empowerment, what are the best practices of women's empowerment centers around the world and what are the needs and opinions of women in Sukhbaatar, Mongolia on women's empowerment issues based on interviews and surveys with those women.

LITERATURE REVIEW

Although women's empowerment has been studied and practiced in many places in the world, this is a very new area of study in Mongolia. Here I will focus on my role as a researcher and my conceptual framework, definitions in the field of women's empowerment, further context for women's empowerment in the world, the current state of women's empowerment in Mongolia and opportunities for further research.

First I will discuss the conceptual framework I am framing my research within. Rossman & Rallis define a conceptual framework as providing a sense of what we aim to learn about a research topic, what is already known about the subject, the gaps in existing research, and the assumptions we have as researchers; presenting the theory of the world being studied (2003, p. 120). As a researcher it may be helpful for you to know more about who I am and where I am coming from. I grew up in Sukhbaatar, Mongolia and moved to the capital city for college. I was the first woman in my family to go to collage in the capital. I studied in the National Education University and focused on psychology. When I returned home I began working in the public health field in the Provincial Health Department in Sukhbaatar. For four years there I focused on public health, disease prevention, healthy nutrition, fitness, teaching high schoolers about health and wellness, and led workshops for local health care professionals as well. I also met my husband there while he was serving as a Community Health Peace Corps Volunteer in our department. That's when I began to learn English as well. Years later we were married, moved to America where he went to school at SIT and then I applied to become a student as well. I've gone back to visit Mongolia for several months at a time over the past few years and I am very passionate about helping my family and community back home.

Right now our communities in Mongolia are facing great challenges culturally and economically. We have had several very difficult years and need support for our community members to live healthy and happy lives. My research seeks to understand how women's empowerment is being done successfully in other places around the world, what kinds of needs and desires exist in my province for women's empowerment resources and how we can move forward to provide some of those within a women's empowerment center. I will take research

already being done around the world and match it with interviews and surveys in my province to understand women's empowerment opportunities for us in my community. This study will add valuable insight into this important area at a time when our community needs it most.

Definitions of Women's Empowerment

Kofi Annan, 7th Secretary General of the United Nations has said, "There is no tool for development more effective than the empowerment of women." And Amartya Sen, Nobel Prize Laureate in Economics, said "Empowering women is key to building a future we want." (Defining Empowerment, 2017). But what is women's empowerment?

There are many definitions and understandings of women's empowerment. The University of Missouri Women's Empowerment Center defines it as "helping women increase their financial stability through education, services and resources. Issues addressed include personal finance, nutrition, health, parenting, business, environment, minority issues and violence prevention." (University of Missouri, 2017) *The Report on Human Development in South Asia 2000* stated that "Women's empowerment is defined as a change in the context of a women's life, which enables her increased capacity for leading a fulfilling human life. It gets reflected both in external qualities (ex: health, mobility, education and awareness, status in the family, participation in decision making, and also at the level of material security) and internal qualities (ex: self awareness and self confidence). (South Asia, 2000)

As *For Global Girls' Leadership* has written:

Surprisingly, there is no common definition of women's empowerment. In fact, the word "empowerment" does not exist in most languages. Although the phrase "women's

empowerment” is used pervasively in the Gender Equality & Women’s Empowerment space, it is generally in the context of issues like economic empowerment, political participation, and girls’ education. Most of the data that has been collected is on gender inequality - counting the number of boys vs. girls, men vs. women. There is a dearth of information on women’s empowerment, particularly at the global level. (4GGL, 2017)

This is definitely true in Mongolian, we don’t have a word for empowerment. One of the closest words we have is support, but then that word gets used for lots of things and that is confusing for people.

Two of the best definitions that I found for women’s empowerment come from the World Bank and UN Women. From *Defining Empowerment & Gathering the Data: The First-Ever Global Survey on Women’s Empowerment* by the World Bank:

Empowerment is the process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. Empowerment is a process. Through the process, an individual becomes an agent of change. More simply put, it’s the “can do” factor, going from “I can’t” to “I can.” (Defining Empowerment, 2017).

Components of Women’s Empowerment

From UN Women tends to define women’s empowerment as economic and political:

Women’s economic empowerment increases women’s access to and control over decision-making, land, technology, credit, livelihoods and other means of production and social protection.

Women's political empowerment supports women in taking on leadership roles and participating more fully in political processes and in all spheres of public life. Young women leaders are also a particular focus. (UNWomen, 2017).

The UN Women's Fund for Gender Equality also has a *Women's Empowerment Framework* which: "approaches women's needs as more than just political and economic gains. These needs also include improved capabilities, opportunities and relationships as part of an engaged and empowered life." (UN Women FGE, 2017)

This Women's Empowerment Framework has four major components of empowerment which can be seen in more detail in Appendix 1:

<p>PRODUCTIVE RESOURCES</p> <p>Improve access and control over the inputs needed for sustainable income generation and safe, secure livelihoods.</p>	<p>INSTITUTIONAL RELATIONS</p> <p>Strengthen relations and commitments between individuals and the institutions that shape their lives and opportunities.</p>
<p>PERSONAL RESOURCES</p> <p>Increase and expand life skills, knowledge and information, social capital, and opportunities for confidence, agency and collective action.</p>	<p>INTERPERSONAL RELATIONS</p> <p>Improve and expand relationships between individuals and communities, and help shift norms and expectations about the roles people can play in society.</p>

(UN Women FGE, 2017)

In summary, definitions of women's empowerment seems to revolve around:

Increasing the capacity of women...			
(1) economically	(2) personally	(3) in relationships	(4) in their community.

Women's Empowerment Centers

One of the best ways to understand women's empowerment is to look at women's empowerment centers around the world and understand the best practices in the field. For this literature review I focused on the operations of ten centers, the programs they have, how they empower women and how they compare to one another. I also looked at the official and programmatic considerations of each center and how many are nonprofit, government and social business operated.

After much searching I found 10 women's empowerment centers in the United States, Kenya and India that are very similar to what might be an effective center in Sukhbaatar, Mongolia. Here are the ten centers followed by a brief description of each one:

1. Women's Empowerment Center at Green Bay YWCA in Green Bay, WI
2. Women's Empowerment Center at University of Missouri in St. Louis, MI
3. Women's Empowerment Center at San Antonio College in San Antonio, Texas
4. Women's Empowerment Center at ACTION in Triangle, Virginia
5. Women's Empowerment Center at YWCA Alaska in Anchorage, Alaska
6. Women's Empowerment International in San Diego, California
7. Vermont Works for Women in Burlington, Vermont
8. Women's Empowerment Center in Nairobi, Kenya
9. KOTA World Center for Women in New York City, New York
10. Women's Empowerment in Delhi, India

Women's Empowerment Center at Green Bay YWCA in Green Bay, Wisconsin

The YWCA Women's Empowerment Center in Green Bay empowers women of all socioeconomic and ethnic backgrounds to become economically independent and thrive in the workplace. Programs are designed to help women build self-confidence, develop job/life skills, and gain relevant work experience in a positive, nurturing environment that fosters both personal and professional growth. They also believe in creating a community where: all women and families have a safe and stable place to live, all adults are economically self-sufficient, all children develop the skills they need for successful lives and all people live with dignity free from violence, racism & discrimination. (YWCA, 2017)

Women's Empowerment Center at University of Missouri in St. Louis, MI

The University of Missouri's Women's Empowerment Center helps women increase their financial stability through education, services and resources. Issues addressed include personal finance, nutrition, health, parenting, business, environment, minority issues and violence prevention. (Missouri, 2017)

Women's Empowerment Center at San Antonio College in San Antonio, Texas

A wide range of services are offered to at the center in San Antonio including academic advisement, academic skills development, career counseling, emergency transportation, childcare referrals, parenting support programs, workshops, educational re-entry services, community resource referrals, scholarship resources, employability skills development, GED services,

outreach conferences and other special programming. Career, student and community learning labs are also available. (San Antonio, 2017)

Women's Empowerment Center at ACTION in Triangle, Virginia

The center in Virginia is designed to provide women with the tools necessary to achieve economic independence and self-sufficiency through programs including life skills classes, resume writing, nutrition classes, parenting classes, employment services and referrals. It also contains the offices for ACTS' sustainable housing program. (ACTION, 2017)

Women's Empowerment Center at YWCA Alaska in Anchorage, Alaska

The Women's Economic Empowerment Center in Anchorage provides support and training to women (and men) in the areas of financial management, small business development, and career enhancement. We empower individuals of diverse ethnic backgrounds, particularly those who are socially and economically disadvantaged, through comprehensive courses and counseling. (Alaska, 2017)

Women's Empowerment International in San Diego, California

Women's Empowerment International (WE) gives women the tools they need to work their way out of poverty. In partnership with nonprofit micro-finance organizations, WE provides small, repayable business loans and services for women as well as financial literacy programs. (San Diego, 2017)

Vermont Works for Women in Burlington, Vermont

Vermont Works for Women provides programs for young women, consulting for organizations and training for women looking for work and career support. They provide one-week summer day camps for girls to explore hands-on STEM- and trades-related activities. They provide training and mentoring for women who have been incarcerated, lived on public assistance, experienced trauma or poverty, or those who lack skills and training. They also provide one-day and multi-week programs on career development, networking, communication, teamwork, resume and job coaching. (Vermont Works, 2017)

Women's Empowerment Center in Nairobi, Kenya

This center focuses on learning and growth and is a meeting place providing visitors with access to hands-on learning and trainings in topics such as business education, financial and computer literacy, as well as other practical skills that support income-generating activities.

KOTA World Center for Women in New York City, New York

KOTA is an incubator and co-working space in New York City for not-for-profit organizations, social enterprises, and women-owned businesses whose global mission is to improve and empower women's lives. They currently operate out of the Women's Lab in the Centre for Social Innovation (CSI), located in Cheslea, New York City. (KOTA, 2017)

Women's Empowerment by Love Volunteers in Delhi, India

Women's empowerment is still very much in its infancy in India. This center provides opportunities for international volunteers to come and help support women with informal training in skills such as written and spoken English, beauty therapy, computing, sewing, embroidery and knitting. Volunteers work in various centers set up by local NGOs focusing on the development of women and young girls living in the poorer urban areas. These centers provide counseling and help women by providing adult literacy classes, computer and IT training, and guidance on income generating activities. (India, 2017)

Programs in Women's Empowerment Centers

In the following three tables I compare the 10 women's empowerment centers in a simplified list of the programs and services offered, a comparison of the programs and services in five categories and compare the type of organization as either a nonprofit, educational institution, government, or social business.

Simplified Description of Women's Empowerment Centers Programs

Center	Location	Services
Women's Empowerment Center at Green Bay YWCA	Green Bay, Wisconsin	Computers, life coaching, job training, work experience, family literacy, GED classes
Women's Empowerment Center at University of Missouri	St. Louis, Missouri	Entrepreneurship, health & wellness, families and relationships, financial, development, legal
Women's Empowerment Center at San Antonio College	San Antonio, Texas	Academic skills, career counseling, parenting support, workshops, educational services, career services, job training, GED classes
Women's Empowerment Center at ACTION in Community Through Service	Triangle, Virginia	Mentoring, budgeting, shopping, nutrition, and healthy cooking
Women's Empowerment Center at YWCA Alaska	Anchorage, Alaska	Financial management, small business development, and career enhancement, counseling
Women's Empowerment International	San Diego, California	Microfinance, poverty advocacy
Vermont Works for Women	Burlington, Vermont	Girls summer camps, leadership, outdoor adventure, career training, culinary skills, incarcerated women
Women's Empowerment Center in Kenya	Nairobi, Kenya	Meeting place, hands-on learning and trainings in business education, financial and computer literacy, and practical skills supporting income-generation.
KOTA World Center for Women	New York City, New York	Physical and virtual spaces, tools, and services, partnership and collaboration work spaces, coworking, partner organization access.
Women's Empowerment in Delhi	Delhi, India	Training in English, beauty therapy, computing, sewing, embroidery and knitting, counseling and help women by providing adult literacy classes, computer and IT training, and guidance on income generation.

Comparison of Programs in Women's Empowerment Centers

Center	Location	Entrepreneurship	Health & Wellness	Relationships	Finance	Leadership
Women's Empowerment Center at Green Bay YWCA	Green Bay, Wisconsin	Yes	Yes	No	Yes	Yes
Women's Empowerment Center at University of Missouri	St. Louis, Missouri	Yes	Yes	Yes	Yes	No
Women's Empowerment Center at San Antonio College	San Antonio, Texas	Yes	Yes	No	Yes	No
Women's Empowerment Center at ACTION in Community Through Service	Triangle, Virginia	No	Yes	Yes	Yes	No
Women's Empowerment Center at YWCA Alaska	Anchorage, Alaska	Yes	No	No	Yes	Yes
Women's Empowerment International	San Diego, California	Yes	No	No	Yes	No
Vermont Works for Women	Burlington, Vermont	Yes	Yes	No	Yes	Yes
Women's Empowerment Center in Kenya	Nairobi, Kenya	Yes	No	No	Yes	Yes
KOTA World Center for Women	New York City, New York	Yes	No	No	No	Yes
Women's Empowerment in Delhi	Delhi, India	Yes	Yes	Yes	No	No

Organizational Type of Women's Empowerment Centers

Center	Location	Organizational Type
Women's Empowerment Center at Green Bay YWCA	Green Bay, Wisconsin	Nonprofit
Women's Empowerment Center at University of Missouri	St. Louis, Missouri	Education Institution
Women's Empowerment Center at San Antonio College	San Antonio, Texas	Education Institution
Women's Empowerment Center at ACTION in Community Through Service	Triangle, Virginia	Nonprofit
Women's Empowerment Center at YWCA Alaska	Anchorage, Alaska	Nonprofit
Women's Empowerment International	San Diego, California	Nonprofit
Vermont Works for Women	Burlington, Vermont	Nonprofit
Women's Empowerment Center in Kenya	Nairobi, Kenya	Nonprofit
KOTA World Center for Women	New York City, New York	Social Business
Women's Empowerment in Delhi	Delhi, India	Nonprofit

Although it was very helpful for me to compare these women's centers, their programs and how they are organized, it was challenging to find different women's empowerment centers around the world. As you can see most of the centers I found are in the United States. There may be many more centers in different countries around the world, but their websites and information are not available in English. This makes it hard to find them online.

State of Women's Empowerment in Mongolia

Not much is known about the state of women's empowerment in Mongolia. According to *The Gender Gap in Early Career in Mongolia* in the International Journal of Manpower, Pastore states that:

Relatively little is known about gender differences in Mongolia, one of the fifty poorest countries in the world. Women have a much higher average educational level than men in Mongolia... and the conditional gender gap becomes significant and sizeable for women over 20 years old. If wages were paid equally, women should have 11.7% more considering only their educational advantage and overall 22% more, a substantial gap for the low earnings of Mongolians.

Some studies such as *Women in Mongolia: Mapping Progress Under Transition* by Burn, N., & Oidov, O. (2001) and *The Gender Gap in Early Career in Mongolia* by Pastore, F. have looked at some of the issues of women in Mongolia, but have not focused on women's empowerment specifically. As you can see from the literature review, there is a great foundation for definitions and programs of women's empowerment in the world currently. There are also many different cultures being represented in the current research. This has helped bring to light the different

forms of women's empowerment that exist and highlights the successful programs that exist around the world. Also the growing research is well-established in women's empowerment centers that have been developed.

However the research available is not culturally-specific to Mongolia and East Asia. Much of the current literature has focused on Africa, India and Middle Eastern countries. And none of the women's empowerment research available has focused on Mongolia.

My research builds upon the work that has been done in the field of women's empowerment and education and attempts to fill in some of the gaps in research since these studies have never been done in Mongolia. By exploring the research already being done in women's empowerment around the world and matching it with interviews and surveys of women in my province, my research will help us understand women's empowerment opportunities in my community. The conclusions of this research will also support work that could be done within a women's empowerment center were one to be created.

Here is more context on Sukhbaatar Province where this research takes place. The province is located in the steppe of Mongolia on the southeast corner of the country. Sukhbaatar covers 31,771 square miles, which is 3 times the size of Vermont (9,623 mi²). Sukhbaatar is the least densely populated province in Mongolia, which is the least densely populated country in the world. There are 60,000 people in the province and 29,056 of those people are women and girls. There are 17,251 families spread out across 12 villages and one provincial capital (Baruun Urt). There are 2,310 single mothers in the province and 45% of the population (27,000 people) live a nomadic lifestyle in the countryside. There are 3.8 million herd animals (goats, sheep, cows, horses, camels) in Sukhbaatar, so animals outnumber people in 62 to 1.

INQUIRY DESIGN

In this section the choice of methodology, setting, data collection process, and limitations of research will be discussed in detail.

Choice of Methodology

This research was conducted with phenomenology in mind, where the researcher seeks to understand the meaning of individuals' experiences and how they articulate these experiences. Central to this research is the idea of caring, where the researcher inquires about the essence of lived experiences. In this kind of research a researcher looks for the essential essence of the experience where experiences contain both the outward appearance and inward consciousness based on memory, image and meaning (Williams, 2003). Further, in *Phenomenology and Psychological Research*, Amedeo Giorgo describes phenomenology as to “describe as concretely as you can a situation in which you have learned” (p. 252). In phenomenological studies, researchers rely on interviews primarily. I conducted five interviews with women from Sukhbaatar province and then after completing my interviews designed a survey to be shared in health and community centers across the province with the help of the Sukhbaatar public health department. These five women represent a spectrum of leadership and staff positions from the doctors to stay-at-home mothers.

Their general profiles (with real names withheld) and my rationale for choosing them as my interviewees are as follows:

1. Tsatsa (age 48), pharmacist. She manages 5 workers who are all women. I chose her because she is a leader, she has her own business and she is a single mother.

2. Azaa (age 31), public health director. She does a lot of community work including health campaigns. I chose her because she is a young leader.
3. Suvda (age 27), nutritionist. I chose her because she represents young women.
4. Ujaa (age 54), herdsman. She lives in the countryside and lives a nomadic lifestyle with her son's family.
5. Urna (age 33), stay-at-home mom. She has four children and she is currently pregnant with her fifth child.

Each interviewee was asked the same questions (also in Appendix 2):

- What does women empowerment mean to you?
- What kind of people empower you?
- Where do you find the best support personally and professionally?
- Is there any place you go to feel empowered?
- If there was a place or organization in our province dedicated to empowering women what would you like it to be like?

For my surveys I asked the following questions (also in Appendix 3):

- Your Occupation
- Your Age
- Your Location
- Your Highest Education Level
- How would you rate women's empowerment in Sukhbaatar from 1 to 10
- What issues do you face most as a woman?
 - A. Women's Health
 - B. Psychology
 - C. Family
 - D. Professional
 - E. Other:

- If you have any problem as a woman where do you go and who do you talk to?
 - A. Friends and Family
 - B. Community or government organizations (ex: hospital, health department)
 - C. I try to solve it on my own
 - D. Other: _____
- If there is a woman's empowerment center what would you like that center to have? (multiple choice)
 - A. Help with small business development training
 - B. Health and nutrition trainings
 - C. Personal development trainings
 - D. Fitness-related classes (ex: aerobics, yoga, dance)
 - E. Psychologist-supported training and individual therapy
 - F. Community meetings and support groups (ex: moms watching their kids at home, learning from each other and helping each other, teenager girls meeting together)

Setting of Research

The setting of the interviews was over Skype and over the phone. I spent time with many different women over the summer while I was in Mongolia, but then decided on the five women I would interview once I was back in America. We communicated and I recorded the half-hour interviews over the phone or Skype, whichever was easiest for the interviewee. This research was conducted during the month of January and February 2017 and spanned over a period of four weeks.

The setting of the surveys was in health clinics and community centers in villages across the Sukhbaatar province between the months of February and March 2017 and spanned over a period of 8 weeks. These surveys were printed in the province capital of Baruun Urt by the provincial health department. 165 surveys were printed and 10 surveys were sent to each of the 12 villages (soums) in the province. This was 120 surveys total. Then 15 surveys were given to

each of the 3 major neighborhoods (baghs) in the provincial capital city of Baruun Urt, totally 45 surveys. 138 surveys were returned, with 128 of them being complete and usable. The 10 that couldn't be used were incomplete or missing important information. This gave us a completion rate of 128/165 or 78%.

The data analysis method for both the interviews and the surveys will be coding after finding common themes throughout the responses of the respondents.

Limitations of Research

First, one limitation of this research is a small sample size. There are currently over 60,000 people living in Sukhbaatar province across 12 villages and the provincial capital. Interviewing 5 women and surveying over 100 women is a small sample size in comparison to the overall population of our province. To help with this limitation I tried to make sure we got the surveys to every village in the provinces.

Second, interviews were not conducted in person. Although phone conversations are a convenient way to gather information, it would be ideal to meet in person and video-record responses. This allows the researcher to pick up on subtle signals from the participant. In-depth interviews reveal great information but require a lot of time and attention.

Third, the interviews and surveys were conducted in Mongolian. This requires that I translate concepts like women's empowerment into Mongolian when there isn't an easy translation. It also means I have to translate their responses back into English so I can include them here in this capstone paper.

Fourth, English is my second language. I tried my best to translate and communicate clearly in English with my classmates, professors, advisor and proofreaders through this process but even so it's possible to make mistakes.

Lastly, the surveys were conducted using pen and paper. They were printed in the provincial capital and then mailed out to each of the villages in the mail. In one case they were lost in transit and so we didn't receive any responses from one of the 12 villages.

PRESENTATION AND ANALYSIS OF DATA

This section presents the results of the data collected during this research study in two forms: interviews and surveys. For the interviews the information was coded and presented in the form of a table which provides an overview of all the interviews, and below that I've included some of the more detailed verbal responses and segments of interviews. These responses are organized into four sections: women's empowerment definition, people who empower you, where they find personal and professional support and qualities of the future center. Each section includes key themes that emerged during the interviews and which of the five interviewees mentioned these themes directly.

Interview Data: Analysis of Data Derived from Interviews

Table 1: The following table demonstrates to what extent each theme was mentioned positively by each of the interviewees over the course of the interview. Each checkmark signifies that the particular theme was mentioned and validated by an interviewee in one or more questions relating to that key area.

Key Indicator	Tsatsa	Azaa	Suvda	Ujaa	Urna
<i>Women's Empowerment</i>					
Women leadership	✓	✓	✓		
Supporting each other	✓	✓	✓	✓	✓
Not much empowerment now	✓		✓	✓	✓
<i>People Who Empower You</i>					
Friends	✓	✓	✓	✓	✓
Family	✓	✓	✓	✓	✓
Community Leaders	✓	✓	✓		
<i>Where You Find Personal/Professional Support</i>					
Friends	✓		✓		✓
Family	✓	✓	✓	✓	✓
Workplace	✓		✓		
Key Indicator	Tsatsa	Azaa	Suvda	Ujaa	Urna
<i>Qualities of Future Center</i>					
Family Counseling	✓	✓	✓	✓	✓
Health Training		✓		✓	✓
Group / Income Generation Training	✓	✓	✓	✓	✓
Safe Meeting Space	✓				
Leadership Trainings		✓	✓		
Healthy Cafe	✓				
Youth Trainings		✓			✓

Interview Data: Specific Responses

Here are some quotes from the interviews that are worth noting:

“Nowadays women are having a lot of weight on their shoulders and we don't have much of a support system. We really need to support each other and not be so competitive with each other. When I have any problems I usually talk to my close friends and my mom.” - Tsatsa, Pharmacist (age 48)

“When I was working with families in the countryside I noticed that men are very lighthearted and feeling very relaxed and free, but the women I talked to felt very tired and overwhelmed. If we want to help and empower women I think we need to educate men too.” - Azaa, Public Health director (age 31)

“It will be nice if there is a place that moms can meet and have trainings, talk about similar issues that we are facing and support each other. I have a two teenage girls and in our soum (village) we don't have any program or class where they can go to learn from each other.” - Urna, Stay-at-home Mom (age 33)

“Women are facing lot of health challenges, especially women who have office jobs. They are sitting a lot, don't have time to exercise and don't have much knowledge about eating healthy. It is hard to eat healthy in Mongolia as you know we eat very heavy carbohydrate foods and not many vegetables.” - Azaa, Public Health director (age 31)

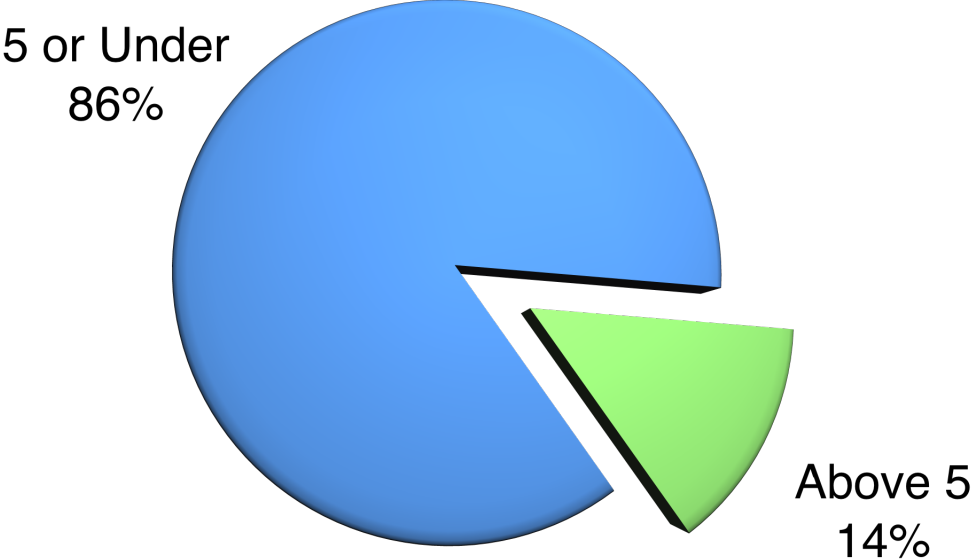
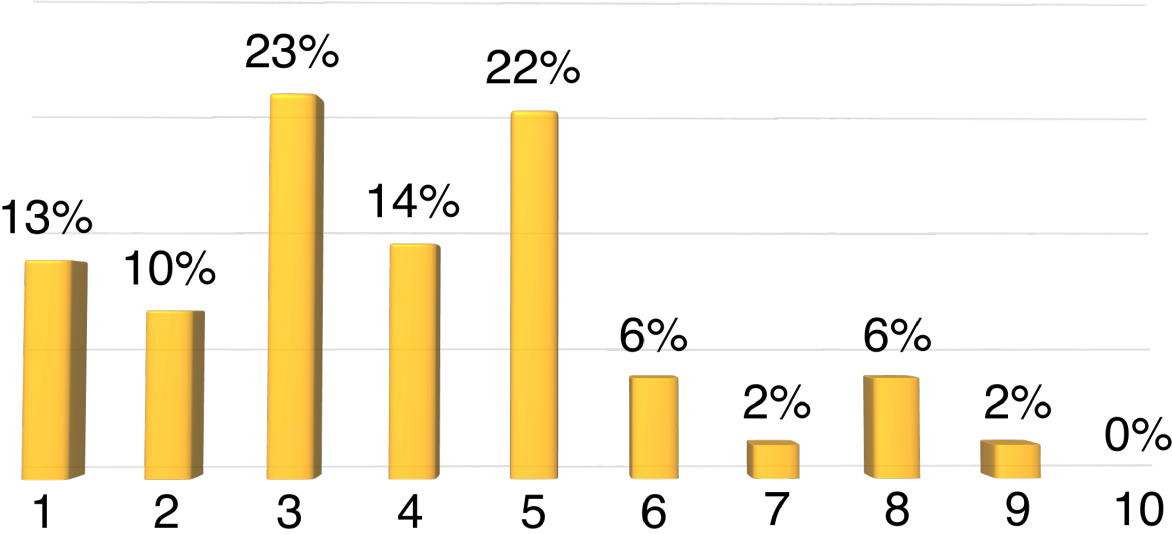
Survey Data: Analysis of Data Derived from Surveys

The complete information from the surveys can be found in Appendix 4. Because we received over 128 responses and the survey includes information such as occupation, age, location, education and responses on several detailed questions, we can pull very high quality and specific cross-referencing data from the dataset.

This makes it very exciting and a little overwhelming to try to turn this data into specific graphics and information we can study here in the capstone paper. It also helps me see how valuable this kind of data will be for supporting women in our province for many years and why we should continue collecting data like this. For the purposes of this research, here are some of the main data points I wanted to understand from the survey results:

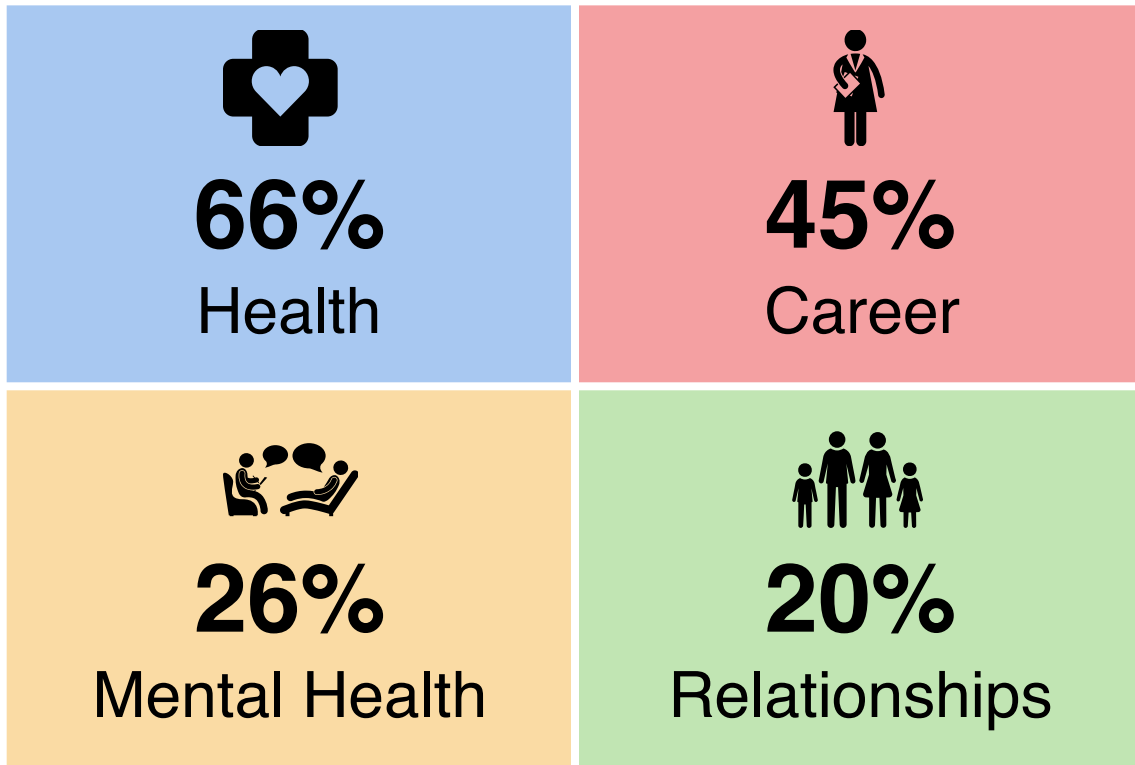
- How do women rate women's empowerment in our province currently?
- What are the most challenging issues women are facing?
 - Allowing for more than one answer
- Where do women go for support currently?
- What programs do women want to see in a women's empowerment center?
 - Allowing for more than one answer
- What programs do women under 30 want to see in a women's empowerment center?
 - Allowing for more than one answer

**How do you rate women's empowerment in our province currently?
Rate from 1 to 10**



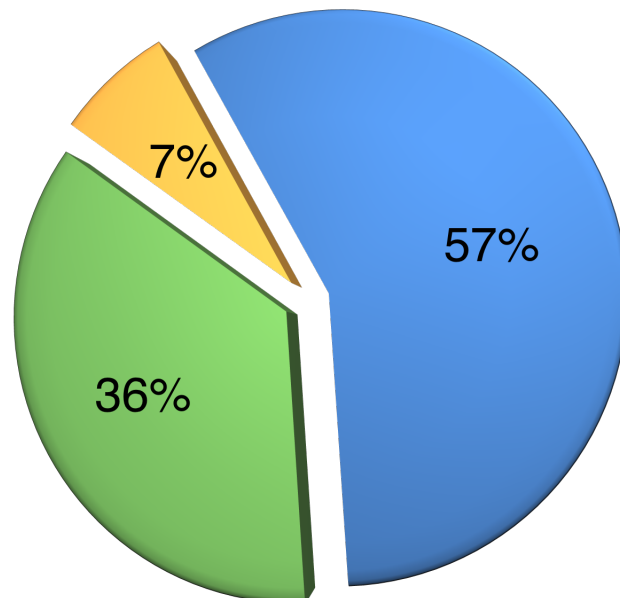
What are the most challenging issues women are facing?

Allowing for more than one answer



Where do women go for support currently?

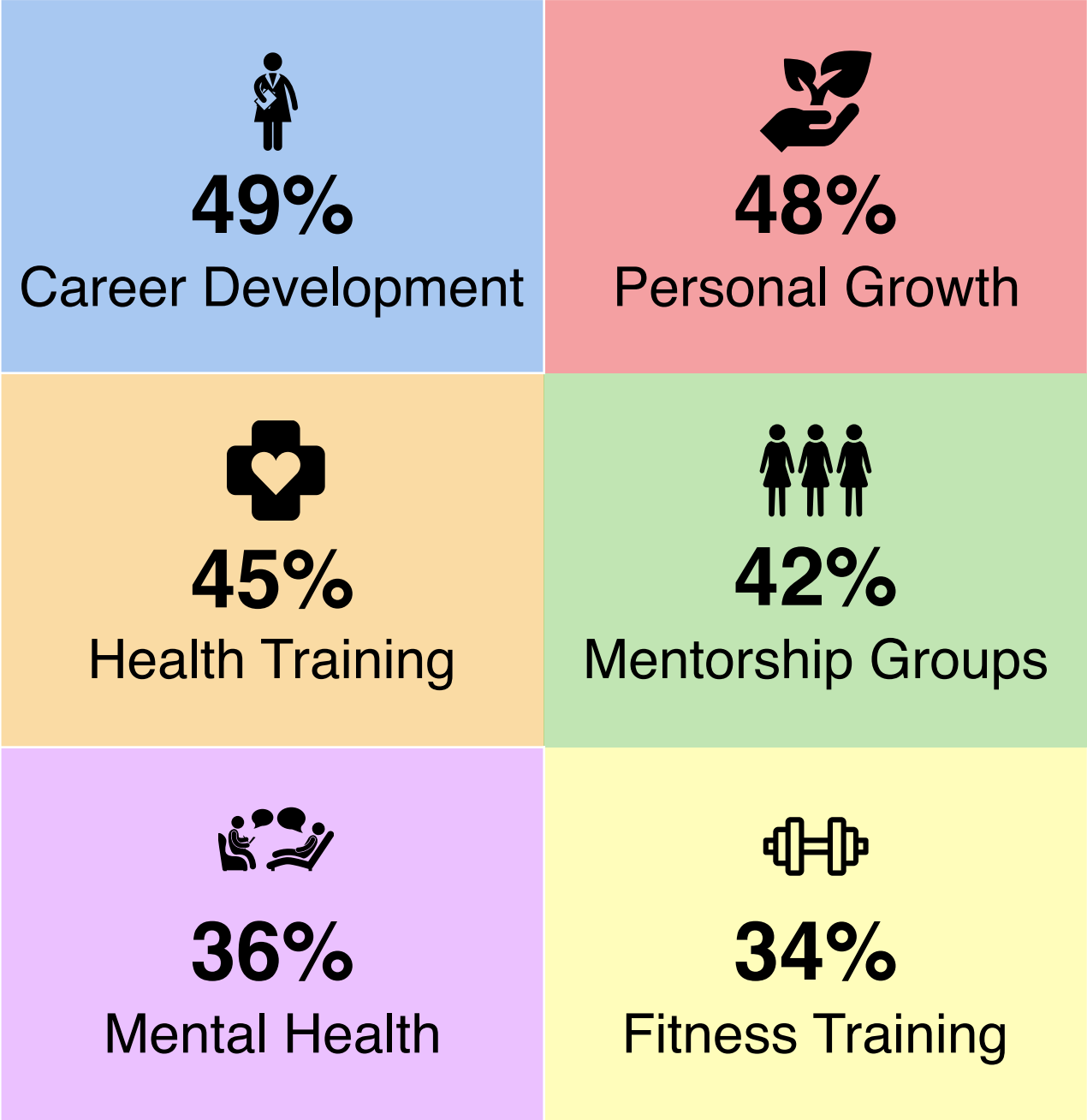
- Friends & Family
- Myself
- Organizations



All Women Surveyed (128)

What programs would you want to see in a women's empowerment center?

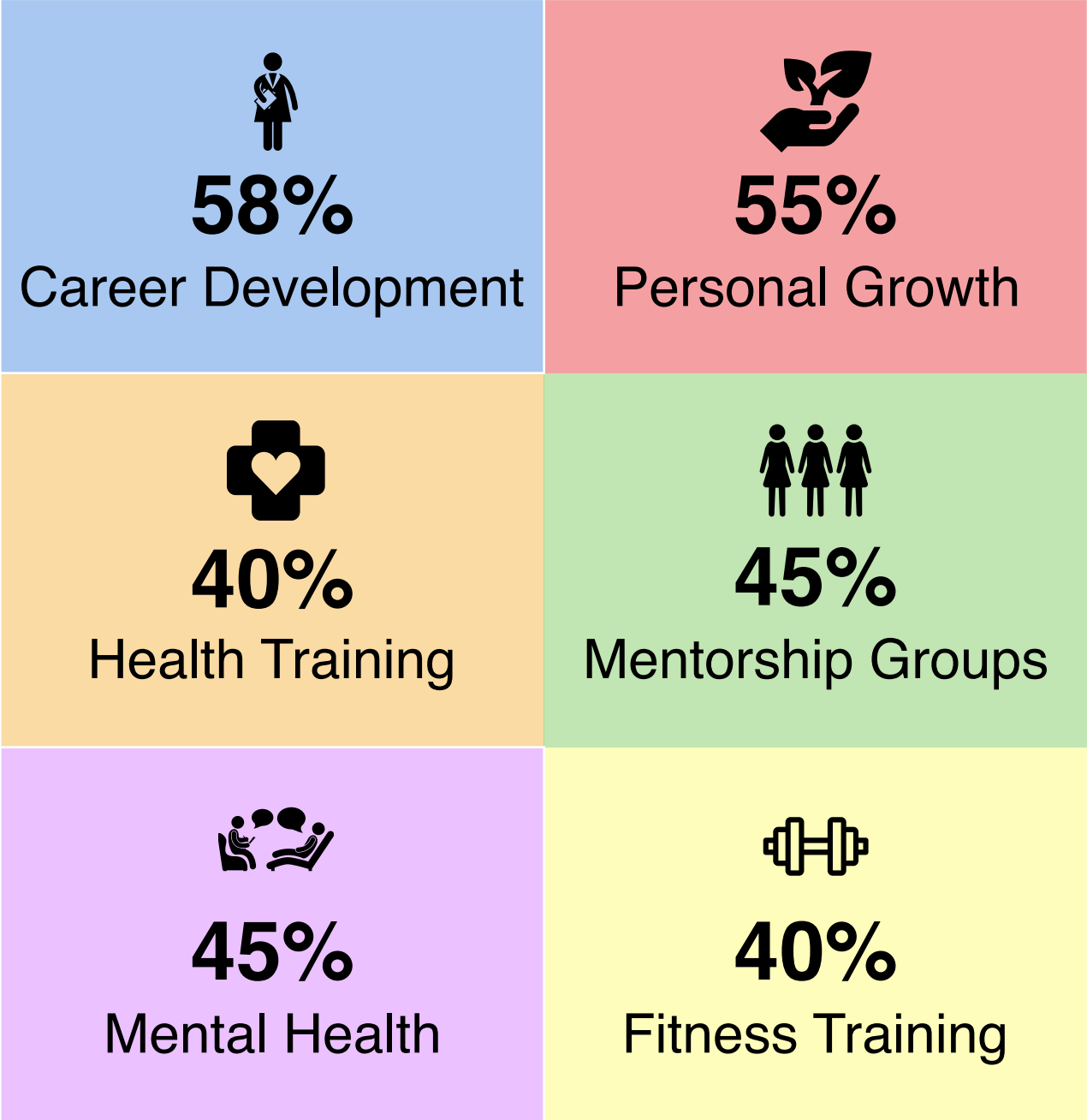
Allowing for more than one answer



Women Ages 30 and Under (53 Women Total)

What programs would you want to see in a women's empowerment center?

Allowing for more than one answer



DISCUSSION

There are many important things to consider when looking at the best practices from the ten women's empowerment centers studied above and the results of the surveys and interviews above. For instance, the most popular programs at the ten centers studied were the career & entrepreneurship (9 of 10 centers), finance (8 of 10) and health & wellness (6 of 10) programs. When we compare that with the most challenging issues facing women in Sukhbaatar, we find that 66% of the women said health and 45% of the women said career were the most significant issues. However when we asked women what programs they wanted to see in the center 49% asked for career development and 45% asked for health trainings. This could be for several reasons: the economy in Mongolia has been difficult now for several years, work is something that all women feel pressured by and their health suffers from their career as well. It's possible, for instance, that stress from work is one of the reasons health is a significant challenge for them. Health, exercise and nutrition trainings might not directly address that stress and women are asking for career development programs to meet that challenge of stress at work.

It was very helpful for me to compare these women's centers, their programs and how they are organized. I wanted to look not only at their current programs and how the centers run, but also what elements I might want to bring into my own blueprint for possibly creating our own center in Mongolia. Each of the centers serve their communities in different ways and their communities have different needs. These surveys and interviews in Sukhbaatar are a first step at understanding our needs and perspectives in our province.

I wasn't surprised that so many women said they didn't have anyone to support them. Mongolian women often put themselves last and put other people and their family first. Then they try to take care of things on their own. 36% of women surveyed said that they tried to just figure things out on their own, they rely entirely on themselves, when they are facing a challenge. They don't feel like they have anyone to turn to.

I expected the rating for women's empowerment in the province to be low, so the 86% at 5 or below out of 10 matched what I was thinking it would be. What surprised me was that there were women who rated women's empowerment at 7, 8 and 9 out of 10. When I looked into those responses on the survey, I found that those women were mostly doctors and women with highly advanced educations, which was interesting.

I was very thankful that we created this data very fast by working with the health department. The villages are very far from each other, sometimes an entire day's drive in the car and some days no one is even traveling to that village, so we were very fortunate to have good transportation for the surveys and good responses from people in those villages. I wasn't surprised that we lost an entire package from the furthest village away. We lost all 10 of their surveys. They received the package but when we called them for the return of the surveys, they said they couldn't find them. This kind of thing happens, especially when it's one of our villages very far away.

It's nice to see that there were many different ages, education levels and professions represented in the survey. We had young mothers who just turned 19 and grandmothers who were 62. We had doctors, nurses, teachers, stay at home moms, herdswomen, businesswomen, engineers, government workers, retired women and students.

Doing this research, looking at other centers around the world, conducting these interviews and completing these surveys were very helpful for me as I think about creating a blueprint for building our own Women's Empowerment Center in Sukhbaatar. It might have been easy to just start it and not ask for a lot of people's ideas ahead of time, but now that I have seen the results of the interviews and surveys I can see how valuable all of this information is.

Conclusions

The results of these interviews and surveys point to several conclusions. First, the questions in the interviews and surveys rang true with a vast majority of the interviewees and respondents. For instance, 86% of women surveyed felt like women's empowerment was at or below average (a ranking of 5 out of 10 or lower) across our province.

Second, there was clear connection between the best practices of the women's empowerment centers that I studied around the world and the programs that were popular with my interview and survey respondents. Women supporting each other in groups was a key element of women's empowerment, family and friends as key support systems showed up several times and group trainings and relationship training and counseling were very popular in the interviews and across the survey results.

Third, this research clearly demonstrates that there is a strong need for more support of women and specific women's empowerment resources. More than 60% of women are asking for professional support and almost half wish there were personal development resources available to them. The most popular programs at women's empowerment centers match this with career & entrepreneurship taking place at 9 of 10 centers and finance showing up in 8 of 10. Originally I

thought that health & wellness would be the most popular but it showed up in the middle of desired programs at 45% of women wishing it was available. This matches with 6 of 10 women's empowerment centers offering those programs. Although it is likely a program like that would be popular, it might be smart to connect it to career and professional support. For instance we could offer stress management at work as a key issue and bring health & wellness along for support of that program.

Research Impact

It's clear that the stories captured in these interviews and surveys are worth being told and currently aren't being captured in Mongolia in any other way. The interviewees were very happy to share their reflections and were happy someone was taking the time to listen to them. It was clear that these women wished more resources were available to them and other women across the province. I share that view. It was my intention that this research build upon the great work that has been done in the field of women's empowerment and attempt to fill in some of the gaps in research, specifically in Mongolia and East Asia. While women's empowerment is being studied and getting more attention globally, none of these studies have looked at the influence women's empowerment could have in Mongolia. Given the positive impact of this movement, I would love to see women's empowerment take hold in our province and support the women I spoke with and surveyed, as well as the other 23,000 women and girls across our corner of the country. The conclusions of this research have clear implications for anyone who wants to support women's empowerment work while learning from the best practices of centers around the world.

Practical Applicability

This is the first women's empowerment research focused on Mongolia using both qualitative and quantitative methods, combined with best practices from women's empowerment centers around the world. This research sought to understand how women's empowerment is being done successfully, what needs and desires exist in Sukhbaatar province for women's empowerment resources and how those resources might be provided through a center. This research built upon the work that has been done in the field of and attempted to fill in some of the gaps in the literature since these studies have never been done in Mongolia.

The current study examined through interviews and surveys in the field the understanding, opinions and needs of women in Sukhbaatar, Mongolia. The results showed that the vast majority of women surveyed showed a strong desire to have more programs and resources women's empowerment in the province and a center following the best practices outlined in the research could be very successful. This has important implications for the future of the women's empowerment movement and the developing country of Mongolia.

As I continue to explore the possibility of creating a women's empowerment center in our province, this research will be invaluable. I have a blueprint for what our center could create and the ways it could help women with the issues that matter most to them.

Recommendations for Further Research

A more thorough study would be very valuable not only to the women's empowerment community, but to the international community and academic community as well. There are

unique and amazing things happening in centers around the world and those stories deserve to be told. We all want to do work that we believe in, provide for our families and be part of communities we are proud of. The research is beginning to uncover this great work, but it is up to each of us to tell our stories and support one another.

We could also look at more detailed survey answers with more data. For instance, we could try to find out:

- What the most pressing issues are for herdswomen between the ages of 20 and 45
- What women who live in the countryside over the age of 40 with no high school education would like to see most in a women's empowerment center
- How women under 25 rate women's empowerment in the province and then compare that to how women over 45 rate the province
- Which trainings would be most interesting for women between ages 30 and 55, who live in the provincial capital, have their own business and have a college education

I would love to see more research in the field that focuses on best practices of women's empowerment centers and what they are doing. It would be great to see what's working, what isn't and what innovative ideas are out there for testing.

Further, if we could take more time to understand what works in countries like Mongolia then we can try to bring that learning to other developing countries around the world and even rural communities in the developed world. There is a lot of similarity between Vermont and Mongolia, small towns with little storefronts and small populations. If we can learn from each other we could support women in every corner of our world.

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Appendix 1

WOMEN'S EMPOWERMENT FRAMEWORK

FGE's empowerment framework helps programme practitioners approach women's needs as more than just political and economic gains (6). Needs also include improved capabilities, opportunities and relationships as part of an engaged and empowered life.

The four components of empowerment include:

● PRODUCTIVE RESOURCES

interventions that improve access and control over the inputs needed for sustainable income generation and safe, secure livelihoods.

● INSTITUTIONAL RELATIONS

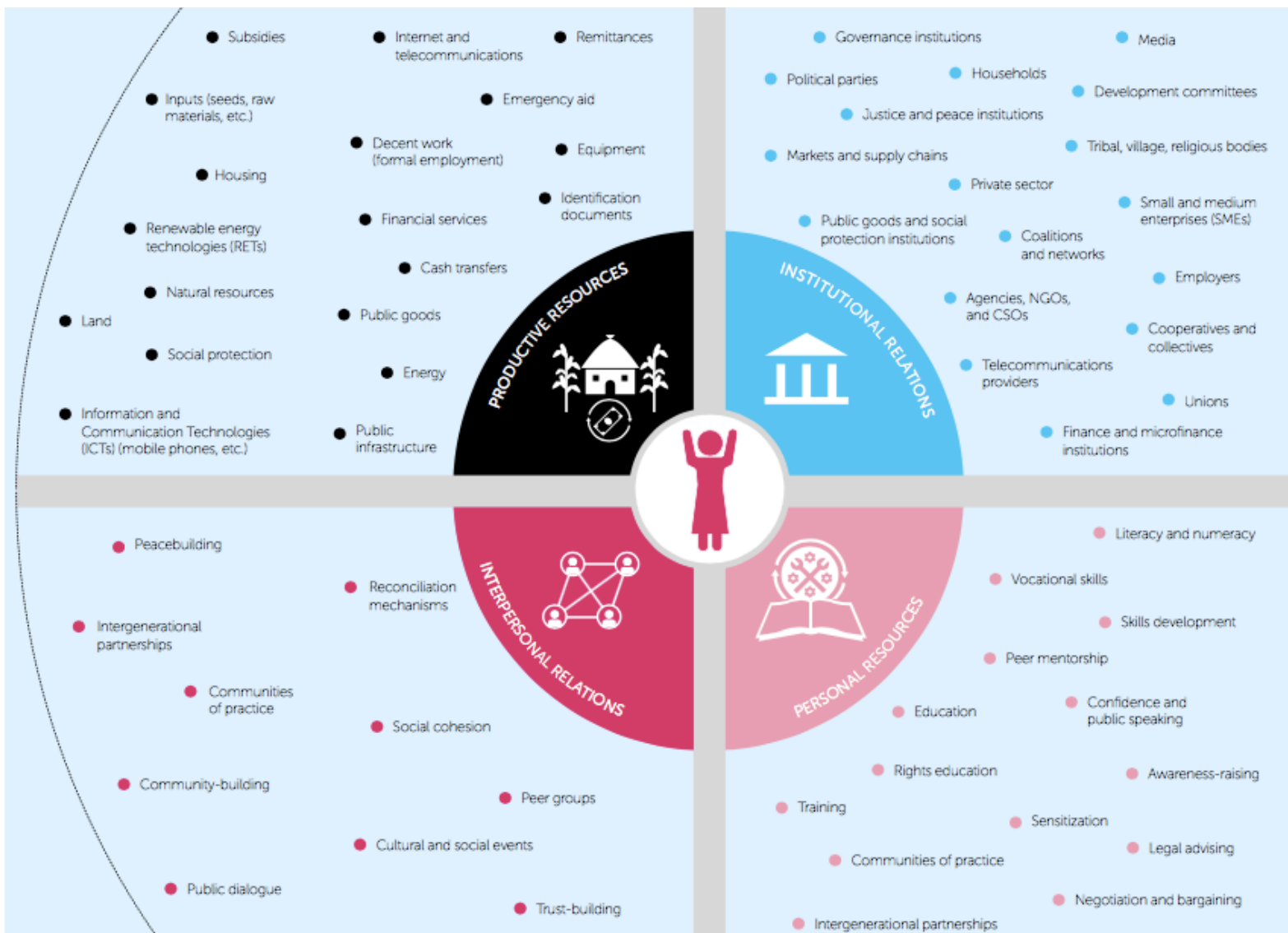
interventions that strengthen relations and commitments between individuals and the formal and informal institutions that shape their lives and opportunities.

● PERSONAL RESOURCES

interventions that increase and expand life skills, knowledge and information, social capital, and opportunities for confidence, agency and collective action.

● INTERPERSONAL RELATIONS

interventions that improve and expand relationships between individuals and communities, and help shift norms and expectations about the roles people can play in society.



Appendix 2

Interview Questions

These interviewees are all over 18 years old
All interviews will be anonymous

Translated from Mongolian

1. What does women empowerment mean to you?
2. What kind of people empower you?
3. Where do you find the best support Personal, professional
4. Is there any place you go and feel empowered?
5. If there was a place or organization dedicated to empowering women what would you like it to be like?

Appendix 2

Interview Consent Form & Questionnaire

SIT Graduate Capstone Research Interview Consent Form

You are invited to participate in a research project focusing on women's empowerment in Sukhbaatar province Mongolia. The study is being conducted by Tunga Jargalsaikhan, a graduate student from SIT Graduate Institute, which is located in Brattleboro, Vermont.

This interview is comprised of open-ended questions in a semi-structured format. It will take approximately 30 minutes to complete. The interview will be conducted by phone or Skype. The interview is voluntary in nature and as such you can choose to quit at any time. If you decide not to participate, there will be no negative consequences.

If you have any questions, you may contact Tunga Jargalsaikhan at (802) 299-9207. The Human Subjects Review Board has approved this consent document and interview questions.

By writing your name below, you agree to complete the survey. The survey is voluntary. Every effort to keep the information collected confidential.

Name (please print):

Name (signature):

Date: _____

Date of Birth: _____

Email: _____

Appendix 3

Survey Questions

Translated from Mongolian

This survey is designed to help build a women's empowerment center in Sukhbaatar. We want to include all of your ideas and suggestions.

1. How would you rate women's empowerment in Sukhbaatar • Rate from 1-10
2. What issues do you face most as a woman?
 - A. Women's Health
 - B. Psychology
 - C. Relationship
 - D. Professional
 - E. Other: _____
3. If you have any problem as a woman where do you go and who do you talk to?
 - A. Friends and Family
 - B. Community or government organizations (ex: hospital, health department)
 - C. I try to solve it on my own
 - D. Other: _____
4. If there is a woman's empowerment center what would you like that center to have? (multiple choice)
 - A. Help with small business development training
 - B. Health and nutrition trainings
 - C. Personal development trainings
 - D. Fitness-related classes (ex: aerobics, yoga, dance)
 - E. Psychologist-supported training and individual therapy
 - F. Community meetings and support groups (ex: moms watching their kids at home, learning from each other and helping each other, teenager girls meeting together)

Poem on the bottom:

Be happy
Give time to be free
Trust yourself

Appendix 3 Cont.

Survey in Mongolian

Эмэгтэйчүүдийн манлайлал, тэднийг дэмжих төв байгуулах судалгаа

Сүхбаатар аймгийн бүх насны эмэгтэйчүүдэд чиглэсэн, тэднийг дэмжих төв байгуулахад та бүхний үнэтэй саналыг тусгах зорилготойгоор авч байгаа судалгаа юм.

1. Сүхбаатар аймагт эмэгтэйчүүдийг дэмжих чиглэлээр хийж байгаа үйл ажиллагаанд өгөх таны дүгнэлт /Доорх онооноос та дугуйлна уу/

10 9 8 7 6 5 4 3 2 1

2. Таньд ямар асуудлууд тулгардаг вэ?

- А. Эрүүл мэнд
- Б. Сэтгэл санаа
- В. Гэр бүлийн асуудал
- Г. Хөдөлмөр эрхлэлт
- Д. Бусад.....

3. Таньд эмэгтэй хүний хувьд ямар нэгэн асуудал тохиолдсон үед та хаана, хэнд ханддаг вэ?

- А. Найз нөхөд, гэр бүл
- Б. Төрийн болон төрийн бус байгууллага
- В. Өөрөө шийдвэрлэх гэж оролддог
- Г. Бусад.....

4. Эмэгтэйчүүдийг дэмжих, тэднийг сонсох цогц үйлчилгээтэй төв байгуулагдвал та ямар төрлийн үйлчилгээг илүү авахыг хүсч байна вэ?

- А. Хөдөлмөр эрхлэлтийг дэмжин, бизнес болон гар урлалын сургалтуудыг явуулж, тэднийг дэмжин цаашид хөгжих боломжоор хангах
- Б. Эрүүл мэндийн зөвлөгөө, сургалт
- В. Өөрийгөө хөгжүүлэх, мэдлэг боловсрол олгох сургалт
- Г. Бие галбир хөгжүүлэх, дасгал хөдөлгөөн хийх танхимтай байх/Иог, аэробик, бүжиг/
- Д. Сэтгэл зүйн зөвлөгөө өгөх
- Е. Туршлага солилцох уулзалтыг зохион байгуулах/ Жишээ нь: Төрсөн хүүхдээ харж буй ээжүүд, адилхан эрүүл мэндийн асуудалтай хүмүүс уулзаж бие биэндээ туслан туршлага солилцох, өсвөр үеийн охидууд тулгамдсан асуудлаа ярилцах... гэх мэт/

Танд баярлалаа
Өөртөө боломж олго
Өөртөө хором мөч бүрийг зориул
Өөртөө эрх чөлөөг олго
Өөртөө итгэх итгэлийг олж нээ

Appendix 4 - Survey Results

Soum	1. Age	2. Edu	3. Job	4. Empw	5. Challenge	5. Other	5. Other	5. Other	6. Ask For Help	6. Other	7. Program - Small Biz	7. Program - Health	7. Program - Edu	7. Program - Exercise	7. Program - Psych	7. Program - Group
AS	21	HS	herdswomen	1	Health	career			Myself		Yes	Yes	Yes		Yes	
AS	27	US	AS Doctor	3	Health	family	career	emotion	Friend/Family		Yes	Yes	Yes	Yes	Yes	Yes
AS	40	US	School Staff	4	Health	family	career	emotion	Organization							Yes
AS	44	HS	herdswomen	5	Health				Myself		Yes					
AS	46	HS	Unemployed	5	Emotion				Friend/Family			Yes				Yes
AS	47	US	Unemployed	5	Career				Myself		Yes					
AS	49	US	Teacher	5	Health	family	career	emotion	Friend/Family		Yes	Yes	Yes			Yes
BD	27	HS	AS Doctor	3	Emotion				Myself						Yes	Yes
BD	34	ES	Unemployed	4	Career				Friend/Family						Yes	
BD	43	MS	Cashier	5	Family				Friend/Family			Yes			Yes	
BD	49	US	government	6	Health				Friend/Family	Organization		Yes	Yes	Yes		
BD	49	US	Retired	6	Emotion				Friend/Family			Yes			Yes	
BD	54	MS	Retired	8	Emotion				Friend/Family			Yes				Yes
BD	58	US	doctor	9	Emotion				Friend/Family					Yes		Yes
BU	19	HS	Cashier	1	Health	family	career	emotion	Myself		Yes	Yes	Yes	Yes	Yes	
BU	20	US	family hospital	1	Health	family	career	emotion	Myself			Yes	Yes	Yes	Yes	Yes
BU	23	MS	herdswomen	1	Health	family	career	emotion	Friend/Family		Yes		Yes			
BU	24	US	Teacher	1	Health	career			Friend/Family	Myself	Yes		Yes	Yes		Yes
BU	25	US	doctor	2	Career				Friend/Family							Yes
BU	26	HS	Unemployed	2	Career				Friend/Family					Yes		
BU	26	HS	nurse	2	Health				Friend/Family	Myself	Yes	Yes	Yes	Yes		
BU	27	US	doctor	3	Health	family	career	emotion	Friend/Family	Myself			No	Yes		Yes
BU	28	US	government	3	Emotion				Friend/Family				Yes			
BU	28	US	government	3	Emotion				Myself		Yes	Yes	Yes	Yes	Yes	Yes
BU	29	US	government	3	Family				Friend/Family						Yes	
BU	30	US	HR	3	Health	family	career	emotion	Friend/Family		Yes	Yes	Yes	Yes	Yes	Yes
BU	30	MS	Unemployed	3	Health	career			Myself		Yes			Yes		Yes
BU	30	HS	Unemployed	3	Career				Friend/Family	Myself	Yes		Yes	Yes		
BU	32	MS	Retired	3	Health	emotion			Organization			Yes		Yes		
BU	34	US	government	4	Health	emotion	active in community		Friend/Family	Myself	Yes		Yes		Yes	Yes
BU	34	MS	herdswomen	4	Health	emotion	career		Friend/Family			Yes				
BU	35	ES	Unemployed	4	Health				Friend/Family		No	Yes	Yes			Yes
BU	39	HS	Unemployed	4	Health	family	career	emotion	Friend/Family	Myself	Yes	Yes	Yes	Yes	Yes	Yes
BU	41	US	Secretary	4	Health	family			Friend/Family				Yes			Yes
BU	41	US	accountant	5	Emotion	Career			Friend/Family		Yes	Yes	Yes	Yes		Yes
BU	42	HS	Cashier	5	Health	career			Friend/Family	Myself					Yes	Yes
BU	43	US	engineer	5	Health				Friend/Family		Yes			Yes	Yes	
BU	46	HS	Unemployed	5	Career				Friend/Family		Yes		Yes			Yes
BU	46	HS	Unemployed	5	Career				Friend/Family		Yes		Yes			Yes
BU	49	HS	US student	5	Health	emotion	career		Friend/Family	Myself	Yes	Yes	Yes	Yes		
BU	49	MS	AS Doctor	6	Health	family	career	emotion	Myself		Yes	Yes	Yes	No	Yes	Yes
BU	49	MS	Unemployed	6	Career				Friend/Family	Myself	Yes	Yes	Yes	Yes	Yes	Yes
BU	49	MS	Unemployed	6	Career				Friend/Family	Myself	Yes	Yes			Yes	
BU	49	US	Unemployed	6	Health	family	career	emotion	Myself			Yes	Yes	Yes	Yes	Yes
BU	50	US	Teacher	6	Health				Friend/Family				Yes	Yes		
BU	53	HS	hospital	8	Health				Friend/Family			Yes			Yes	Yes
BU	24	HS	Teacher	1	Health	family	career	emotion	Friend/Family		Yes		Yes			
BU	30	HS	Unemployed	3	Career				Myself			Yes				
DA	25	US	AS Doctor	2	Health				Myself						Yes	
DA	25	US	doctor	2	Health	economy			Myself				Yes	Yes	Yes	
DA	25	US	government	2	Health	economy			Friend/Family	Myself	Yes	Yes	Yes	Yes	Yes	Yes
DA	31	US	nurse	3	Health	emotion	career		Myself		Yes				Yes	
DA	31	HS	Retired	3	Health				Friend/Family	Myself	Yes	Yes	Yes	Yes	Yes	Yes
DA	32	HS	Teacher	3	Health				Friend/Family	Myself	Yes			Yes		
DA	34	MS	cook	4	Emotion				Friend/Family				Yes			
DA	35	ES	Unemployed	4	Health	family	career		Friend/Family		Yes	Yes		Yes		
DA	42	US	Business Own	5	Health				Organization		Yes					
DA	50	HS	Unemployed	7	Career				Organization			Yes				
ETS	18	US	AS Doctor	1	Health				Friend/Family			Yes				
ETS	26	US	nurse	2	Health				Friend/Family				Yes			
ETS	29	ES	herdswomen	3	Health	career			Friend/Family			Yes				Yes
ETS	40	US	nurse	4	Health	career			Myself		Yes	Yes				Yes
ETS	41	US	government	5	Health	hard to get help from hospital			Friend/Family		Yes	Yes				Yes
ETS	44	HS	hospital	5	Health				Myself				Yes	Yes		
ETS	48	US	public health w	5	Emotion				Friend/Family				Yes			Yes
ETS	50	US	hospital	7	Health				Friend/Family			Yes				Yes
HA	23	HS	Unemployed	1	Health	career			Friend/Family	Myself	Yes					
HA	26	US	Teacher	2	Health				Friend/Family		Yes	Yes		Yes		
HA	43	ES	herdswomen	5	Health				Friend/Family			Yes				
HA	55	MS	Teacher	8	Health	career			Friend/Family		Yes	Yes				
MH	27	HS	CG teacher	3	Emotion				Friend/Family	Myself			Yes	Yes		

Appendix 4 Cont. - Survey Results

Soum	1. Age	2. Edu	3. Job	4. Empw	5. Challenge	5. Other	5. Other	5. Other	6. Ask For Help	6. Other	7. Program - Small Biz	7. Program - Health	7. Program - Edu	7. Program - Exercise	7. Program - Psych	7. Program - Group
MH	31	US	nurse	3	Family				Myself		Yes	Yes	Yes	Yes	Yes	Yes
MH	33	US	CG teacher	4	Family				Myself				Yes			Yes
MH	43	US	doctor	5	Career				Friend/Family						Yes	
MH	48	US	nurse	5	Emotion				Friend/Family		Yes	Yes	Yes		Yes	
MN	27	US	AS Doctor	3	Health	career			Friend/Family		Yes	Yes	Yes			Yes
NA	18	HS	as nurse	1	Family				Myself		Yes					
NA	20	US	doctor	1	Health				Friend/Family			Yes	Yes	Yes	Yes	Yes
NA	21	US	government	1	Health				Friend/Family			Yes	Yes	Yes	Yes	
NA	24	US	Teacher	1	Health	family	career	emotion	Myself		Yes		Yes	Yes		Yes
NA	26	HS	Unemployed	2	Other	economy			Friend/Family				Yes	Yes	Yes	Yes
ON	23	HS	Unemployed	1	Career				Friend/Family		Yes					Yes
ON	27	HS	Business Own	3	Health	emotion	career		Friend/Family		Yes		Yes		Yes	Yes
ON	29	ES	herdswomen	3	Health	family	career	emotion	Organization							Yes
ON	44	MS	herdswomen	5	Career				Friend/Family		Yes					
ON	48	ES	Retired	5	Health	career			Friend/Family	Myself		Yes		Yes	Yes	
ON	57	HS	AS Doctor	9	Health	family	career	emotion	Friend/Family			Yes			Yes	
SU	21	US	government	1	Health				Organization		Yes	Yes	Yes	Yes	Yes	Yes
SU	22	HS	herdswomen	1	Health				Organization			Yes	Yes		Yes	
SU	24	HS	Unemployed	1	Health				Organization					Yes		
SU	25	HS	dentist nurse	2	Health				Myself		Yes	Yes			Yes	Yes
SU	26	HS	Mom	2	Emotion	career			Friend/Family	Myself	Yes	Yes			Yes	Yes
SU	27	US	AS Doctor	3	Health				Friend/Family		Yes					
SU	29	HS	hospital	3	Health				Friend/Family		Yes					
SU	41	HS	US student	4	Emotion				Friend/Family			Yes				
SU	42	HS	Cashier	5	Health	career			Friend/Family						Yes	Yes
SU	43	US	cook	5	Health	family	career	emotion	Friend/Family	Myself			Yes			
SU	48	US	Teacher	5	Health				Friend/Family		Yes		Yes			
SU	51	US	doctor	8	Career				Myself				Yes			
TSH	21	HS	herdswomen	1	Health				Friend/Family	Myself	Yes				Yes	
TSH	27	US	doctor	3	Health	emotion			Myself		Yes				Yes	
TSH	30	MS	housekeeper	3	Health				Friend/Family		Yes	Yes	Yes		Yes	Yes
TSH	32	HS	School Staff	3	Health				Friend/Family	Organization		Yes		Yes		Yes
TSH	40	HS	Unemployed	4	Health	family	career		Friend/Family	Myself			Yes	Yes		Yes
TSH	48	US	nurse	5	Career				Myself					Yes		Yes
TSH	48	US	Teacher	5	Health	family	career	emotion	Friend/Family			Yes	Yes			Yes
TSH	50	US	Teacher	6	Emotion				Friend/Family	Myself		Yes		Yes	Yes	
TSH	51	MS	CG teacher	8	Health				Friend/Family				Yes			
TTS	28	HS	government	3	Health	career			Myself		Yes	Yes	Yes			
TTS	32	US	Teacher	3	Health	emotion			Friend/Family			Yes				
TTS	33	HS	CG teacher	4	Career				Myself				Yes			
TTS	36	HS	Unemployed	4	Career				Myself		Yes		Yes			
TTS	54	US	School Staff	8	Health				Myself		Yes					
TTS	62	MS	nurse	9	Health				Organization			Yes	Yes			
UB	25	ES	herdswomen	2	Health				Friend/Family		Yes		Yes			Yes
UB	25	MS	housekeeper	2	Health				Myself						Yes	
UB	28	HS	government	3	Health				Friend/Family				Yes			
UB	29	MS	housekeeper	3	Health	career			Friend/Family		Yes		Yes		Yes	Yes
UB	30	HS	Unemployed	3	Career				Friend/Family		Yes					
UB	34	MS	herdswomen	4	Health	family			Friend/Family	Myself	Yes					Yes
UB	40	MS	Unemployed	4	Health				Friend/Family				Yes		Yes	
UB	40	US	Unemployed	4	Career				Friend/Family		Yes					
UB	42	US	Business Own	5	Health				Friend/Family					Yes		
UB	43	HS	herdswomen	5	Health				Myself		Yes					
UB	44	MS	herdswomen	5	Health				Myself			Yes	Yes			
UB	57	US	Teacher	8	Emotion				Friend/Family	Myself	Yes			Yes		
UB	57	HS	US student	8	Health				Friend/Family		Yes		Yes			